



VISCOUNT PRIMARY SCHOOL

School Charter

STRATEGIC AND ANNUAL PLAN (2020)

2018-2021



Our vision

Mission Statement

Better Every Single Time

Viscount Learning Community cultivates in students the knowledge, skills, strategies and habits of mind necessary for successful learning. Being a successful learner helps students to develop a set of personal values and a sense of social responsibility.

About us

Our maunga is Te Pane a Mataaho (Mangere Mountain)

We want our students to see the view from the top of the mountain instead of only from the bottom.

Viscount School is known as the Viscount Learning Community. This name embraces the idea that everyone is a learner striving for success. The school has served the Mangere area since 1969, with the name Viscount being the name of a popular passenger plane operating from the airport nearby at the time. We are still flying high.

The schools motto BEST is an anagram for Better Every Single Time.

The Viscount Learning Community will provide students with the best teachers, the best resources and the best learning environment subsequently expecting the best results. We believe that all of our students have the ability to succeed and excel in all areas of their learning and bring their own unique strengths and interests to that learning.

Our parents and whanau, want their children to have opportunities, experiences and choices to enable them to have a successful future and fully participate as a citizen of Aotearoa New Zealand.

To strengthen this aim, we seek to develop and maintain a strong partnership with parents and whanau, so that together, we can support students with their learning and celebrate successes as students progress and grow in confidence.

We celebrate former pupils who have experienced success and provide opportunities in sports, music and visual arts for our students to express themselves and experience success. Music and sports are taught by specialists where possible in order to increase the creative opportunities available to students and enable them to be successful and confident artists, sports men and women, composers, singers, musicians and performers. This enables us to offer a wide range of opportunities within a broad curriculum.

Celebrating diversity

Our school is approximately 85% Pasifika students - either the children of newly arrived immigrants or parents who were immigrants. The other 15% largely identify as Maori or Asian with a remainder from other cultural groups.

At Viscount School we welcome and value the rich diversity of languages, cultures and identities of our families and students. We seek to work in partnership with our parents and whanau so together we can develop an understanding of how our children's identities are culturally located as well as how they are shaped by experiences in their communities and build on that to develop connections with our learners and shape learning through academic programmes based in English as well as promoting the use of heritage languages and expressing their culture in authentic contexts so they experience success and take pride in who they are.

The unique position of Maori culture is an important and essential element of our school. We are committed to Kaupapa whanaungatanga (kinship through relationships) and the promotion of te reo. Parents of Maori students have identified successful learning, striving to do their best and opportunities to experience a wide curriculum including sports, music and art.



Pasifika Success

Over 80% of our students celebrate a Pasifika heritage and many speak a language other than English as their first language. We believe all children can succeed and do not consider a child's background as a barrier but rather a call to staff and our community to support best practice so every student can stand proud as a successful learner with opportunities to be part of a future well educated and skilled member of NZ society.



Viscount Learner Profile

*Our learners will be the **BEST** they can be and **SOAR***

Self-belief

- I can make responsible choices for my health and wellbeing
- I bounce back when I get something wrong and try again
- I enjoys challenges and try my best
- I think about ideas before I act

Ownership

- I show positive behaviour and manage myself safely
- I can discuss what I am learning and my next steps
- I solve problems and think creatively
- I ask questions and try new ideas

Ako

- I learn from others and help them to learn from me
- I share my ideas with others and listen confidently
- I keep myself and others safe online
- I work well with others so we all can learn

Respectful of self and others

- I am proud of family, my culture and my languages
- I include others and enjoy playing with everyone
- I am a positive influence on others
- I talk well about others
- I am polite and respectful toward others

So that by the end of Year 8 our students leave us with

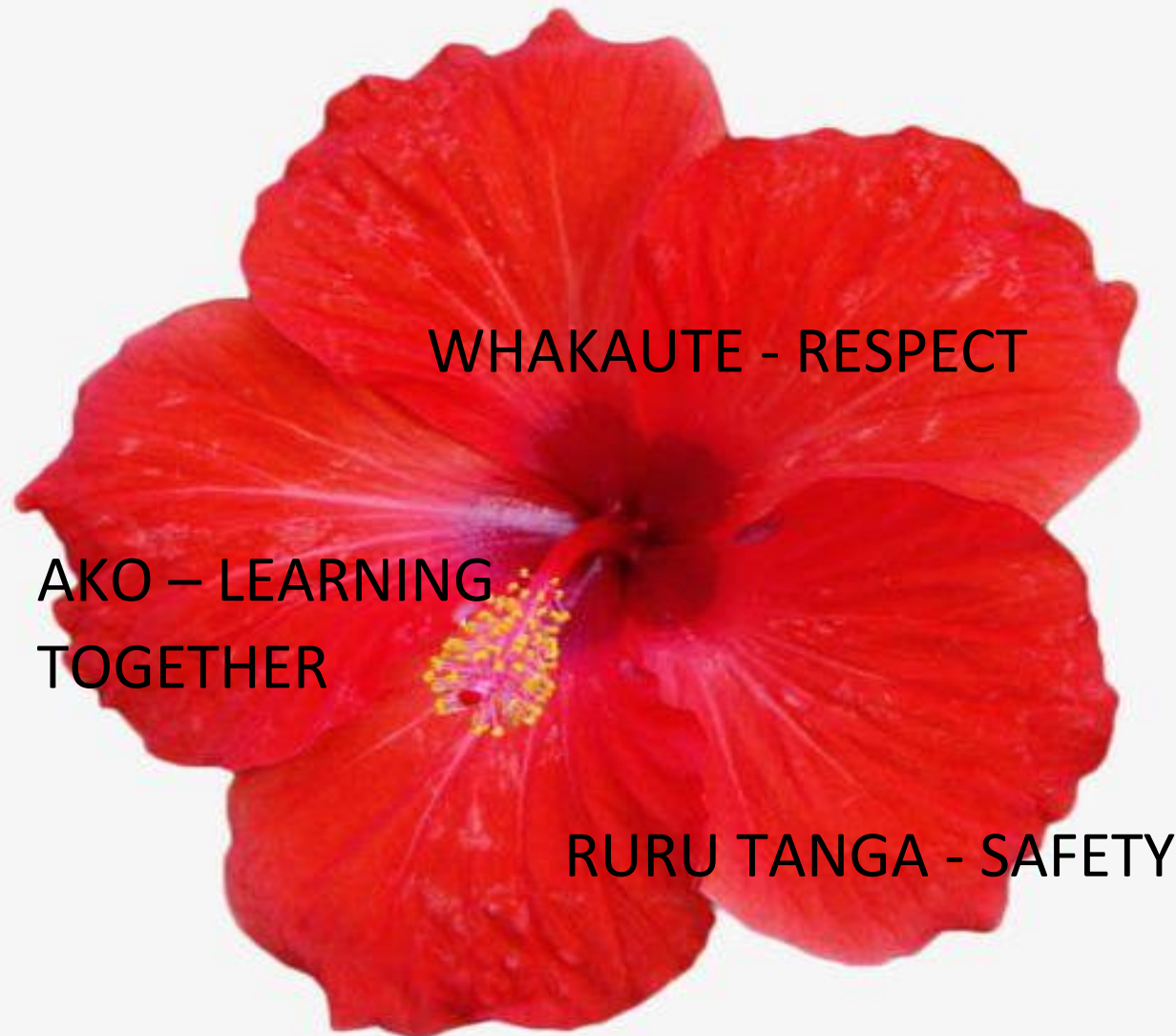
at or above achievement at the relevant curriculum level

AND

with the skills, knowledge and self belief to continue as

successful, confident life long learners.

Values



WHAKAUTE - RESPECT

AKO - LEARNING
TOGETHER

RURU TANGA - SAFETY

Strategic Goals 2018-2021

Learning

Ako

Personnel

Kaimahi

Community

Whanaungatanga

Culture

Tangata whenuatanga

Operations

Kaitiaki

<i>Domain</i>	<i>Strategic Goal</i>	<i>Key indicators</i>
<p><i>Ako</i></p> <p>Responsive curriculum, effective teaching and opportunity to learn</p>	<p>Prepare our learners for the future through the provision of effective, rich authentic and relevant learning programmes that promote student success and a strong learning culture through</p> <ul style="list-style-type: none"> • Inquiry • Affirmation of heritage, identity and diversity • Engagement, and inspiration 	<ul style="list-style-type: none"> • Students learn, achieve and progress in the breadth and depth of the NZC • Students participate and learn in caring, collaborative, inclusive learning communities • Students have effective, sufficient and equitable opportunities to learn • Review and refresh our school's philosophy and curriculum delivery practices to ensure they comply with NZC and meet student and community aspirations.
<p>Assessment</p>	<p>Promote formative practice to ensure effective teacher judgements impact on learning progress, student self-assessment and learning to learn capabilities</p>	<ul style="list-style-type: none"> • School wide understanding of good practice • Promote collaborative practice for planning learning programmes. • Promote assessment literacy and how it informs future learning • Ensure what is being learned is authentic and culturally relevant • Seek to grow student agency
<p><i>Kaimahi</i></p> <p>Professional capability and collective capacity</p>	<p>Employ high quality staff and provide professional growth opportunities so that all staff feel supported and valued in their work to deliver quality learning programmes to students.</p>	<ul style="list-style-type: none"> • A strategic and coherent approach to human resource management to build the professional capability and collective capacity of staff • Systematic collaborative inquiry processes and professional opportunities aligned to the schools vision goals and priorities

		<ul style="list-style-type: none"> • Access to relevant expertise to build capability and innovation
Leadership for equity and excellence	<p>To ensure an orderly and supportive environment conducive to student learning and well being.</p> <p>To participate in local and national organisations to</p> <p>To be an active member of the Mangere Schools Community of Learning.promote professional practice</p>	<ul style="list-style-type: none"> • Leadership collaboratively develops the school vision • Organisational structures, processes and practices that enable and sustain ongoing learning. • Ensure effective planning, co-ordination and evaluation of the school’s curriculum and teaching • Build collective capacity in evaluation and inquiry for sustained improvement • Build relational trust and effective participation and collaboration at every level of the school community
Whanaungatanga Community	<p>To continue to build positive relationships and powerful learning partnerships with the parents and whanau of our students</p> <p>A community that works together finds the keys to success for every learner</p>	<ul style="list-style-type: none"> • Community collaboration and partnerships • Extend and enrich opportunities for students to become confident, connected actively involved lifelong learners. • Encourage parent to feel welcome at school and acknowledged as having knowledge and skills to share i.e. reciprocal partnerships
Tangata whenuatanga Culture	<p>To continue to promote cultural diversity at all levels of school learning, operations and activities</p>	<ul style="list-style-type: none"> • Effective and culturally responsive pedagogy supports and promotes student learning • Students report a sense of belonging and acceptance in a school that celebrates diversity • Parent voice is encouraged
Stewardship Operations Kaitiaki	<p>To promote the school through effective governance and management oversight so that school operations and the school environment support learning.</p> <p>Lead and govern with vision and purpose based on school values</p> <ul style="list-style-type: none"> • Akonga are safe, happy confident and successful • Staff have a shared sense of purpose • Future needs of students are identified and addressed 	<ul style="list-style-type: none"> • Address issues and explore suggestions for improvement from ERO reviews • Redevelop school governance and operational systems so that a Board can be elected and operate effectively. • Revisit and update the 5YA plan to ensure priorities for capital expenditure are planned • Manage a prudent budget that maximises impact on student learning • Rebuild the schools vision and values statements • Ensure safety and wellbeing of all members of the Viscount School community and visitors to the school

Annual Plan 2020		
<p>Teaching and Learning</p> <p>1. Maths –PLD</p> <ul style="list-style-type: none"> • Focus on leadership of planning and pair/share • Grow data literacy to inform future learning • Focus on student acceleration • Content workshops/ new staff <p>2. Literacy</p> <ul style="list-style-type: none"> • Reciprocal Reading Y5-8 COL PLD • PLD Y1-4 Guided reading/ writing • Student agency in goal setting <p>3. Coherence in pedagogy - local curriculum PLD Viscount Learner – Ka hikitia</p> <p>4. e-learning plan – Mindlab/ COL focus digital fluency</p> <p>5. Assessment- Writing, math strands, coherence across school, Reading</p> <p>Other</p> <p>6. Electives - Technology programme Y7/8</p> <p>7. Arts and sports programmes/ Singing assemblies</p> <p>8. Netsafe – anti-bullying</p> <p>9. Wellbeing focus/ PB4L programme</p> <p>10. Kapa Haka</p> <p>11. Reading recovery</p> <p>12. Learning support co-ordinator</p> <p>13. ESOL support and second language</p> <p>14. Music</p> <p>15. Te reo</p> <p>16. Healthy living programmes</p>	<p>Finance</p> <ul style="list-style-type: none"> • e- learning plan • Cyclical maintenance • Prioritise spending to achieve strategic and annual plan goals • Donations money for EOTC/ new van • Monitor monthly spending/ report to the BOT • Monitor SUE reports fortnightly • Budget drafted in October 	<p>Review</p> <ul style="list-style-type: none"> • 1 year review with ERO – move to three year review • ESOL programme • Data for targets – priority students Acceleration strategies • Literacy planning formats
<p>Community Partnership</p> <ul style="list-style-type: none"> • Board – re-development of Charter • Parent hui and fono • Electronic signboard • CoL participation- networks • School lunches – promotion of healthy choices • Opportunities for parent information sessions • Power Up 	<p>Property</p> <ul style="list-style-type: none"> • Property plan for leaking buildings Block 1,3, 7 • Roll growth – admin/ Block 4 • Cyclical painting – exterior wash • Junior playground • Heating in admin area • Technology room/ relocate staff room • Furniture Y2, Staffroom, Tech, Support staff • ICT purchase plan – active panels, chrome/ipad <p>Legislation</p> <ul style="list-style-type: none"> • Complete legal requirements • Update policies as per schedule 	<p>Personnel</p> <p>Appraisal programme re-development</p> <p>Senior staff leadership development</p> <p>Unit allocation</p> <p>COL in-school- Digital fluency, Wellbeing, Student agency</p> <p>Specialist support – Help Huis</p> <p>Develop Tataiako/ Tapasa for appraisal</p> <p>Employ te reo teacher</p> <p>Release plan</p> <ul style="list-style-type: none"> • Teacher only days • Staff wellness – flu injections
	<p>Reflecting NZ’s cultural diversity in a Global world</p> <ul style="list-style-type: none"> • Te reo/ Tikanga across the school in daily programmes • Value and promote languages and cultures 2nd language classes Y7/8 • Interact with local marae • Diversity celebration 	<p>Health and Safety</p> <ul style="list-style-type: none"> • Maintenance plan • Electrical testing • Boiler condition • Safety audit • Buddy classes • Paper towels in every room

VISCOUNT SCHOOL LEARNING COMMUNITY – ANNUAL PLAN 2020

e-LEARNING			
WHAT	Actions	WHO/ WHEN	Success Indicator(s)
TEACHING AND LEARNING			
MATHS	<ul style="list-style-type: none"> ○ Embedded practice through development of math leaders for planning and programme coaching development of class learning. ○ Knowledge building ○ Assessment – use of learning progressions for strand 	BINA	<p>Math leaders confidently using initiative to guide team in planning All Teachers using GLOSS and JAM – reliable results</p> <p>Evaluation of learning framework</p> <p>All teachers will use the DMIC approach and be able to talk about the pedagogy of the programme. School leaders will support staff classroom work and planning.</p>
LITERACY	○ SEPARATE PLAN		
	<p>Work with the Community of Learning to enable smooth and successful transition points from Early childhood and to High school for our Y8 students</p> <p>ESOL</p> <p>Reading Recovery</p>		<ul style="list-style-type: none"> ○ Literacy programmes will reflect Literacy Learning progression guidelines and be responsive to student need. ○ In school leaders will work with the PLD providers for Writing ○ The school will have vibrant music, dance and art programmes and continue to participate in community events <p>Learning pathways will be highlighted for students transitioning to high school and we will continue to support and track our students through their next learning steps.</p>

			<ul style="list-style-type: none"> ○ ESOL students will be identified and have programme adaptation that meet their learning needs
ASSESSMENT/ ACHIEVEMENT <i>Develop Assessment Literacy and use of data to inform learning</i>	General <ul style="list-style-type: none"> ○ Literacy Review of Probe ○ Accelerating learning student records – develop system for recording and responding to emerging data for priority students ○ PLD on acceleration 		<ul style="list-style-type: none"> ○ Assessment is viewed as useful information for planning. ○ Our students’ achievement levels will compare favourably with achievement at other schools similar to Viscount. ○ Use a wider range of tools and also use external tools ○ Increase evaluative thinking in response to data and programme review ○ Groups of students with special abilities will constantly be identified and extension programmes planned for in art, music, sports, cultural groups, literacy club. ○ Understand and use a range of strategies to accelerate progress ○ Teachers using Teaching as Inquiry to cater for priority students.
PROGRAMMES Y7/8 programmes Arts programmes and Sports programmes PB4L WELLBEING TE REO MUSIC	in terms of using the MLE environment to collaborate and include students in designing their own learning ELECTIVES		<ul style="list-style-type: none"> ○ Collaborative practice in Y7/8 will be evident with students talking about increasing opportunities to make choices about their learning. ○
PERSONNEL To continue to enhance the capabilities of all members who contribute to the Viscount School Learning Community.			
PERFORMANCE MANAGEMENT	<ul style="list-style-type: none"> ○ Appraisal review in line with NZEI and Teacher Council guidelines 		<ul style="list-style-type: none"> ○ Programmes for Overseas teachers and provisional staff in place

<i>Personnel management and employment practices are well documented</i>	<ul style="list-style-type: none"> ○ External appraiser appointed for Senior leadership and performance agreements are in place ○ Fixed units reflect school priorities 		
LEADERSHIP	<ul style="list-style-type: none"> ○ Work with ERO to address all issues 		

CULTURALLY RESPONSIVE PRACTICE	
---------------------------------------	--

	<ul style="list-style-type: none"> ● We will continue to consult with whanau and students and to respond to the aspirations they have for their children. ● Maori assessment data will be reviewed throughout the year so that we can respond to strengths and weakness identified. ● Consultation with whanau will be pursued through personal interviews with the principal on enrolment, Three way conferences three times a year ● Te Reo Kori will continue to have a prominent role in our Physical education programme at all levels throughout the school. ● We will seek to promote te reo and maintenance of heritage languages ○ Pasifika students will be encouraged and supported to reflect their unique cultures and values throughout our learning programmes. Their languages will be valued as valid vehicles for them to use in expressing their ideas and new understandings gained from learning experiences. ○ Opportunities to celebrate and strengthen cultural values and skill sets will be promoted through a broad curriculum highlighting languages, performance, arts. Sports and other areas identified by students and families 		<ul style="list-style-type: none"> ● We will continue to support and encourage Maori students to achieve and exceed age-appropriate benchmarks in key learning areas. ● Our Maori students will recognise their cultural values reflected throughout our learning programmes and personal behaviour. ○ At 85% of our roll being Pasifika we will continue to build and develop stronger relationships with our Pasifika families so that we can better reflect their aspirations for their children in our learning programmes. ○ Our Pasifika students will enjoy academic success and develop strong belief in their abilities to succeed. ○ All ethnic groups will be represented on the BOT where possible ○ Retention of first language will be encouraged ○ Themes and areas of Inquiry will demonstrate respect for our heritage and promotion of activities and learning areas relevant and of interest to students.
--	--	--	---

COMMUNITY

	<ul style="list-style-type: none"> ○ Focus on attendance with support staff actively engaged in following up on absences and encouraging parents to notify the school. – txt app on Edge ○ Foyer displays focused on welcoming parents and current pupil work ○ Develop communication tools further – app, newsletters ○ Take an active part on Mangere Community of Learning ○ Sharing of student learning will be promoted through 3 way conferences, website, newsletters, and open-ended learning strong communication with Pasifika families 		<ul style="list-style-type: none"> ○ Parents will report that they are well informed and find the school website and other communication helpful and encourage them to feel included. ○ The website will have Google translator
--	--	--	---

STEWARDSHIP

HEALTH and SAFETY

Continue to ensure school is a safe and healthy environment for all

	<ul style="list-style-type: none"> ○ Hazards register regularly updated and maintenance carried out where indicated through these checks ○ Student and staff wellbeing surveys ○ School behaviour matrix developed and enacted with staff and senior students ○ PB4L programme under way to assist staff communication and support for agreed behaviour systems ○ Use of accident and incident forms 		<ul style="list-style-type: none"> ○ The school will be a safe environment and reports of vandalism and theft will decrease. ○ Compliance tasks are carried out - Test and Tag, emergency drills ○ Property continues to improve and reflect regular maintenance
--	---	--	---

PROPERTY	<i>Undertake property remediation and development to ensure a safe learning environment for students</i>		
	<ul style="list-style-type: none"> ○ 5YA – classroom/ corridor and stairwell R5-10,18-27 ○ Water tightness work ○ Junior playground ○ Reduce waste –consider recycling options ○ Hall – roof and renovation ○ Review of admin space to r=create two new classrooms and sickbay by admin office 		<ul style="list-style-type: none"> ○ 5YA work undertaken ○ Upgrades and improvements undertaken
FINANCE	○ <i>Ensure the school is returned to a position of financial stability and all policies and procedures meet requirements.</i>		
	<ul style="list-style-type: none"> ○ Manage a prudent budget ○ Reports to Board on efficacy of MOE programmes where special funds are assigned e.g.ESOL 		<ul style="list-style-type: none"> ○ Ordering systems refined ○ Budget managed prudently
GOVERNANCE	<i>The Board will receive robust information on programmes and resourcing needs</i>		
	<ul style="list-style-type: none"> ○ The Board will ensure policies on areas identified by ERO are reviewed and updated. ○ Newly elected Board will be trained in their roles and supported by LSM 		<ul style="list-style-type: none"> ○ Self- review of impact of specific Moe funding ○ Deeper analysis of achievement and progress of students

Actions for Accelerating Akonga

Resource: Ability and mixed grouping

Source: Class programme

Identified through: Data and observation

Objective: To give everyone opportunities to learn from each other

Resource: ORS

Source: .1 teacher

Identified through: Learning support

Objective: To give identified students opportunities to meet IEP goals

Resource: Targeted use of teacher aides

Source: TA under SENCO direction

Identified through: Data and observation/
direction of RTLB

Objective: To give specific students support so they can engage in class programmes

Resource: Teaching as Inquiry

Source: Class teacher

Identified through: Data and observation

Objective: To identify priority students to “Double Dip” each day and track strategies tried/ success attained as part of Inquiry programme – record in Appraisal file

Resource: CoL

Identified through: Joint discussion with other schools and across school leads

Objective: To give everyone opportunities to learn from each other and share information about good practice

Resource: Reading mileage/ Reading Together

Source: SENCO withdrawal programme programme

Identified through: Data and observation

Objective: To give parents ideas and resources to help their children with reading and to give students more opportunities to read each day.