

Marina View School Charter 2018



School Vision

Marina View School is committed to the **New Zealand Curriculum** vision for our children to develop as **confident, connected and actively involved lifelong learners**.

We have high expectations for the achievement of our children. We also believe in the holistic nature of education and encourage the academic, sporting and cultural development of our children.

Our children will be equipped with the 'foundation skills' of literacy and numeracy and with a range of future orientated attributes that will assist them to be successful in life after Marina View School.

We celebrate the multicultural diversity within our school. We also recognise the importance of the bi-cultural nature of Aotearoa/New Zealand and the special place of Māori as tangata whenua.

Our school motto '*Learning for Life*' underpins all we do.



We aim to support children to be.....

- **Confident, Connected and Globally minded**
- **Self Motivated and Self Regulated Learners**
- **Creative Thinkers**
- **Effective Communicators**
- **Reflective Learners**
- **Caring, Collaborative and Resilient Citizens**

"Whaia te iti kahurangi; ki te tuohu koe, me te maunga teitei"
Seek the treasure you value most dearly; if you bow your head, let it be to a lofty mountain.

Marina View School programmes will be committed to supporting learning that prepares our students for both their present and for their future.

Our Schools Educational Goals

Staff and Trustees aim to:

1. Provide rich, relevant, authentic and interactive learning experiences that are meaningful for, our children and actively engage our students learning.
2. Provide high quality teaching practice within an active learning community.
3. Ensure high levels of achievement in the foundation learning areas of literacy and numeracy
4. Have children become confident, independent, self regulated and reflective learners.
5. Have our children incorporate digital technologies authentically into their everyday learning activities.
6. Ensure that there are high expectations for all of our children's achievement and that all of our children are provided with opportunities for success and enjoyment.
7. Review and report on our school's performance to support future improvements
8. Provide the best possible resources, facilities, experiences and teachers for all students (including children with special needs and special abilities).
9. Ensure that Maori and Pasifika children at our school achieve to the same level as the national cohort for their age.
10. Ensure that within the constraints of funding from the Ministry of Education, and ability to source suitable personnel, instruction in tikanga and te reo Māori is provided for students whose caregivers request such instruction.



Marina View School – Strategic Plan 2016-2018



NAG 1

- Goal:** Provide rich, relevant, authentic and interactive learning experiences that are meaningful for our children and actively engage our students in learning
- Goal:** Provide high quality teaching practice within an active learning community
- Goal:** Ensure high levels of achievement in the foundation learning areas of literacy and numeracy
- Goal:** Teachers to have a deep understanding of the principles of effective teaching and learning to enhance student achievement
- Goal:** Students to become confident, independent, self regulated and reflective learners
- Goal:** High expectations for all children’s achievement and that all of our children are provided with opportunities for success and enjoyment.
- Goal:** Māori and Pasifika children at our school achieve to the same level as the national cohort for their age.

2016	2017	2018
<p>Curriculum delivery development Implementing NZ curriculum and the Marina View School curriculum; Continue to:</p> <ul style="list-style-type: none"> Develop and Implement school scheme in line with NZC Integrate Key Competencies Powerful Learning (including inquiry) Promote ICT integration – student and mobile use <p>Effective Pedagogy NZC Page 34-35</p> <ul style="list-style-type: none"> Coaching and Mentoring (Maths / Literacy) Reflective Practice Teachers inquiry into practice Collaborative and Co-teaching strategies <p>Literacy and Numeracy</p> <p>Numeracy development With support from Cognition Consulting (support to be reviewed annually)</p> <p>Literacy Development With support from Jenny Thompson University of Auckland (support reviewed annually)</p> <p>National Standards Knowledge of learning progressions moderation and OTJs</p>	<p>Curriculum delivery development</p> <hr style="border: 0.5px solid black;"/> <ul style="list-style-type: none"> Develop and Implement school scheme in line with NZC Integrate Key Competencies Powerful Learning (including inquiry) Promote ICT integration – student and mobile use <hr style="border: 0.5px solid black;"/> <ul style="list-style-type: none"> Coaching and Mentoring (Maths / Literacy) Reflective Practice Teachers inquiry into practice <hr style="border: 0.5px solid black;"/>	<p>Curriculum delivery development</p> <hr style="border: 0.5px solid black;"/> <ul style="list-style-type: none"> Develop and Implement school scheme in line with NZC Integrate Key Competencies Powerful Learning (including inquiry) Promote ICT integration – student and mobile use <hr style="border: 0.5px solid black;"/> <ul style="list-style-type: none"> Coaching and Mentoring (Maths / Literacy) Reflective Practice Teachers inquiry into practice <hr style="border: 0.5px solid black;"/> <ul style="list-style-type: none"> Numeracy Support from Lucie Cheeseman <hr style="border: 0.5px solid black;"/> <ul style="list-style-type: none"> Literacy support from MOE ALLS professional learning contract <hr style="border: 0.5px solid black;"/> <ul style="list-style-type: none"> Develop systems to replace National Standards reporting

<p>Enhancing student achievement Cater for students diverse and individual learning needs Students understand themselves as learners Develop students as confident, connected lifelong learners Students develop and show Self Efficacy Develop Student Agency</p> <p>Maori Continue to develop and enhance practice (PD and Programmes) Develop knowledge of Maori students Celebrate our country as bicultural</p>	<p>Cater for students diverse and individual learning needs Students understand themselves as learners Develop students as confident, connected lifelong learners Students develop and show Self Efficacy Develop Student Agency Acceleration of targeted students</p> <p>Continue to develop and enhance practice (PD and Programmes) Develop knowledge of Maori students Celebrate our country as bicultural</p>	<p>Cater for students diverse and individual learning needs Students understand themselves as learners Develop students as confident, connected lifelong learners Students develop and show Self Efficacy Develop Student Agency</p> <p>Continue to develop and enhance practice (PD and Programmes) Develop knowledge of Maori students Celebrate our country as bicultural</p>
<p>Year 7 and 8 Careers education</p>	<p>→</p>	
<p>Targets Numeracy and Literacy</p>	<p>→</p>	
<p>Whole school Professional development</p> <p>Effective Pedagogy- inquiry into practice Literacy and Numeracy Enhancing student achievement Tikanga me ona te reo Maori National Standards Students as learners and Inquirers</p>	<p>Effective Pedagogy- inquiry into practice Literacy and Numeracy Enhancing student achievement Tikanga me ona te reo Maori National Standards Students as learners and Inquirers</p>	<p>Effective Pedagogy- inquiry into practice Literacy and Numeracy Enhancing student achievement Tikanga me ona te reo Maori Students as learners and Inquirers</p>

NAG 2: Goal: Review and report on schools performance to support future improvements

2016	2017	2018
<p>Curriculum Review Literacy and Numeracy Annual targets</p> <p>Student Achievement Literacy and Numeracy National Standards</p> <p>Undertake Community consultation Korean Maori Health</p> <p>School Policy and procedures NAGs 1 and 5</p>	<p>Curriculum Review Literacy and Numeracy Annual targets</p> <p>Student Achievement Literacy and Numeracy National Standards</p> <p>Korean Maori</p> <p>School Policy and procedures NAGs 2 and 3</p>	<p>Curriculum Review Literacy and Numeracy Annual targets</p> <p>Student Achievement Literacy and Numeracy National Standards</p> <p>Korean Maori Health</p> <p>School Policy and procedures NAGs 4 and 6</p>

**NAG 3: Goal: Provide high quality teaching practice within an active learning community
Goal: Be a high quality employer**

2016	2017	2018
<p>Professional development Whole school – see NAG 1</p> <p>Effective Pedagogy- inquiry into practice OCED – Nature of Learning – Innovative Learning Environments Project Literacy and Numeracy Tikanga me ona te reo Maori National Standards Students as learners and Inquirers Individual staff – (Teachers visiting schools in Australia / NZ to grow their professional learning)</p> <p>Develop Leadership capabilities (using leadership capabilities matrix)</p> <p>Professional learning for the senior leadership team</p>	<p>Professional development Whole school – see NAG 1</p> <p>Effective Pedagogy- inquiry into practice OCED – Nature of Learning – Innovative Learning Environments Project Literacy and Numeracy (acceleration) Tikanga me ona te reo Maori National Standards Students as learners and Inquirers Individual staff – (Teachers visiting schools in Australia / NZ to grow their professional learning)</p> <p>Further develop Leadership capabilities (using leadership capabilities matrix)</p> <p>Professional learning for the senior leadership team</p>	<p>Professional development Whole school – see NAG 1</p> <p>Effective Pedagogy- inquiry into practice Literacy and Numeracy (acceleration) OCED – Nature of Learning – Innovative Learning Environments Project Tikanga me ona te reo Maori National Standards Students as learners and Inquirers Individual staff – (Teachers visiting schools in Australia / NZ to grow their professional learning)</p> <p>Further develop Leadership capabilities (using leadership capabilities matrix)</p> <p>Professional learning for the senior leadership team</p>

Staff Performance management		
School-wide appraisal system focused on achieving consistent high quality teaching and learning programmes	→	
Develop and consolidate mentoring systems Assist smooth induction of new staff members	→	
Continue to be an EEO employer	→	

NAG 4

Goal: Provide the best possible resources, facilities and teachers for all students

Goal: Manage the schools finances in a way that the school is in a strong and sound financial position

2016	2017	2018
Property	Property	Property
Property Projects as per 5 Year Plan		→
Develop outdoor environment improvement plan	Renovate 2 – 3 classroom blocks (To be determined) Implement outdoor environment plan	→ →
General classrooms and site enhancements Enhancement of grounds and environment <ul style="list-style-type: none"> • Murals / mosaics • Landscaping / Planting of trees/Replacement • Outdoor area (rooms 15/16/20) • Junior sandpit (beside gymnasium?) • Investigate Hall redevelopment 	General infrastructure, classrooms and site enhancements Enhancement of grounds and environment <ul style="list-style-type: none"> • Murals / mosaics • Planting of trees • Senior grassed area • Fitness trail • Investigate Hall redevelopment 	General classrooms and site enhancements General infrastructure, classrooms and site enhancements Enhancement of grounds and environment <ul style="list-style-type: none"> • Murals mosaics • Planting of trees
Upgrading of resources <ul style="list-style-type: none"> • Purchase digital equipment to support mobile learning options • Upgrade wireless network • Investigate IT support providers 	Upgrading of resources <ul style="list-style-type: none"> • Continuing ICT enhancement • Curriculum areas as required 	Upgrading of resources <ul style="list-style-type: none"> • Continuing ICT enhancement • Curriculum areas as required
Ongoing maintenance programme (as per 10 year maintenance plan)		→

Finances Preparation of budget top meet school goals Monitoring of financial position through BOT finance committee Fundraising	Finances Preparation of budget top meet school goals Monitoring of financial position through BOT finance committee Fundraising	Finances Preparation of budget top meet school goals Monitoring of financial position through BOT finance committee Fundraising
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NAG 5 **Goal: Create and maintain a safe physical and emotional environment for children**
Goal: Create and maintain a safe physical and emotional environment for staff

2016	2017	2018
Implement Health and Safety programme in line with new legislative requirements	_____→	_____→
Undertake regular safety checks Continue preventative maintenance programme	_____→	_____→
Continue to implement programmes that support student wellbeing	_____→	_____→
Continue with Peer Mediation programme	_____→	_____→
First Aid training	_____→	_____→

NAG 6 Goal: Ensure that the school meets all legislative requirements
Source and access Ministry of Education curriculum development initiatives and funding that supports these initiatives

2016	2017	2018
Keep up to date with all legislative requirements School charter and strategic plan development completed Eg. Planning and reporting	_____→	_____→
Continue to establish programmes that can support cultural exchanges: Sister School Relationships with Korea and China in the future.	_____→	_____→
Investigate participation in a Community of Learners with other local schools	_____→	_____→

Strategic Goals For the 2018 Annual Plan



NAG 1. CURRICULUM REQUIREMENTS

KEY PEOPLE

- | | |
|--|------------------------------------|
| 1. To participate in school based Professional Development in Literacy focusing on the use of evidence based teaching to enhance classroom Literacy programmes and individual student's achievement. Particular focus on Accelerating Literacy Learning in Writing for boys and priority learners. | Lead Teachers
All Teachers |
| 2. To participate in school based Professional Development in Mathematics focusing on the use of evidence based teaching to enhance classroom Mathematics programmes and individual student's achievement. Particular focus on enhancing the achievement of Māori students in Mathematics. | Lucie Cheeseman /
Lead Teachers |
| 3. For all teachers to provide programmes that promote powerful and purposeful learning in our classrooms through Assessment for learning strategies. | All Teachers / MCJ |
| 4. To participate in the Whiria te Tangata - Kahui Ako / Community of Learning
Priority focus for 2018 – Culturally Responsive practice | BOT and all staff |
| 5. Develop educationally powerful connections with parents and whanau | All Teachers / MCJ |
| 6. Curriculum targets based on review of National Standards Literacy and Numeracy achievement data are developed, classroom programmes are designed to support achievement of these targets and progress towards achievement targets monitored. | All Teachers / MCJ |

NAG 2. DOCUMENTATION AND SELF REVIEW

- | | |
|---|---------------------------|
| 7. Review Charter and Strategic Plan | Staff and BOT |
| 8. Undertake reviews for Numeracy and Literacy, Students to undertake NZCER wellbeing survey (Years 4-8). | Staff and BOT |
| 9. Consult with Māori, and Korean communities and the whole school community regarding the Health curriculum. | Staff and BOT |
| 10. Hold goal setting student, parent and teacher meetings in March and student, teacher and parent conferences in August. | All Teachers |
| 11. Continue the programme of Policy Review (NAGs 4 and 6– and as may be required), as per strategic plan cycle to ensure our school's policies are up to date and available for all who need to use them. | BOT / MCJ
All Teachers |
| 12. Monitor and report to BOT on school wide student achievement in Writing, Reading and Mathematics (including analysis of year level, gender and the achievement of Māori and Pasifika and Asian students). | Teachers / MCJ |



NAG 3. EMPLOYER RESPONSIBILITIES

13. Provide a programme of professional development (whole school and individual) for all staff involved in the Curriculum Goals above
14. Implement appraisal procedures and process in line with the Teachers Council newly mandated, Standards for the Teaching Profession, to ensure practice complies with legislation and informs ongoing school and teacher development.
15. Operate a personnel policy that compiles with the principles of being a good EEO employer.
16. Assist the smooth induction of new staff members

KEY PEOPLE

Lead Teachers / MCJ

MCJ

BOT / MCJ

MCJ / Tutor Teachers
Senior Teachers

NAG 4. FINANCE AND PROPERTY

17. Oversee the following Developments:
 - Targeted painting of school facilities
 - Landscape development - Sandpit
 - Continue outside art piece development
 - General site enhancements
 - Prepare painting schedule and process
 - Gymnasium redevelopment
 - Continue to upgrade school e-learning resources
 - Ongoing maintenance programme
18. Implement 5 year property enhancements as per agreement with the new 5 Year Property Agreement with the Ministry of Education.
 - Modernisation Upgrade of Rooms 11,12,13
19. Prepare annual budget to reflect the school's strategic direction
20. Monitor and report on school's financial position

Property Committee
MCJ / Teachers

Property Committee
Consultant

Finance Committee

Finance Committee

NAG 5. HEALTH AND SAFETY

21. Implement new Health and Safety policies and procedures
22. Undertake regular safety audits

Health and Safety team
MCJ / Scott /Safety
Officer

NAG 6. LEGISLATION

23. Annually review and modify school Charter
24. Keep up to date with all legislative requirements

MCJ / Staff /
Community / BOT

MCJ / BOT / All Staff

Marina View School

CURRICULUM TARGET ACTION PLAN FOR 2017: Mathematics Māori Students

BASE DATA - 2016 Year End: 65.8% at or above expectations in relation to National Standards

TARGETS SET – 2017 Year End: 75% at or above expectation in relation to National Standards

ASSESSMENT TOOLS: E-AsTTle, IKAN, GLOSS, teacher observation of students mathematics applied in rich tasks and across the curriculum

Quality Action Required	Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using 2016 National Standards data and assessment tools	All staff		Term 1	All teachers analyse students Mathematics achievement, with particular focus on the achievement of our Māori students.
Teachers to undertake professional learning focused on using; evidence based, research informed, teaching as inquiry strategy to plan and accelerate academic progress with particular focus on Māori learners in years 4 - 8.	All staff Lucie Cheeseman Lead teachers	\$7800 Plus reliever costs	Terms 1-4	Facilitator to work with all teachers and lead teachers regarding researched based practice to enhance mathematics teaching and learning programmes
Specifically examine needs of Māori students	All staff		Term 1	Programmes designed and trialled to meet the needs of Māori students
Classroom programmes to follow strategies learnt through Afol and mathematics professional development	Lead Teachers, All teachers		Ongoing	In classroom programmes there is consistent use of Learning Intentions and Success Criteria for mathematics. Plenary sessions are undertaken.
Investigate strategies to accelerate the progress of Māori students.	All staff Lucie Cheeseman Lead teachers		Ongoing	Professional learning and development undertaken, strategies trialled and outcomes discussed in an ongoing manner. Teaching inquiry cycle is established.
Mid year mathematics achievement assessed and moderated	All teachers		Mid Year	Achievement data analysed and further actions planned
Additional support to be provided for students who are at risk (both in class and with Teacher Aide support)	Teachers, Teacher Aides, RTLB		As appropriate	Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly.
End of year student achievement assessed and moderated	All teachers		End of year	Assessment analysed and further actions planned
Report to BOT on programmes and student achievement (including target group)	Management team		End of year	Report presented to BOT

ACTUAL OUTCOMES	REASON for VARIANCE	FURTHER DEVELOPMENT
<p>76% of our Māori students achieved At or Above National Standards. This meets and slightly exceeds the target set for this year.</p>	<p>We are reflecting upon and inquiring into why there was there was this 10.2% positive shift in achievement of our target group. There are we believe a number of factors that may have contributed to this.</p> <p>The professional development that we have been undertaking with the support of Cognition Education, Lucie Cheeseman and Mathematics lead teachers has now been ongoing for several years and this has resulted in teachers consolidating their practice as the professional learning and new practices are becoming embedded at Marina View.</p> <p>The natural movement of students to and from Marina View may had have some impact on the outcomes (79 students reported on in 2016 and 75 students reported on in 2017), however the 10.2% positive shift overall is significant and pleasing. We look forward to continuing this positive shift in Māori students achievement.</p>	<p>Whilst we are pleased at the shift in achievement and the target being met, we see the need to continue to target the enhancement of achievement of Māori students in mathematics as a priority at Marina View School. We will set the aspirational goal of 85% of our Māori students achieving 'At or Above' curriculum expectations in 2018.</p> <p>We will be continuing our professional learning and development focusing on 'Rich Tasks' and 'Talk Moves'.</p> <p>We will continue to focus on acceleration in mathematics programmes as a strategy to support target students.</p> <p>We will continue to focus on teachers making connections and developing positive learning focused relationship with our Māori students.</p> <p>We will continue to be supported by a mathematics facilitator and lead teachers to trial and inquire into new strategies to enhance progress.</p> <p>We will continue to keep the progress and achievement of our Māori students 'front and centre'</p>

Marina View School

CURRICULUM TARGET ACTION PLAN FOR 2017: Writing Boys School wide

BASE DATA - 2016 Year End: 75% at or above expectation in relation to National Standards

TARGETS SET – 2017 Year End: 80% at or above expectation in relation to National Standards

ASSESSMENT TOOLS USED: E-AsTTle, Writing Matrix, teacher observation of writing across the curriculum.

Quality Action Required	Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using National Standards data and Writing matrix assessment tool.	All staff Literacy team		Term 1	All teachers analyse students writing achievement
All teachers select target students to monitor	All teachers		Terms 1-4	Target students selected to focus learning and inquiries
Undertake professional learning around teaching as inquiry and accelerating learning in the context of writing	All staff Literacy team	7800 Plus relievers	Term 1	Readings, vocalizing shared beliefs, discuss teaching and learning strategies
Undertake professional learning as part of MOE ALLs professional development and learning contract	Maurice /Jill Alex -lead Literacy team		Term 1	Plans and professional learning to be determined and undertaken. Teacher and students selected for intervention.
Provide writing programmes to meet the needs of students including targeted programmes to assist at risk students to meet Standards.	All staff Literacy team		Terms 1-4	Programmes are delivered with the needs of students as the focal point each term.
Classroom programmes to follow strategies learnt through Afol and writing professional development	Literacy team All teachers		Ongoing	In classroom programmes there is consistent use of Learning Intentions and Success Criteria for writing. Surface and deeper features are addressed. Plenary sessions are undertaken.
Trial strategies to accelerate the progress of target students Continue professional development, trial and review cycle above	All staff Literacy team		Terms 1-4	Teachers trial strategies and inquire into effectiveness of strategies on students achievement. Teacher inquiry into practice cycle is in place and informs further developments. Learning is shared across the school.
Discuss writing programme delivery using acceleration strategies and Afol practices	All staff Literacy team		Ongoing	Writing programme delivery to be discussed at team and staff meetings
Mid year writing samples assessed and moderated	All teachers		Mid Year	Samples analysed and further actions planned
Additional support to be provided for students who are at risk (both in class and with Teacher Aide support eg Peer writing)	Teachers, Teacher Aides, RTLb		As appropriate	Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly and support programmes implemented to assist at risk students to reach Curriculum expectations.
End of year writing samples assessed and moderated	All teachers		End of year	Samples analysed and further actions planned
Report to BOT on programmes and student achievement (including target group)	Management team		End of year	Report presented to BOT

<p>ACTUAL OUTCOMES 76.5% of boys achieved 'At or Above' National standards in writing.</p>	<p>REASON for VARIANCE We continue the slow positive shift in boy's achievement in writing.</p>	<p>FURTHER DEVELOPMENT In 2016 the school entered into the Accelerating Learning in Learning (ALL) initiative supported by the Ministry of Education. We continued this professional learning and development in 2017. We were pleased with the outcomes from the lead teachers and target groups of students involved.</p> <p>As part of ongoing professional learning and development teachers will continue to investigate deeper the NZ Literacy Learning Progressions.</p> <p>Lead teachers will fulfil a coaching role to work beside and support teachers as we undertake these initiatives.</p> <p>We will also have discussion on the progress of the target students regularly and ensure they are 'front and centre' in team and whole school discussions.</p>
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Marina View School

CURRICULUM TARGET ACTION PLAN FOR 2018: Writing Boys School wide

BASE DATA - 2017 Year End: 76.5% at or above expectation in relation to National Standards

TARGETS SET – 2018 Year End: 85% at or above expectation in relation to New Zealand Curriculum

ASSESSMENT TOOLS USED: E-AsTTle, Writing Matrix, teacher observation of writing across the curriculum.

Quality Action Required	Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using National Standards data and Easttle Writing assessment tool.	All staff Literacy team		Term 1	All teachers analyse students writing achievement
Consolidated understanding of how Assessment for Learning practices can support acceleration of student outcomes	Allan Powell All teachers		Term 1	All teachers participate in professional learning and apply strategies in classroom practice.
All teachers select target students to monitor	All teachers		Terms 1-4	Target students selected to focus learning and inquiries
Teachers to undertake professional learning focused on using; evidence based, research informed, teaching as inquiry strategy to plan and accelerate learning in the context of writing	All staff Kahui Ako In school leaders	\$7800 + reliever costs	Terms 1-4	Readings, vocalizing shared beliefs, discuss teaching and learning strategies
Provide writing programmes to meet the needs of students including targeted programmes to assist at risk students to meet expectations.	All staff		Terms 1-4	Programmes are delivered with the needs of students as the focal point each term. In classroom programmes there is consistent use of Learning Intentions and Success Criteria for writing. Surface and deeper features are addressed. Plenary sessions are undertaken.
Use school selected strategies to effect change <ul style="list-style-type: none"> • <i>Developing powerful connections with family and whanau</i> • <i>Assessment for Learning Practice</i> • <i>Culturally Responsive Practice</i> 	All staff In school leaders Allan Powell		Term 1 And ongoing	Classroom programmes to follow strategies learnt through Afol, ALLs and writing professional development. Programmes designed and trialled to meet the needs of boys Teachers trial strategies and inquire into effectiveness of strategies on students achievement. Teacher inquiry into practice cycle is in place and informs further developments. Learning is shared across the school.
Mid year writing samples assessed and moderated	All teachers		Mid Year	Samples analysed and further actions planned
Additional support to be provided for students who are at risk (both in class and with Teacher Aide support eg Peer writing, acceleration groups)	Teachers, Teacher Aides, RTLb		As appropriate	Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly and support programmes implemented to assist at risk students to reach National Standard.
End of year writing samples assessed and moderated	All teachers		End of year	Samples analysed and further actions planned
Report to BOT on programmes and student achievement (including target group)	Management team		End of year	Report presented to BOT
ACTUAL OUTCOMES	REASON for VARIANCE			FURTHER DEVELOPMENT

Marina View School

CURRICULUM TARGET ACTION PLAN FOR 2018: Mathematics Māori Students

BASE DATA - 2017 Year End: 75% at or above expectation in relation to National Standards

TARGETS SET - 2018 Year End: 85 % at or above expectation in relation to the New Zealand Curriculum

ASSESSMENT TOOLS: E-AsTTle, IKAN, GLOSS, PAT, teacher observation of students mathematics applied in rich tasks and across the curriculum

Quality Action Required	Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using 2017 National Standards data and assessment tools	All staff		Term 1	All teachers analyse students Mathematics achievement, with particular focus on the achievement of our Māori students.
Teachers to undertake professional learning focused on using; evidence based, research informed, teaching as inquiry strategy to plan and accelerate academic progress with particular focus on Māori learners.	All staff Lucie Cheeseman Lead teachers	\$7800 + reliever costs	Terms 1-4	Facilitator to work with all teachers and lead teachers regarding researched based practice to enhance mathematics teaching and learning programmes
Specifically examine needs of Māori students	All staff		Term 1	All teachers know and have established connection with Māori students Targets are set for all Māori students who were identified as below National Standard in 2017.
Use school selected strategies to effect change <ul style="list-style-type: none"> • <i>Developing powerful connections with family and whanau</i> • <i>Assessment for Learning Practice</i> • <i>Culturally Responsive Practice</i> 	All staff Lucie Cheeseman Allan Powell		Term 1 And ongoing	Classroom programmes to follow strategies learnt through Afol and Mathematics professional development. Programmes designed and trialled to meet the needs of Māori students
Kahui Ako support for enhancing student achievement	Kahui Ako school leaders			Across and In school leaders support teacher inquiries into practice focused on enhancing achievement in Mathematics
Investigate strategies to accelerate the progress of Māori students.	All staff Lucie Cheeseman Lead teachers		Ongoing	Professional learning and development undertaken, strategies trialled and outcomes discussed in an ongoing manner.
Mid year mathematics achievement assessed, moderated and reported to the BOT	All teachers MCJ		Mid Year	Achievement data analysed and further actions planned
Additional support to be provided for students who are at risk (both in class and with Teacher Aide support)	Teachers, Teacher Aides, RTLB		As appropriate	Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly.
End of year student achievement assessed and moderated	All teachers		End of year	Assessment analysed and further actions planned
Report to BOT on programmes and student achievement	MCJ		End of year	Report presented to BOT
ACTUAL OUTCOMES	REASON for VARIANCE			FURTHER DEVELOPMENT