



VISCOUNT SCHOOL (1546)

2025 ANNUAL IMPLEMENTATION PLAN (AIP)



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Strategic Section

Our Vision

A new Principal was appointed at the start of 2024, following the retirement of the former Principal. The School and Board remain committed to its Vision of ensuring all ākonga receive the best educational opportunities, best teaching practice and best resourcing possible. The Vision statement/Motto will be reviewed and redeveloped in 2025.

Our Refreshed Values

KAIRANGI – high expectations, aspirations and achievement

MANAAKITANGA – respect for people, place and provisions

WHANAUNGATANGA – pride in identity and belonging

Following the School and Board review at the start of 2024, local School/mana whenua representatives supported the development of three refreshed Values and a School Pepeha.

People and Process

The current 2024–2025 Strategic Plan was developed at the end of 2023 by the Board and former Principal. In 2024, the Board and appointed Principal:

- Reviewed the 2024–2025 Strategic Plan and Annual Plan Goals / PLD initiatives; Analysed ākonga current and historical achievement information
- Were informed by ideas, aspirations, and feedback from:
 - Board Members; Staff survey, students/ākonga; Current parents/caregivers, whaanau
 - Educational support organisations, and community friends of the School
 - ERO Evaluation partner (visits, conversations, review of past 3 years, and its subsequent Report of the past 3 years)
- Carefully considered the Ministry of Education (MoE) Strategic Documentation:
 1. [National Education and Learning Priorities \(NELP\)](#):
 2. [Ka Hikitia](#)
 3. [Action Plan for Pacific Education](#)
 4. [Te Hurihanganui](#)
 5. [Attendance and Engagement Strategy](#)
 6. [Learning Support Action Plan 2019 – 2025 \(LSAP\)](#)
 7. [Child and Youth Wellbeing Strategy](#)
 8. [New Zealand Disability Strategy](#)

Summary of the information used to develop this plan

References to Regulations in this document from the [Education \(School Planning and Reporting\) Regulations 2023](#) A mix of qualitative and quantitative data derived from internal/external review have informed this 2025 Annual Implementation Plan (AIP), reflecting an ongoing commitment to high-quality relationships, and high-quality teaching and learning for all ākonga. Following 2024 School review of the 2023 four priority areas, the Board approved three AIP Goals for the 2025 Strategic Plan at their December 2024 meeting.

Strategic Plan

(Refer to previous 2024–2025 Strategic Plan. 2024 AIP Goals reviewed and updated for 2025, by the Board and appointed Principal)

Strategic Goals Regulations 7(1)(b)	MoE Strategies Regulations 7(d)	Expected Outcomes Regulations 7(g)	Board Strategies Regulations 7(e), 7(f)	Success Measures Regulations 7(g)
1. Rich Curriculum & Responsive Assessment <ul style="list-style-type: none"> Enable confident Kaiako evidence-based practice and high expectations teaching to accelerate progress and increase achievement of all ākonga Implement rich and responsive learning and teaching programmes that meet all ākonga needs Give daily practical effect to Te Tiriti o Waitangi (te reo Maaori, local tikanga Maaori, Maatauranga Maaori) 	NELP (NELP Priority 1, 2, 3, 4) Ka Hikitia Action Plan for Pacific Education Te Hurihanganui Attendance and Engagement Strategy Learning Support Action Plan 2019 – 2025 (LSAP) Child and youth wellbeing strategy New Zealand Disability Strategy United Nations Convention on the Rights of Persons with Disabilities UNCROC advice on the Ministry of Social Development	Rich and responsive educational programmes cater for ākonga needs and aspirations, ensuring that each ākonga receives the necessary resources and support, to develop culturally, socially, emotionally, and excel academically BPO: 127 (1)(a), 127 (2)(a), (b.i-iii) BPO:127 (1)(bi-iii), 127 (1)(c), 127 (1)(d.ii-iii)	a. Accelerate achievement in literacy and mathematics/statistics b. Implement a culturally inclusive, rich and future-focused Curriculum c. Implement PLD programmes that develop highly skilled and inspired staff to deliver culturally relevant and effective teaching/learning for all ākonga d. Foreground and support Te Reo me te Tikanga Maaori development	PATs, e-asTTle, Phonics tests; Kaiako Overall Curriculum Judgments (OCJs) Professional Growth Cycle (PGC) and staff PLD, PLCs / PLD programme Ākonga & whaanau voice EEO, Health/PE surveys
2. Equity & Inclusion <ul style="list-style-type: none"> Partner with ākonga and whaanau to reduce barriers to education for all ākonga Hold high aspirations and high expectations of ākonga success Secure and engage in learning-focussed relationships & high expectations teaching 	NELP (NELP Priority 2, 5, 6) Ka Hikitia Action Plan for Pacific Education Te Hurihanganui Attendance and Engagement Strategy Learning Support Action Plan 2019 – 2025 (LSAP) Child and youth wellbeing strategy New Zealand Disability Strategy United Nations Convention on the Rights of Persons with Disabilities UNCROC advice on the Ministry of Social Development	Each ākonga pursues and achieves relevant goals preparing them for their future learning pathways. High aspirations and expectations are held, setting high standards of achievement for each ākonga, providing the necessary resources for their engagement and success BPO: 127 (2)(c) BPO: 127 (1)(d.i)	a. Prioritise a culture of professional inquiry and evaluative practice b. Engage and partner with parents/whaanau to inspire positive learning-focussed and solution-focussed relationships c. Secure a supportive learning-focussed environment for ākonga cultural, social, emotional, and academic development	Attendance Plan Ākonga voice, staff voice School wide progress and achievement information Leadership, PLCs and PLD programme tracking
3. Community Connections <ul style="list-style-type: none"> Reinforce positive parent/whaanau partnerships and community connections Fulfil the 10YPP/5YA 2025 remediation and refurbishment projects Secure commencement of a learning-focussed Stage 1 (S1) new build 	NELP (NELP Priority 1, 2) Ka Hikitia Action Plan for Pacific Education Attendance and Engagement Strategy Child and youth wellbeing strategy UNCROC advice on the Ministry of Social Development	Positive home-school partnerships enable holistic support for ākonga, and community involvement helps grow a positive learning-focussed and inclusive environment for ākonga engagement and success BPO: 127 (2)(c) BPO: 127 (1) (d.i) BPO: 127 (2)(d)	a. Reinforce a strong sense of School community pride and identity b. Foreground and celebrate cultural heritage, diversity and reflect inclusive practice c. Build & retain high-quality learning-focussed facilities conducive to flexible learning and ākonga wellbeing/hauora	Attendance Plan Engagement in events and activities Ākonga, whaanau voice Mana whenua and local iwi partnership Property weather-tightness remediation; New build Stage 1

BPO: Board Primary Objectives Regulations 7(1)(b)

Principal's strategic/AIP reporting status: **BRAG**

Upcoming	Not yet	In progress	Achieved
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Annual Section

Summary (refer to the 2024 Annual Report / Variance Statement)

Regulation 9(1)(f)

A new Principal was appointed at the start of 2024, following the retirement of the former Principal. School-wide review informed the Principal's de-implementation of some initiatives to re-prioritise ākonga, staff and school community Curriculum needs. We are proud of the 2024 PLD opportunities and initiatives that have served ākonga needs, resulting in a successful year (positive data shifts in achievement and attendance). Staff are optimistic about another year of four consecutive Terms, and the reviewed Annual priorities (2nd year engagement in the ALL interventions and TLF Maths/Statistics Collaborative Cluster PLD). While there may be National instability, our staff has stabilised for 2025. Attracting New Zealand applicants remains a national/local challenge, with minimal access to relief Kaiako. Developing staff capability and leadership capacity, including staff and ākonga wellbeing, remain areas of priority.

Current Status

Regulation 9(1)(e)

In 2025, the theme is 'fidelity'. We will continue to develop learning-focussed relationships and high expectations teaching practice. This means consistently high fidelity to implementation of effective structured literacy and mathematics/statistics programmes where all ākonga can access and achieve success. A continued focus on effective literacy, mathematics/statistics, Assessment for Learning (AfL), and rich Local Curriculum practice. Corresponding targeted PLD in literacy including 2nd year of Accelerating Literacy Learning (ALL) in reading interventions, and mathematics/statistics including 2nd year of *The Learner First* (TLF) Maths Collaborative Cluster PLD, will be vital to accelerating structured ākonga learning. The Government's requirement of an average 1 hour per day of reading, writing and maths will not necessitate a major change to our current practice/PLD interventions that already prioritise urgency for all ākonga. A continued focus on learning-focussed positive relationships with parents/whānau, enhancing community connections, and partnering with mana whenua and local iwi, for Local Curriculum review and staff development, as well as for progressing the commencement of the Stage 1 (S1) new build of classrooms.

Giving effect to Te Tiriti o Waitangi

Regulation 9(1)(g)

Our Number 1 School Policy, including feedback on Policy self-review each Term (refer to the Viscount SchoolDocs Policies available online via School website). Refer to specific goals and actions in the Annual Implementation Plan below. The School utilised for the first time, Te Puna Reo online PLD/resource site. Te Reo Māori, kawa and tikanga, not foregrounded in daily operations previously, but now, this PLD rauemi site has helped launch Kaiako/Kaimahi on their learning/reo journey. Implementation of daily Karakia Tiimatanga, Karakia Whakamutunga, Karakia kai, and waiata in class and Team Assemblies; reinstated School Assemblies to foreground Karakia, National Anthem, and to welcome new ākonga and whānau. Kaiako development of basic mihi and ngāa tohutohu. Engagement with local School and mana whenua reps to develop localised School pepeha and introduce refreshed new 3 Values KAIRANGI, MANAAKITANGA, WHANAUNGATANGA; review of school-wide expectations *Positive Culture for Learning* (PC4L) being more holistic, and aligning with ākonga Tier 1–3 acknowledgements; the 3 Values foregrounded in planning and teaching as well as increasing ngāa kupu word banks for ākonga learning; building knowledge of te ao Māori / whakataukii linked to reflective practice in weekly staff PLC/PLD. The Principal completed Level 4 of *Te Ahu o te Reo Māori* (no longer MoE funded PLD). Celebration of te reo Māori language weeks/community assemblies, and significance of Matariki with ākonga and whānau.

2025 Annual Implementation Plan (AIP)

Strategic Goal 1: Rich Curriculum and Responsive Assessment Regulation 9(1)(a)

Annual Goal/Target: Regulation 9(1)(a)

- Enable confident Kaiako evidence-based practice and high expectations teaching to accelerate progress and increase achievement of all ākonga
- Implement rich and responsive learning and teaching programmes that meet all ākonga needs
- Give daily practical effect to Te Tiriti o Waitangi (te reo Māori, local tikanga Māori, Maatauranga)

To increase school-wide ākonga progress and achievement. 75% of ākonga achieve at or beyond expected Curriculum levels in reading/paanui, mathematics & statistics/paangarau, and writing/tuhituhi

Actions Regulation 9(1)(b)	Success measures Regulation 9(1)(d)	Resourcing Regulation 9(1)(c)		Measurement Regulation 9(1)(d)
a. Develop consistent school-wide effective reading practice	<p>**Structured Literacy teaching practice is systematic, cumulative, diagnostic, responsive, and explicit</p> <p>Implementation of PLCs that link to and extend reading PLD content</p> <p>Increased fidelity to effective reading practice, vocabulary expansion programmes and Assessment for Learning (AfL) processes</p> <p>Increased fidelity to daily Guided Reading (GR) lessons</p> <p>Increased ākonga skilled reading (i.e., developing ākonga language comprehension so reading becomes increasingly strategic, and developing word recognition so that reading becomes increasingly automatic)</p> <p>Successful ākonga interventions in 2025 Accelerating Literacy Learning ALL Reading Project, building on first year of ALL 2024 Kaiako fidelity to structured literacy practice, using Deliberate Acts of Teaching (DATs), literacy scaffolds, accelerative practices, flexible and inclusive grouping for all ākonga</p>	<p>Principal, SLT, Team Leaders (TLs), Literacy & Math Champions, LSC, MLT, Kaiako and ALL Kaiako Learning Assistants (LAs)</p> <p>ALL MoE funded hours for PLD provider Vision Education with Dr Davis, Doreen Jukes, Principal, SLT</p>	<p>Staffing FTTE MU and FTU PLD Budget</p> <p>Internal and external MoE PLD funded hours</p> <p>Kaiako release TL release</p> <p>BSLA & Vocab PLD external workshop for new Kaiako</p> <p>Core literacy stationery</p> <p>Literacy Learning Progressions</p>	<p>Kaiako Overall Curriculum Judgments (OCJs)</p> <p>PATs reading, maths e-asTTle writing, moderated writing samples</p> <p>Reading Running Records</p> <p>Phonics scope and sequence</p> <p>School Entry Assessments, Refreshed Math/Statistics Curriculum, TLF <i>Rich Routines</i></p> <p>Termly class assessment, moderation, and cohort tracking</p> <p>PLD 1:1 co-planning and co-teaching; PLD feedback</p> <p>Kaiako Professional Growth Cycle (PGC); Peer observations, Peer practice analysis</p> <p>Kaiako literacy and maths Modelling Books</p>
b. Develop consistent effective Y1–3 phonics programme integrated with reading, writing and handwriting practice	<p>Increased fidelity to effective daily phonics scope/sequence lessons and AfL processes**</p> <p>Kaiako trained in BSLA Phonics PLD</p> <p>Kaiako effective use of culturally rich literacy texts</p> <p>Coherent expansion of ākonga foundation vocabulary</p> <p>Implementation of PLCs that link to and extend vocab content</p>			
c. Develop consistent school-wide effective writing practice	<p>Increased fidelity to effective writing practice, and AfL processes**</p> <p>Accessible, visible and effective (AVE) delivery of culturally contextualised ‘direct experience’ and Local Curriculum Theme writing lessons for all ākonga</p>			

	<p>Increased ākonga efficacy and agency in writing (comprehensive ākonga goal setting and progress tracking)</p> <p>Kaiako collaborative planning, peer observation, practice evaluation, and moderation conversations, supported by PLCs, Instructional Mentoring/Coaching (ICM) and internal/external PLD</p>			
d. Develop consistent school-wide effective mathematics/statistics practice	<p>Development of balanced effective daily structured maths/stats programmes accessible to all ākonga** (systematic, cumulative, diagnostic, responsive, and explicit)</p> <p>Implementation of the 2nd year of <i>The Learner First (TLF)</i> Maths/Stats PLD in alignment with the refreshed Curriculum</p> <p>Engagement in the TLF <i>Collaborative School Cluster</i> PLD Curriculum days, termly workshops, leadership webinars, digital resources</p> <p>Implementation of PLCs that link to and extend TLF content</p> <p>Transfer of TLF content increases Kaiako teaching capability ākonga achievement against the refreshed Curriculum</p> <p>Fidelity to implementation of core <i>TLF Rich Routines</i> and reviewed/trialed planning, aligned with the refreshed Curriculum (rich tasks; knowledge building; procedural fluency)</p> <p>Distribution of middle leadership 'Curriculum Champions' supports transfer of TLF content and Team collaboration</p>	<p>TLF Maths Collaborative School Cluster: Rob Proffitt-White, Sue Pine, Principal, SLT, Curriculum Champions, TLFs</p>	<p>PLD Budget MoE funded Curriculum Days</p> <p>Kaiako, TL, Champion release</p>	<p>Indicators of effectiveness for 5 dimensions of powerful maths</p> <p><i>TLF Rich Routines</i> tasks</p>
e. Implement <i>Te Mātaiaho</i> refreshed Mathematics/Statistics Curriculum; and review <i>Te Mātaiaho</i> refreshed English Curriculum (Y1-6 draft; Y-8 pending)	<p>Application of Kaiako critical thinking to the Understand Know Do (UKD) and Progressions in Maths; trialed UKD aspects in Development of collaborative Kaiako/Team planning and Curriculum back-mapping of culturally relevant and inclusive maths programmes for all ākonga</p> <p>Development of shared pedagogical approaches and indicators of effective practice, weaving in VS Values</p> <p>PLCs/PLD delivered by Principal, SLT and external providers are informed by relevant research and aligned with MoE literature</p> <p>Kaiako actively engage in weekly targeted PLCs/PLD aligned to Team Hui evaluation as part their Professional Growth Cycle (PGC); Leaders/Kaiako observe and use ICM feedback & feedforward strategies to increase Kaiako capability</p> <p>Reviewed School wide planning, teaching, assessment, evaluation and reporting aligns with Kaiako PGC and Teaching As Inquiry (TAI) evaluative practice; increased use of Kaiako noticing & responding tactics**</p>	<p>Principal, SLT</p> <p>All Kaiako</p> <p>TLF Facilitators</p> <p>TLF Collaborative School Cluster</p>	<p>MoE funded Curriculum Days</p> <p>Teacher PLD Call Back Days</p> <p>Kaiako, TL, Champion release</p>	<p>Review of <i>Te Mātaiaho</i> refreshed Curriculum Mathematics/Statistics, and English</p> <p>VS Quality Teacher Practice indicators (Teaching Council),</p>
f. Strengthen Kaiako Assessment for Learning (AfL) capability, and use of data in decisions for promptly implementing	<p>Fidelity to the AfL principles in daily teaching, planning and assessment; alignment of learning intentions (LI) with co-constructed success criteria (SC), ākonga voice; feedback (FB) and futurised</p>	<p>Principal, SLT, LSC, MLT, Team Leaders (TLs)</p>	<p>Internal and external MoE PLD funded hours</p>	<p>Kaiako professional OCJs</p> <p>Ākonga exemplars; moderation process</p> <p>Formative Assessment</p>

and monitoring targeted actions that benefit all ākonga	<p>learning actions in planning/teaching/evaluation increases ākonga efficacy and agency</p> <p>Increased ākonga voice/choice in personalised learning design and articulation of learning against rich comprehensive goals</p> <p>Flexible and inclusive ākonga grouping; daily purposeful use of Kaiako Modelling Books/materials/resources/ digital manipulatives that incorporate ākonga learning notes (AVE) to support their engagement</p> <p>Increased collaborative practice and culture of inquiry; transfer of PLD, and accelerative practices in daily literacy and maths lessons; strengthened kaiako conversations focus on high expectations teaching and learning**</p> <p>Increased reflective and evaluative inquiry in Team, Leadership and PLC/PLD weekly Hui (learning-focussed data conversations focus on accelerative practice for ākonga)</p> <p>Assessment tools are culturally relevant, timely, purposeful; summative data informs Kaiako next teaching and learning actions & personalised goal setting for ākonga; progress measured at key points to inform learning conversations and regular reporting</p> <p>Increased exemplification of VS Values in language of learning/ progress and achievement citations</p>		Kaiako release TL release	<p>Kaiako literacy and maths Modelling Books</p> <p>Ākonga voice</p> <p>VS Values essence statements</p> <p>PATs reading, vocab, maths e-asTTle writing</p> <p>Reading Running Records</p> <p>Phonics scope and sequence</p> <p>School Entry Assessments</p> <p>NZMaths/Arbs, <i>Rich Routines</i> tasks</p> <p>Review of VS Assessment Map (tools); Common Practice Model, Quality Teacher Practice indicators; Kaiako PGC goals</p>
g. Increase the use of te reo Maaori, tikanga Maaori and maatauranga Maaori in the VS Local Curriculum, and in the life of the School	<p>2nd year engagement in Te Puna Reo (TPR) PLD</p> <p>Increased staff competence to articulate te reo Maaori correctly (Whakahua). 100% Kaiako trained in TPR PLD content</p> <p>Increased staff confidence in daily use of te reo Maaori (mihi, karakia, whakataukii, tohutohu, hui, waananga, waiata)</p> <p>Increased kaiako efficacy to integrate te reo Maaori, tikanga Maaori and Maatauranga Maaori into daily teaching/learning programmes (school wide use of TPR website units)</p> <p>Increased ākonga efficacy affirms personal cultural heritage connections and confidence to use te reo Maaori and in daily learning routines (pepeha, karakia, tohutohu, waiata, School Values, Assembly Hui, Paanui)</p> <p>VS refreshed Values brought to life in teaching/learning and ākonga aspirations and achievements acknowledged</p>	Principal, SLT, Team Leaders (TLs), Kaiako, all staff	Curriculum & PLD Budget Local mana whenua iwi Local school tautoko	<p>Revision of 2024 TPR units in VS Local Curriculum Theme units</p> <p>Te reo Maaori and tikanga Maaori increasingly visible and audible in the life of the School normalising</p> <p>Whaanau Hui koorero</p> <p>Maaori Waiata Group promoted and established</p> <p>Matariki and TRM school community celebrations/hui</p> <p>Teaching Council (TC) STP1; Ta Taiako, Hikairo Schema</p>

Strategic Goal 2: Equity and Inclusion Regulation 9(1)(a)

Annual Goal/Target: Regulation 9(1)(a)

- Partner with ākonga and whānau to reduce barriers to education for all ākonga
- Secure and engage in learning-focussed relationships and high expectations teaching
- Hold high aspirations and high expectations of ākonga success

To increase school-wide ākonga progress and achievement. 75% of ākonga achieve at or beyond expected Curriculum Year Levels in reading/paanui, mathematics/statistics/paangarau, and writing/tuhituhi. To increase school-wide daily attendance from 82% to 90% and in consecutive days; increase school-wide regular attendance from 46% (T1 2024) to 60%

Actions Regulation 9(1)(b)	Success measures Regulation 9(1)(d)	Resourcing Regulation 9(1)(c)	Measurement Regulation 9(1)(d)
a. Review attendance internal/external systems; Implement affirmative strategies for increasing school-wide daily attendance	Internal attendance tracking systems reviewed with roles/responsibilities and tiered processes clarified and implemented External attendance agency support systems reviewed to improve response strategies Promotion of daily attendance results and tracking school-wide, class with school community fortnightly updates Affirmative promotional strategies that celebrate ākonga attendance and engagement in learning implemented (i.e., increased Tier 2 acknowledgements, HERO Top Attendance, HERO Top Term Class Attendance and Values Certificates at Team and School Assemblies) Increased class and Team whānauatanga. House Groups reviewed so that Whānau Groups align with local birds ngā manu o te rohe; Tier 2 and 3 acknowledgements implemented (i.e., a school-wide points rewards system aligned to School Values affirms top class and Team attendance; end of year Top Attendance individual Awards)	Principal, SLT, TLs, LSC, MLT, class Kaiako, Attendance Advisors, SWIS	Curriculum Budget MU FTU MoE STEP resourcing SMS Daily Attendance and school-wide cohort tracking by Yr Level, Gender MoE Every Day Matters Reports Principal twice Termly Attendance Reports
b. Implement targeted, flexible Learning support (LS) intervention programmes for culturally and linguistically diverse ākonga	Refer to LSC Learning Support Plans. Fidelity to implementation of effective targeted and flexible LA intervention programmes for identified ākonga Increased rich planning, teaching and responsive monitoring of individual ākonga learning and/or behaviour needs Increased transfer of PLD/mana-enhancing strategies from regular LSC and LA Hui enables identified ākonga cohorts to engage in learning-focussed relationships and manageable programmes LSC liaison with Kaiako and paraprofessionals provides timely, effective learning support for small identified ākonga cohorts to increase their social/emotional wellbeing and/or education outcomes	LSC, AP, external support agencies, SWIS, Turaki Health, RTLb, Speech LT LAs, class Kaiako	Curriculum Budget MU FTU MoE funding ORS funding RTLb funding Kaiako target ākonga cohorts, ESOL MoE register, review of targeted LA programmes, learning/behaviour data Live, current LS Register, twice termly Board Reports Evaluation of impact of LS interventions informs identification and allocation of targeted programmes; class planning/assessments

<p>c. <i>Implement effective oral language input/output programmes for Multi-lingual Learners (MLs) new to English (ESOL)</i></p>	<p>Refer to Multi-lingual Teacher (MLT) ESOL Support Plans for Multi-lingual Learners (MLs). Implementation of effective targeted and flexible ML intervention programmes for identified learners of English Increased rich planning, teaching and responsive monitoring of individual MLs learning. Vocab expanded with increased levels of reading comprehension (automatic and strategic) MLT liaison with Kaiako and ESOL professionals provides timely, effective support for groups of identified learners needing English acquisition support Attendance to and engagement in multi-lingual learning improves</p>	<p>MLT ESOL School Cluster Class Kaiako</p>	<p>Curriculum Budget MoE ESOL funding MU FTU</p>	<p>Kaiako target ākonga cohorts, ESOL MoE register, review of targeted ML programmes, twice termly Board Reports</p> <p>Evaluation of impact of ML interventions informs identification and allocation of ESOL funded programme and MLT class planning/assessments</p>
<p>d. <i>Nurture a positive school culture and learning-focussed relationships in a 'whaanau-like setting' through culturally conscious and responsive practice to increase ākonga social/emotional capability</i></p>	<p>Fidelity to implementation of refreshed VS 3 Values for mana-enhancing teaching/learning relationships, and in the life of the School; Values in language of learning/affirmation citations Fidelity to updated Positive Culture for Learning (PC4L) VS Values and school wide expectations; portable and consistent school-wide language in a range of settings Fidelity to implementation of PC4L learning expectations that support ākonga development and utilisation of self-regulation strategies (i.e. self-awareness supports learning absorption; self-management supports positive/peaceful relationships) Safe, inclusive, orderly and engaging learning environment Restorative Practice (RP) reviewed with staff, and accurate timely entry of SMS data help to guide and inform restorative responses with ākonga, parents/ whaanau and staff (harm/inequity are addressed promptly so that relationships are repaired appropriately and ākonga learning and wellbeing returns)</p>	<p>All staff</p> <p>LSC, AP, MLT Kaiako, ākonga, whānau</p> <p>All staff</p>	<p>Curriculum Budget</p> <p>RP PC4L resources</p>	<p>VS Values PC4L Matrix Tier 2 affirmations of VS Values (data record tracking)</p> <p>SMS PC4L review and data RP Chat questions reviewed Ākonga voice/goals and parents'/ whaanau voice, Hui/Fono</p>
<p>e. <i>Nurture innovative leadership practice to increase ākonga engagement and success</i></p> <ul style="list-style-type: none"> i. Senior Leadership ii. Team Leadership iii. Literacy Champions iv. TLF Math Champions v. Assessment Champions vi. Mentoring vii. Language and Culture viii. Choir ix. Student Leadership x. Health/PE/Sports Coordination 	<p>Teaching and leadership strengths utilised supporting ākonga interests, aspirations and engagement in extra-curricular activities Distribution of Ako Leadership aligns with School priorities; development of Ako Leaders' Action Plans informs reporting processes (i. to ix.)</p> <ul style="list-style-type: none"> i. – vi. Fidelity to Annual Plan goals/initiatives vii. – viii. Promotion and implementation of language and culture programmes. Participation in Maangere School Cluster festival cultural events; Choir and Waiata Groups engage in performance ix – x. Review and implementation of Senior Student Leaders' initiatives. Coordination of sports coaching, training and organisation of events increases ākonga engagement in core codes; audit, replenishment and utilisation of PE/sports equipment 	<p>Kaiako, TLs, Curriculum Champions, Sports School Cluster</p>	<p>Kaiako, TL & Champion release Staffing FTTE MU and FTU PLD Budget Curriculum Budget KiwiSport fund Bike track VS bikes</p>	<p>Ako and Principal AIP Reports</p>

Strategic Goal 3: Community Connections Regulation 9(1)(a)

Annual Goal/Target: Regulation 9(1)(a)

- Reinforce positive parent/whaanau partnerships and community connections
- Fulfil the 10YPP/5YA 2025 remediation and refurbishment projects
- Secure commencement of a learning-focussed Stage 1 (S1) new build

To ensure safe, functional, and attractive buildings/grounds; to build high-quality learning-focussed facilities conducive to flexible learning and ākonga wellbeing/hauora

Actions <small>Regulation 9(1)(b)</small>	Success measures <small>Regulation 9(1)(d)</small>	Resourcing <small>Regulation 9(1)(c)</small>	Measurement <small>Regulation 9(1)(d)</small>
a. Invigorate Home-School partnerships: ākonga, parents/whaanau and School – the 'power of 3' engagement	<p>Daily fidelity to attendance monitoring, tracking and responding; improved ākonga daily attendance and reduced unjustified absences and chronic non-attendance (see Goal 2 above)</p> <p>Increased parent/aiga/whaanau attendance at Kaiako and Whaanau Koorero Student Achievement Report sessions (increase more ākonga-led Conference approach)</p> <p>Implementation of Ako Connect Days (open days to visit class subjects), Whaanau Hui/Aiga Fono, Team and School Assemblies; Cultural Heritage Weeks; Parents/whaanau partner on School events and activities</p> <p>Refreshed Whaanau House traditions embody VS Values and affirm ākonga hauora; fidelity to VS PC4L school expectations; reviewed Tiers of ākonga acknowledgements framework</p> <p>Feedback from Whaanau Hui and Fono informs self-review, including Local Curriculum review; Ākonga and whaanau aspirations reflected in Local Curriculum</p> <p>Ākonga progress and achievement reporting is clear, correct and culturally relevant for ākonga and whaanau; visible affirmation of ākonga strengths and aspirations</p>	<p>Kaiako Attendance Support MoE Attendance Advisors</p> <p>Principal, SLT, TLs</p> <p>Principal, PC4L Team All staff TLs, Kaiako</p> <p>SLT, Kaiako</p>	<p>SMS fees; explore HERO change-over</p> <p>Curriculum Budget</p> <p>Attendance review of data; 90% daily attendance; unjustified absences and chronic cases reduced/in single digits</p> <p>Hui/Fono koorero/talanoa Feedback from focus groups Surveys</p> <p>Assembly data Leaders and School wide awards data</p> <p>Ākonga work exemplars; Achievement Reporting; School wide progress and achievement information; ākonga Goal Charts and/or Learning Logs Whaanau Koorero (Ākonga-led conferences) Achievement Reports reviewed and update (MoE assessment implications)</p>
b. Refresh the VS Local Curriculum (links to Goal 1 and 2 above)	<p>Strengthened staff cultural competence and ākonga cultural diversity and cultural capital promoted and celebrated</p> <p>Implementation of VS Local Curriculum (2025 Themes) maximise opportunities for all ākonga to promote and sustain their personal histories/cultural narratives (links to Te Puna Reo 2nd year initiative)</p>	<p>All staff</p> <p>Leaders, Kaiako, LAs</p> <p>Leaders, Kaiako, LAs</p>	<p>Curriculum Budget, ākonga inquiry learning, the Arts, Student Leaders</p> <p>TPR PLD</p> <p>Ta Taiako indicators Kaiako PGC, staff PLD goals VS Local Curriculum reviewed and redeveloped for 2026; and Te Mātaiaho resources/rauemi utilised</p>

	<i>Increased presence of ākonga voice in goal setting, decision-making and personalised activities</i>		MoE resourcing	<i>Fidelity to teaching and maintaining VS tikanga and kawa</i>
c. <i>Partner with mana whenua / local iwi to build working relationship and increase Te Ao Maaori / maatauranga Maaori in the VS Local Curriculum</i>	<i>Increased understanding of Te Ao Maaori and how to weave its presence in the VS Local Curriculum Te Ao Maaori / local Hiitori from and endorsed by mana whenua, supports all staff understanding for culturally appropriate implementation of ākonga inquiry learning/Local Curriculum Increased exemplification of STP1 giving practical effect to Te Tiriti o Waitangi (TToW)</i>	<i>SLT, Tls Board, Mana whenua, local Iwi, VS community friends MoE Advisors SLT, Kaiako</i>	<i>Learning Budget Board Budget</i>	<i>Mana whenua hiitori o te rohe/local narratives Team planning and evaluation. Hui, survey Teaching Council (TC) STP1; Ta Taiako, Hikairo Schema</i>
d. <i>Fulfil the 10YPP/5YA 2025 remediation and refurbishment projects</i>	<i>MoE funding secures the School's remediation of long-overdue, and significantly neglected weather-tightness (WT) projects (Block 1, 2, 3 and stairwells) Refurbished Block 3, R1-4; Hall and stairwells (internal) painted Refurbishments maintained and reflect flexible hauora-enhancing learning spaces; increased ākonga hauora builds on sense of belonging and positive school wide culture</i>	<i>Principal, Board, MoE, WT contractors Watershed Co reps PC4L VS Values and school-wide expectations</i>	<i>Property Budget MoE funding Vandalism budget Cyclical maintenance</i>	<i>Completed projects – safe and dry learning environment MoE and Principal/Board liaison</i>
e. <i>Commence the VS Stage 1 (S1) new build of classrooms</i>	<i>Regular liaison with stakeholders progresses plans (The 2023 100% Design Plan was informed by kaimahi, ākonga, Board, and parents/whaanau; 2024 Principal and Board review aligns with VS localised pedagogy, reflects embedded VS Vision and Values, and exemplifies the cultural narrative of the local area and native birds ngaa manu o te rohe)</i>	<i>SLT, Board MoE Delivery Manager/ new build Property Advisor Mana whenua, local iwi</i>	<i>MoE new build funding was approved in 2024</i>	<i>Stage 1 (S1) new build design Plan reviewed 2024 S1 building commenced and S2 building review begun Refer to VS 2024 S1 Design Plan</i>