



Marshall Laing Primary School

Strategic Plan 2024–2025

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Our Mission Statement

The school's mission statement is *Securing success for everyone*, and it is our aspiration that all students achieve at or above the expectation in all curriculum areas especially in reading, writing and mathematics.

Ngā pou e whā - Our Values



Our Strategic Goals

Goal 1

Rangatiratanga
Students at the centre

- Improved outcomes for our priority learners in writing
- Improved outcomes for ākonga Māori
- Improved outcomes for our Pacific learners
- Improved outcomes for our English Language Learners

Goal 2

Whakawhanaungatanga
Positive relationships

- Improved communications between our school and our community about key information and events
- Improved communications between classroom teachers and whānau around student learning
- Consultation with stakeholders to inform 2026-2028 strategic plan

Goal 3

Manaakitanga
Inclusivity

- Improved connections between our school and our communities' cultures and languages

Goal 4

Mōhiotanga
Professional growth

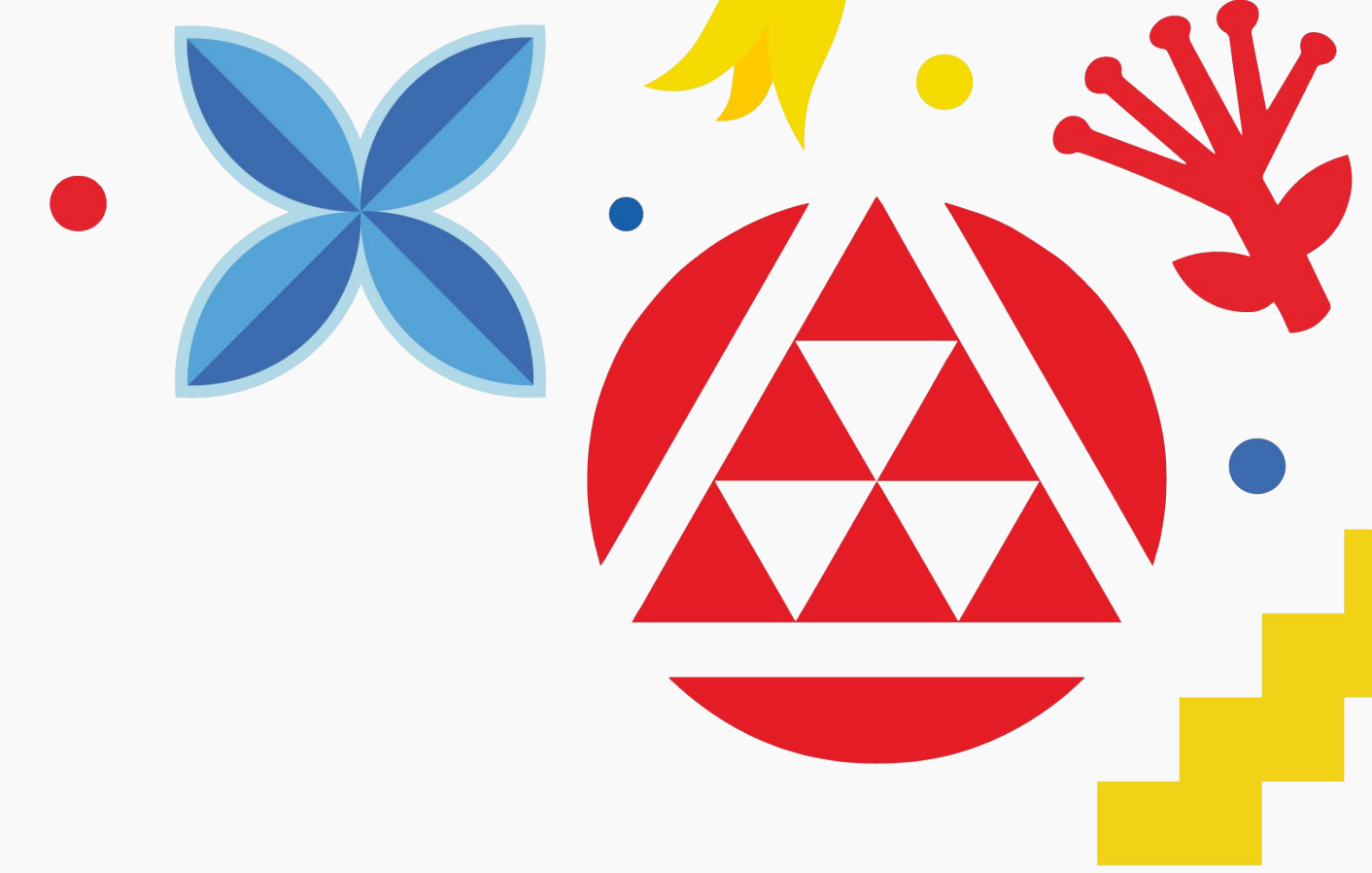
- Professional learning in the teaching of the Health and PE curriculum
- Te reo me ngā tikanga Māori
- Professional learning in the teaching of writing

Strategic Goal 1

Rangatiratanga Students at the centre



Strategic Goal 1 Rangatiratanga – Students at the Centre



| Strategic Goal | Strategic initiatives | Success measures |
|--|---|---|
| 1.1 Improved outcomes for priority learners in writing | Priority group identified by teachers using a range of assessment data and OTJs and they are tracked through the year. | Students are accurately selected using a comprehensive range formative and summative assessments. Teachers know their learners. New recording system helps track priority learners. |
| | Twice termly team meeting on priority learner progress and achievement in writing. | Teachers come to meetings prepared to discuss priority learner groups. Discussions are robust and solution focussed. All priority learners improve a sub level as a minimum. |
| | Review moderation practices in writing OTJs. | Moderation of OTJs across the school is accurate and consistent. |
| | Teacher Professional Development on writing. | Teachers will have improved practice and confidence in the teaching of writing. |
| 1.2 Improved outcomes for ākonga Māori | Ākonga Māori below expectation are targeted through teacher inquiry and other interventions to accelerate their progress. | Ākonga Māori achieve a shift in progress against national curriculum levels. At the end of the year we hope to see our targets of 50% at or above in writing , 65% in reading and 60% in maths achieved. |
| | Support the incorporation of Māori identity, language and culture into day to day practices so that learners can actively participate in te Ao Māori. | Māori language and cultural elements become a part of day to day routines and practices in the classroom , assemblies and around the school. |
| 1.3 Improved outcomes for our Pacific learners | Pacific learners below expectation are targeted through teacher inquiry and other interventions to accelerate their progress. | Pacific learners achieve a shift in progress against national curriculum levels. At the end of the year we hope to see our targets of 60% at or above in writing, 65% in reading and 70% in maths achieved. |
| | Staff professional learning on the MOE document Tapasā. | Teachers have a comprehensive understanding of Tapasā and its implementation into the classroom. |

| Strategic Goal | Strategic initiatives | Success measures |
|---|--|--|
| 1.4 Improved outcomes for our English Language Learners | English Language Learners (ELLs) are supported through targeted ESOL programs within the school. | ELL learners achieve a shift in progress against national curriculum levels. At the end of the year we hope to see our targets of 60% at or above in writing, 65% in reading. |
| | Staff professional development in 2024 focusing on teaching writing with an ESOL approach. | Teachers are familiar with the English Language Learning Progression Pathways and use the English Language Learning Progressions (ELLPs) to plan for teaching. Teachers are using aspects from the PL in their teaching to improve English language proficiency. |

Strategic Goal 2

Whakawhanaungatanga Positive Relationships



Strategic Goal 2 Whakawhanaungatanga – Positive Relationships



| Strategic Goal | Strategic initiatives | Success measures |
|--|---|---|
| <p>2.1 Improve communications between our school and our community about key information and events.</p> | <p>Revitalise school newsletter.</p> | <p>Percentage of recipients reading the newsletter shifted from 30% to 70% measured through pre (T4 2023) and post (T4 2024) data collection using Mailchimp. Our community knows about key events, partially evident through attendance and increased participation.</p> |
| | <p>Explore the use of social media to communicate key dates and events within the school.</p> | <p>A decision has been made about whether to use social media (eg Facebook, Instagram, TikTok) to communicate with whānau and community.</p> |
| <p>2.2 Improve communications between classroom teachers and whānau around student learning</p> | <p>Improve and increase Spotlight usage by whānau.</p> | <p>Teachers rate their relationships with whānau as strong and effective, and teachers rate their relationships with whānau as making a difference to children’s learning according to pre and post survey.</p> |
| | <p>Explore the use of alternative classroom communications to augment Spotlight.</p> | <p>Consistency across different years levels and consistency with what is shared and how often.</p> |

Strategic Goal 3

Manaakitanga Inclusivity



Strategic Goal 3 **Manaakitanga – Inclusivity**



| Strategic Goal | Strategic initiatives | Success measures |
|---|------------------------|--|
| 3.1 Improved connections between our school and our communities' cultures and languages | Cultural days | We will have celebrated two hosted days for the whole school with community involvement in the event organisation and implementation. |
| | Language weeks | The school has successfully celebrated 3 language weeks throughout the year. Community and students are used as a resource. |
| | Pacific cultural group | A Pacific cultural group has operated from term 2 and performs successfully at school events. Pacific children feel more connected to the school and that their culture is valued. |

Strategic Goal 4

Mōhiotanga Professional Growth



Strategic Goal 4 Mōhiotanga – Professional Growth



| Strategic Goal | Strategic initiatives | Success measures |
|--|---|--|
| <p>4.1 Professional learning in the teaching of the Health and PE curriculum</p> | <p>Working with Sport Auckland facilitator on PE planning and delivery with an emphasis on knowledge and skill acquisition.</p> | <p>Staff confidence and knowledge continues to grow with the teaching of PE. Lessons, planning and delivery are improved.</p> |
| | <p>Create a new schoolwide framework and expectations on teaching the Health and PE curriculum.</p> | <p>Framework and philosophy are developed for the teachers so that everyone has a clear understanding of what best practice looks like and what the schools expectations are.</p> |
| <p>4.2 Te reo me ngā tikanga Māori</p> | <p>Professional learning for staff in the use of te reo Māori and tikanga.</p> | <p>Staff PLD takes place at the beginning of staff meetings for 15 minutes on 25 occasions.</p> |
| | <p>Schoolwide normalisation of te reo Māori me ngā tikanga Maori.</p> | <p>Teachers take their learning from staff PLD into the classroom and useful te reo Māori phrases are used more confidently and consistently. This is documented through walk-throughs and observations.</p> |



MARSHALL LAING

PRIMARY SCHOOL

MAKE THEM PROUD - WHO FOLLOW