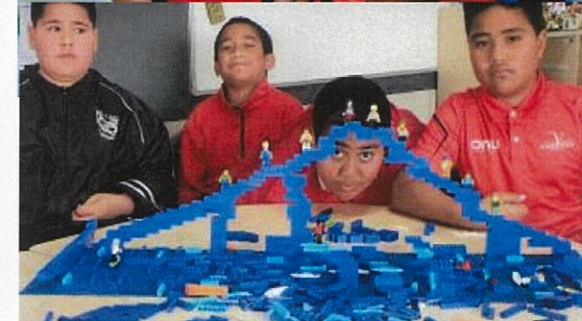
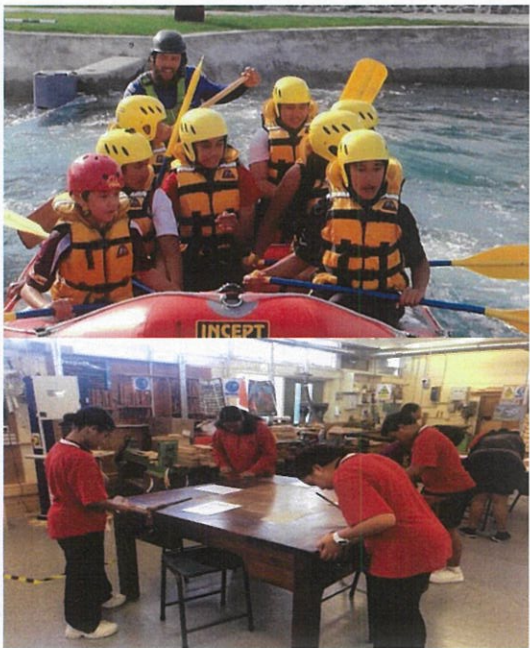




STRATEGIC PLAN

2024-2025

To do our BEST so students can SOAR.



In accordance with Section 138 of the Education and Training Act 2020. The Viscount School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter which has been approved by the Board following consultation with the school community in terms of Section 139 of the Education and Training Act 2020, and to take full account of the National Education Guidelines and all statutory obligations. The board has accepted this charter as it's undertaking to the Minister of Education.

This Strategic Plan will be updated annually.

Signed  Date 27. 11. 23

Presiding Member – Viscount School Board of Trustees Tinei Tagaloa – Leniu

Signed  Date 27-11-23

Principal Shirley Hardcastle

About us

Ko Tainui te iwi
Ko te Pane o Mataoho maunga
Ko te Manukanuka a Hoturoa te awa
Ko Papa-tuu-aa-nuku kokiri te marae
Ko Hape te tangata
Ko Viscount School te kura
Ko Maangere te turangawaewae o maatou katoa

Our maunga is Te Pane a Mataoho (Mangere Mountain)

We want our students to see the view from the top of the mountain instead of only from the bottom. Viscount School, known as the Viscount Learning Community, is a full primary school and has served the Mangere West area since 1969. Viscount was the name of a popular passenger plane operating from the airport nearby at the time.

We are still flying high. **The school's motto is BEST – Better Every Single Time.**

For all of our students we seek to provide 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.

SOAR – Our graduate profile: Self Belief, Ownership, Ako and Respect

Our parents and whānau 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 whānau, so that together, we can support students with their learning and celebrate successes as students' progress and grow in confidence. participate as a citizen of Aotearoa New Zealand. To strengthen this aim, we seek to develop and maintain a strong partnership with parents and whānau, 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 locally based curriculum programme.

LEARNER PROFILE

To do our BEST so that students can 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 enjoy 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 can learn together.

Respect for self and others

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

So, by the end of Year 8 our students leave us with at or above achievement at the relevant curriculum level.

AND

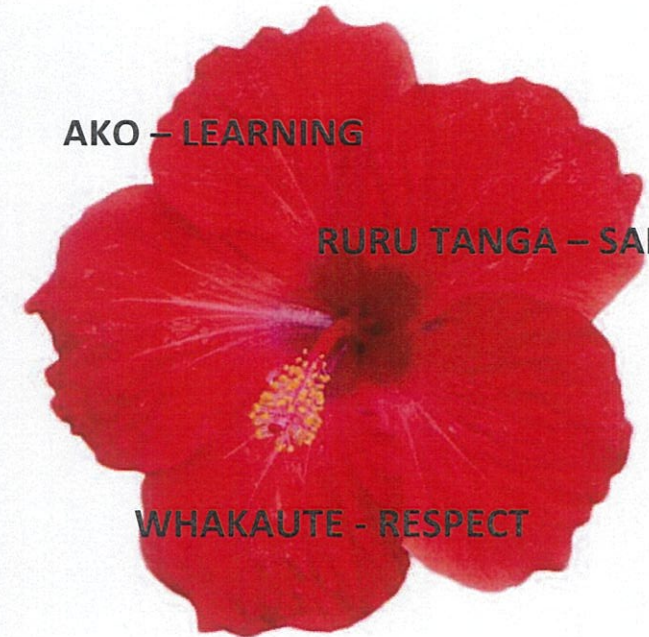
with the skills, knowledge and self-belief to continue as successful, confident lifelong learners.

VALUES

AKO – LEARNING

RURU TANGA – SAFETY

WHAKAUTE - RESPECT



CELEBRATING DIVERSITY

Our school is 74.9% Pasifika students - either the children of newly arrived immigrants or parents who were immigrants, 19.1% Māori with the 6% 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.



We are committed to Kaupapa whanaungatanga (kinship through relationships) and the promotion of te reo. Parents of Māori students have identified successful learning, striving to do their best and opportunities to experience a wide curriculum programme.



We believe all children can succeed and do not consider a child's background as a barrier but rather a call to staff and community to support best practice so every student can stand proud as a successful learner with opportunities to fully participate as well educated citizen in the future.

Burmese	Cook Island	Fijian	Filipino	Indian	Japanese	Māori	Middle eastern	Niuean	NZ European	Samoaan	Sth African	Tokelauan	Tongan	Tuvaluan
1.2%	10.2%	.2%	.2%	1.2%	.2%	19.1%	1.4%	1.6%	1.4%	36.9%	.2%	1%	25%	.2%

Strategic Goal 1: All students and staff will strive to achieve their highest possible level of achievement.

Objective 1	Objective 2
<p>To enable our teachers to be confident in using latest, evidence-based practice to lift progress and achievement of every ākonga, with a particular emphasis on te reo matatini and pāngarou/literacy and numeracy. (NELP Priority1, 4)</p>	<p>To enable our curriculum to provide rich and authentic learning opportunities that meet every ākonga needs and connects them to this place and community (NELP Priority 2 & 3)</p>
<p>Expected outcomes</p>	
<ul style="list-style-type: none"> • Continue high quality practice so students show gains in achievement so that most students will achieve at nationally comparable levels in literacy and numeracy. • Reciprocal learner centered relationships will enable students to build confidence and competence in communication, critical and creative thinking, resilience and interpersonal skills. • Staff will participate in professional growth opportunities that ensure development and maintenance of collaboration, cohesive pedagogy and sound, quality practice. • Team and Senior leaders will develop their coaching and modelling skills to strengthen their team’s capacity for supporting student achievement. • A relentless focus on student success and deliberate programmes to accelerate students and ensure they have every opportunity to learn. 	<ul style="list-style-type: none"> • Our local curriculum will continue to evolve using school wide themes and use these to both reflect our local community and community aspirations and also provide opportunities to enlarges student’s experience, knowledge and interaction. • The local curriculum will sustain the identities, languages and cultures that make up the school community. • The curriculum refresh, including the common practice model, will be implemented with confidence, intelligent design and fit for purpose for our students.

Strategic Goal 2:
 “Our kura is a safe and inclusive place and the diversities of our students and staff are valued.

Objective 1	Objective 2
<p>We will partner with ākonga, kaiako and whānau to make our school a safe and inclusive place for all (NELP Priority 1 & 2) We will work to reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs (NELP priority 2)</p>	<p>That the school is inclusive of, and caters for, students with differing needs and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p>
<p>Expected outcome</p>	
<p>The school will Maintain and enhance good practice.</p>	<p>The school will</p> <ul style="list-style-type: none"> • Provide extra programmes to cater for individual needs.

<ul style="list-style-type: none"> • Be a safe, welcoming and inclusive place for all and all reasonable steps taken to provide an innovative safe environment conducive to student learning and wellbeing, that allows learners to develop their full potential free from racism, discrimination and bullying. • The school will focus on hauora/ wellbeing policies that enable students to develop key competencies, self-confidence and learner agency. • Promote and celebrate culturally responsive collaborative practice in classrooms and between staff for planning and delivering learning programmes. • Ensure the school and playground is well resourced, well maintained and fit to work and play in. 	<ul style="list-style-type: none"> • Provide IEP plans for specific students and programme adaptations. • Review and support emerging student rights issues with reference to cultural, social and Health and Safety aspects. • Take all reasonable steps to ensure the school is safe, inclusive and happy place to learn – a place where children want to come to school everyday and barriers are actively identified and reduced or eliminated. • Mitey programme woven into Health and PB4L programmes. • Ensure the school and playground is well resourced, well maintained and fit to work and play in
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Strategic Goal 3 The school will do all possible to give effect to Te Tiriti o Waitangi.

Objective 1	Objective 2
Work to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.	Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori;
Expected outcome	Expected outcome
<ul style="list-style-type: none"> • Seek input from local iwi on the strategic direction of the school and the local curriculum programme development and for property work. • Collaborate with Makaurau Marae to implement Aupiki Ki Te Tihi where relevant for our students. • To continue to build relational trust and effective participation and collaboration at every level of the school community. 	<ul style="list-style-type: none"> • Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning • All staff members are expected to develop an awareness of Tikanga Māori and Te Reo Māori and incorporate these into their class programme

Strategic Goal 4 The Board will meet its primary objectives and comply with all of its other obligations under the Education and Training Act.

Objective 1	Objective 2
Ensure foundation curriculum statements, national curriculum statements, teaching and learning programmes; and monitoring and reporting students' progress comply with requirements.	Oversee the successful completion of Stage 1 of the school rebuild programme. Modify and update the vision for Stage 2-3, re-instatement of grounds and play option, including the use of extra land

<p>For the Board of Trustees to perform its functions and exercise its powers in a way that is financially responsible, be a good employer and work with the school community to continue to build positive relationships.</p>	
<p>School operations are well managed and promoted to ensure the focus is on learning.</p> <p>The Board will encourage whanau to participate in school life through positive communication and active welcoming activities.</p>	<p>The rebuild of the school will proceed as planned in order to provide safe and healthy environment for students -</p>
<p>Expected outcome</p>	<p>Expected outcome</p>
<ul style="list-style-type: none"> • Self-review - feedback into strategic plan • Review of governance, Board roles and delegations • Parents will come to school through events and learning activities. • The school will have vibrant music, dance and art programmes and continue to participate in community events. • Communication with the school community is frequent and easily received through digital and paper means. 	<ul style="list-style-type: none"> • Property to reflect local aspirations and identity. • Stage 1 completed and Stage 2 and 3 plans under development to manage expected roll growth and eliminate current concerns with mould and water egress and general building decay. • Staff support and PLD Community and student consultation is overwhelmingly asking for a school pool. The school entered negotiations with Kainga Ora and MOE to acquire two KO properties on Viscount Street to provide access for construction vehicles and in the long run to provide an area for a swimming pool and some car parking.

Summary of the information used to develop this plan/How did you create this plan.

Viscount School, as in the past, has used a mix of qualitative and quantitative data to develop this Strategic Plan. It reflects our ongoing commitment to provide a quality learning environment for each student. In addition to ongoing internal review and analysis of assessment data, the school engaged with various groups to consider their aspirations through both ongoing review and specific consultation (Consultation plan attached). The overwhelming aspirations expressed by our community is for each child to be successful, to continue established practice whilst looking continually for ways to improve, to rebuild the school, and to build a swimming pool.

Our commitment to reporting.

Viscount School will comply with all reporting requirements to our school community and will regularly seek input from our community – staff, students, whanau, associated groups and local iwi so that our Strategic Plan can operate both now and in the future with the purpose of achieving the best possible educational outcomes for our students.