



2023 - Analysis of Variance

[Analysis of Variance 2022](#)

School Name	Victory Primary School	School Number	3231
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School Vision	To grow mauri ora: strong in identity and belonging, active and inquiring minds, healthy bodies, and nurturing relationships.
Guiding Principles	<p>Biculturalism - Upholding our responsibilities as Treaty partners to Participate, Protect and form Partnerships that acknowledge our nation’s bicultural foundation. We use a bicultural lens to achieve the best outcomes for all in a multicultural context</p> <p>Equity - Ensure that everyone in our school achieves the same positive outcomes regardless of their background or individual needs. Everyone matters at Victory and we cater for the uniqueness of every child and whānau to support their achievement and wellbeing.</p> <p>Sustainability - Meeting the diverse needs of our school in a way that is sustainable to ensure positive outcomes for future generations. We learn to think and act in ways that will safeguard the future wellbeing of our people, culture and environment.</p>


KEY

We are well on track in this priority area.	We are somewhat on track in this priority area.	We haven’t achieved this yet and need to evaluate where we’re at in this priority area.
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Mauri Ora/Wellbeing Strategic Aim

Goal 1: To provide a safe foundation for everyone in our kura and inspire growth, connectivity and a sense of purpose and belonging.

Priority	Actions	When & Who?	What happened?	Reasons for variance if any	Next steps if any
Priority 1: Deliberately plan initiatives to promote positive student and staff well-being, and measure and evaluate their success	A. Develop a Well-being at School Action Plan	Term 2, Mauri Ora Leaders	<ul style="list-style-type: none"> - All Year 4-6 tamariki and staff completed the W@S survey in Term 4 or 2023. As a Mauri Ora Leadership Team we: <ul style="list-style-type: none"> - Analysed the 2023 W@ S surveys and collated the data into themes. Wellbeing@School Sur... - Identified next steps and started compiling them into an action plan that the Mauri Ora Leadership Team will lead. W@S Action Planning Template - VPS 	<ul style="list-style-type: none"> - With the W@S data only being collected in Term 4, we ran out of time on our Mauri Ora Leadership Day to fully complete the Well-Being @ School Action Plan. - Term 4 is a busy term to be collecting and analysing survey data with school reports and other things happening at a similar time. - Do we have too many action plans for different things? What action plans can we combine to ensure maximum clarity in terms of next steps? 	<ul style="list-style-type: none"> - Major focus on Pro-Social Skills & Strategies (bullying) in Term 2, 2024. - Consider using the Huakina Mai Student Survey tool in 2024. - Collect this data again in 2025 (but earlier in the year) and look for trends, and progress over time in relation to our identified areas of improvement - Gather PMI from students regarding grounds and buildings. - Link this data to our PB4L and Huakina Mai actions. - Safety Audit in 2024.
	B. Establish a Health & Safety Committee that meets fortnightly to address H & S concerns	Term 1, SLT	<ul style="list-style-type: none"> - A Health and Safety Committee was established in Term 1, which consists of Dan (tumuaki), Rachel (tumuaki tuarua), Scott (caretaker), Hayley (BoT), and Nadia (BoT). This team meets fortnightly on 	<ul style="list-style-type: none"> - After our compliance hui for ERO, we learned that all high-risk RAMS should be signed off by a member of the board of trustees. Prior to this, we thought that it was just overnight RAMS that needed to be signed by the BoT. 	<ul style="list-style-type: none"> - Continue to meet fortnightly as a Health and Safety Committee. - Include signing off high-risk RAMS (on behalf of the board) as part of these hui.

			<p>a Tuesday morning to discuss all matters relating to health and safety.</p> <p> Health & Safety Hui 2023</p>		
	<p>C. Use Te Whare Tapa Whā to provide a balanced view of hauora and wellbeing in our actions.</p>	<p>Term 2 Mauri Ora Leaders Staff Hauora Kia Toa Leaders</p>	<ul style="list-style-type: none"> - School vision is based on Te Whare Tapa Whā so a balanced and holistic view of education and outcomes for students is taken into account in everything we do. - A range of well-being activities planned for tamariki at break times, eg: chess club, gardening club, kaitiaki o te Wairepo, skate ramps, sports, lego club, etc. These were led by teachers and/or student leaders. - Staff hauora rōpū continued in 2023 and planned a range of initiatives to contribute to staff well-being. Eg: Whanaungatanga Fridays, staff events, additional resources for staffroom, etc. 	<ul style="list-style-type: none"> - In hindsight, this action can be challenging to evaluate because there is no specific success criteria of 'what good looks like'. - Well-being activities took place sporadically throughout the year. Some of the initiatives were regular and others happened less frequently. Student-led initiatives can be challenging without a teacher present and duty timetabling is another variable that impacts how frequently they happen. 	<ul style="list-style-type: none"> - Using our school vision as a guide, create some success criteria around how we use Te Whare Tapa Whā to ensure a holistic approach to educating the whole child. - Review our Kia Toa Student Leader processes and look to get these established early in Term 1. This will include greater clarity of roles and responsibilities.
<p>Priority 2: Continued development of seamless learning pathways across the school to minimise transitions</p>	<p>A. Establishment and development of Kaihautū roles to strengthen vertical teams and relationships school-wide</p>	<p>SLT & Kaihautū</p>	<ul style="list-style-type: none"> - Kaihautū roles were established with two leaders in English Medium and one leader in Māori Medium. - The Senior Leadership Team (Principal, DP, and 3 Kaihautū) worked with Jacqui Patuawa as part of our 'Leading by Learning' PLD journal. - Kaihautū led whānau hui and professional growth hui in 	<ul style="list-style-type: none"> - Kaihautū hui didn't always happen as regularly as planned due to busyness at different times. It would have been beneficial to have these meetings more regularly during the term to increase opportunities for developing relational trust. - Having one kaihautū based in Te Aorere and one in Maungatapu and having Maitahi split for professional growth hui wasn't 	<ul style="list-style-type: none"> - Creating one big English Medium team in 2024 (Ngā Pua Matatini o te Wairepo). This will help increase consistency, cohesion, and collaboration across our English Medium classrooms.

and build relationships			their teams and also took part in kaihautū hui with SLT and a kaihautū leadership day once a term.	ideal in terms of cohesion.	
Priority 3: Strengthen relationships and culturally responsive practice across the school to improve behaviour outcomes.	B. Establishment and development of Professional Growth cycle using waka and way-finding as an analogy for leadership & inquiry.	SLT & Kaihautū	<ul style="list-style-type: none"> - All kaiako completed a professional growth cycle, which was shared with kaihautū and principal throughout the year. - SLT and Kaihautū did a lot of work at the start of the year on using the metaphor of waka and wayfinding to guide our PGC's. This enabled us to form a shared understanding of expectations. 	<ul style="list-style-type: none"> - Teacher professional growth cycles looked quite different in each of the teams, eg: some used niho taniwha as a model, some took other approaches. Interpretation was slightly different between kaihautū but all teachers still met PGC requirements. Perhaps a consistent template could have been used to ensure more consistency. 	<ul style="list-style-type: none"> - Create a template based on waka and wayfinding for our PGC's that still allows room for kaiako to take their inquiries in the direction they want but also ensures some consistency to increase opportunities for collaboration. Having one team in English Medium should help with this. - Explore Niho Taniwha in more depth with kaihautū as a potential model to be used across the whole school for Professional Growth Cycles.
	A. Introduce and deepen our knowledge and understanding of our revised school values and Huakina Mai as a Kaupapa Māori PB4L model.	Mauri Ora Leaders - Term 2 & 3	<ul style="list-style-type: none"> - The Mauri Ora team had Huakina Mai training with Louana during the year to outline the model and the expectations for us as a school. - Mauri Ora Team attended the regional PB4L expo where Louana led a session on Huakina Mai. - We were told by Louanna that we were already well on our way to being a Huakina Mai school and the work that we had already done with PB4L and cultural responsiveness was the equivalent of being two years into the journey. She 	<ul style="list-style-type: none"> - We did a lot of mahi with Huakina Mai during the middle of the year when Louanna was here to support us, but we lost a bit of momentum in Term 4 as things got busier and we were still trying to integrate our new school values. - Our new school values probably took more of a priority in 2023 but developing more of a shared understanding of these across the school will allow us to progress our mahi with Huakina Mai. 	<ul style="list-style-type: none"> - Explore the possibility of using the Huakina Mai Whole School Review and Student Survey Tool in 2024. - Present at the PB4L nationwide conference to share our Huakina Mai journey (if we get invited to) - Revisit the Huakina Mai Action Plan that we created with Louanna to make sure that we are on the right track.

			challenged us to present at the 2024 nationwide PB4L conference to share our journey.		
	B. Deepen staff (kaiako & support staff) understanding of Restorative practice.	Mauri Ora Leaders	<ul style="list-style-type: none"> - Mauri Ora Leaders took part in Restorative Practice PLD with Cath Forster. These were in the form of mini conferencing and circles training. 	<ul style="list-style-type: none"> - Although the Mauri Ora leaders took part in this professional development, the information that was communicated to teams was inconsistent and perhaps it needed a full staff hui for this kaupapa. - Some restorative practice information was communicated to support staff during support staff hui in the form of strategies but this could have been done in more depth to ensure a more thorough understanding of restorative practice in a support staff context. 	<ul style="list-style-type: none"> - Keep this as a priority for 2024 in the Mauri Ora team and set guidelines around how this is communicated to other staff, eg: Mauri Ora Leadership Team could lead a staff hui on it.
Priority 4: Build cohesion and increase opportunities for collaboration between teams across the school.	A. Provide regular opportunities and initiatives for Rōpū Whānau to collaborate (Staff & Tamariki).	Mauri Ora Leaders	<ul style="list-style-type: none"> - There were some opportunities for rōpū whānau to collaborate across the school, eg: school cross country, school Matariki performance. - Rōpū whānau were used widely within classrooms and teams as a way to group tamariki within a vertical team context. - We held two staff rōpū whānau challenges with a staff quiz night and a baby photo challenge as part of our staff hauora focus. 	<ul style="list-style-type: none"> - A busy timetable meant that opportunities for rōpū whānau initiatives were not regular. - A bigger priority was put on introducing our school taonga and learning our new school waiata as part of our Matariki celebrations. 	<ul style="list-style-type: none"> - Deliberately plan for schoolwide opportunities using rōpū whānau across the year. This can happen alongside termly kaupapa planning. - Staff Hauora team to plan for one staff event per term that involves rōpū whānau. - Look at possibilities in terms of some routine rōpū whānau initiatives, ie: rōpū whānau morning teas, lunch time sports challenges / tournaments, etc.
	B. Opportunities for collaboration	SLT	<ul style="list-style-type: none"> - Leading by Learning PLD with Jacqui Patuawa (Evaluation 	<ul style="list-style-type: none"> - The work that we have done with Jacqui was great but it's something 	<ul style="list-style-type: none"> - Revise our VPS Strategic Plan in 2024 to align with the new

	deliberately planned to strengthen collective understanding and commitment to our school vision.		<p>Associates) connected us all with our school strategic plan at the heart. This is an ongoing piece of work.</p> <p>- We used Shadow Coaching as a means of trying to get more collaboration across the school (in terms of who teachers partnered up with for observations). This was somewhat successful and we will continue to build on it.</p>	<p>that we will need to continue to work on together.</p> <p>- There was definitely more observations happening across different mediums (EM and MM) but there is still room for growth and improvement in this area and it all links back to relational trust and our shared commitment to our strategic plan.</p>	<p>MoE regulations. This will happen in consultation with all key stakeholders to ensure that our Strategic Plan is well understood, purposeful, and works for everybody.</p> <p>- Improved student outcomes is what we all want. Connect all of our mahi back to this as a shared grounding.</p>
<p>Priority 5: Everyone at Victory matters and we support all students, staff & whānau to ensure everyone is set-up for success.</p>	<p>A. Deepen staff (kaiako & support staff) understanding of trauma-informed practice to improve outcomes for ākongā.</p>	LSC, SLT, Mauri Ora Leaders	<p>- This was touched on as part of wider staff-wide kaupapa, eg: PB4L, restorative practice, shadow coaching, etc. Many of our students have experienced trauma in some form so trauma informed practice is what we have to use day in and day out.</p> <p>- Trauma informed practice was identified by our Kāhui Ako as a focus area in 2024.</p>	<p>- Staff understanding of trauma informed practice was deepened through experiences with tamariki but it wasn't deliberately planned for in any staff hui in 2023. This will be a focus in 2024.</p>	<p>- Trauma Informed practice is a focus area for our Kāhui Ako in 2024. Kāhui Ako Staff Only Day and Wānanga Week will have a focus on trauma informed practice.</p> <p>- Students from refugee backgrounds workshop for kaiako in Term One of 2024.</p> <p>- MoE training for school leaders and LSC's during Term Two in 2024. This will be facilitated by Dr. Ross Greene under the kaupapa of 'Collaborative and Proactive Solutions'.</p>
	<p>B. Strengthen transition to school processes to support new students.</p>	ECE Liaisons/NE Coordinators, LSC, Principal	<p>- ECE Liaison roles established in both English Medium and Māori Medium to ensure all parts of our kura are well supported in this area.</p> <p>- Release days for ECE Liaisons to allow time for visits to ECE's. This helped strengthen relationships as part of the</p>	<p>- Enrolments are up compared to the last couple of years, particularly in the junior part of our school. Our Year 1 cohort is now the biggest cohort in our school.</p>	<p>- Revise and update our school enrolment packs and create a VPS booklet that can be dispersed to local ECE's for prospective whānau.</p>

			<p>transition process.</p> <ul style="list-style-type: none"> - A number of new enrolments in Māori Medium and a number of new enrolments from Kauri Montessori. - Regular school tours with principal for prospective whānau. 		
<p>Priority 6: Develop rangatiratanga and build student leadership across the school through our Kia Toa Student Leadership Programme.</p>	<p>A. Establish a distributed leadership model with the Kia Toa Leaders and provide opportunities to wānanga and grow leadership skills.</p>	<p>SLT, LSC, Kaihautū</p>	<ul style="list-style-type: none"> - Kia Toa Student Leadership Programme provided opportunities for our Year 6 students to grow their leadership skills. - Kia Toa Student Leadership Hui happened at different points throughout the year but they didn't happen regularly. 	<ul style="list-style-type: none"> - Kia Toa Student Leaders were not announced until Term Two and the application process started later than what we would have liked. - General busyness meant that attendance at Kia Toa Student Leader Hui was inconsistent. Sometimes teachers and students forgot and other times there was too much on for children to be released during the school day. - Some Kia Toa Student Leaders were more active in their roles than others and as a result of this, we want to review the process around how children are chosen for these roles. 	<ul style="list-style-type: none"> - Revise our current student leadership model and explore other ways of choosing Kia Toa Leaders, ie: getting them to apply in Term 4 of the previous year, having children earn their student leadership badges (rather than everyone applying at the same time) etc.
	<p>B. Kia Toa Leadership camp to grow student leadership.</p>	<p>SLT</p>	<ul style="list-style-type: none"> - Kia Toa Leadership Camp to Mistletoe Bay in the Marlborough Sounds at the end of Term 3. The camp was four days and included 25 children, two staff, and parents. 	<ul style="list-style-type: none"> - We were fortunate to have funding from the Mistletoe Bay Trust to allow this camp to happen because ordinarily it would be too expensive for us. The camp was a huge success and it would have been awesome to do it at the beginning of the year to use it as a relationship-building foundation for our student leadership programme. 	<ul style="list-style-type: none"> - Plan for some kind of leadership day or camp during Term One of 2024 to give Year 6 ākonga a chance to build relationships and develop leadership skills (in a context outside of school) from the start of the year. Some options for this could be sports coaching with Sports Tasman or a leadership day with Whenua Iti.

<p>Priority 7: Develop rangatiratanga and build staff leadership capacity using a distributed leadership model to empower and grow leaders.</p>	<p>A. Leading by Learning PLD to build organisational trust with a focus on improving student outcomes.</p>	<p>SLT, Kaihautū</p>	<ul style="list-style-type: none"> - Leading by Learning PLD with Jacqui Patuawa (Evaluation Associates) connected us all with our school strategic plan and student outcomes at the heart. - Organisational trust and kotahitanga improved throughout our PLD journey but it is something that will need continual work. - We used Shadow Coaching as a means of trying to get more collaboration across the school (in terms of who teachers partnered up with for observations). This was somewhat successful and we will continue to build on it. 	<ul style="list-style-type: none"> - The work that we have done with Jacqui was great but it's something that we will need to continue to work on together. - There was definitely more observations happening across different mediums (EM and MM) but there is still room for growth and improvement in this area and it all links back to relational trust and our shared commitment to our strategic plan. 	<ul style="list-style-type: none"> - Create a shared set of norms for staff using our school values as a guide. - Deliberately plan for collaborative opportunities across the school to continue building our culture of trust.
	<p>B. Deepen our understanding of distributed leadership and ensure clarity of roles, responsibilities, and the purpose of hui.</p>	<p>SLT, Kaihautū, Distributed Leaders</p>	<ul style="list-style-type: none"> - A document outlining the different hui and their purpose was created in Term One and shared with staff. Our termly hui schedules were based on this document. - Our revised leadership structure worked well but there is the need for continual development of what this looks like and how people understand it. 	<ul style="list-style-type: none"> - Some of the roles and responsibilities of certain distributed leadership roles were not clear enough because we didn't outline what success looks like. This meant that some parts of the roles were somewhat open to interpretation. - Distributed Leadership Hui were good but were quite time and energy consuming for SLT and on occasions, it was hard to maintain momentum with the mahi in between hui / leadership days. More clarity in terms of roles and responsibilities will help with this. 	<ul style="list-style-type: none"> - Create a shared set of norms for staff using our school values as a guide. These will help guide the way we act in different settings and will help us have a shared set of guidelines to hold each other accountable to. - Co-construct the roles and responsibilities for each of the distributed leadership roles to ensure clarity of what the purpose of the roles are, what our actions are, and what success looks like.




Ahurea/Culture Strategic Aim

Goal 2: To develop a positive school culture that weaves kura, whānau and community together through authentic connections, effective communication and meaningful relationships

Priority	Actions	When/Who?	What happened?	Reasons for variance if any	Next steps if any
Priority 1: We use a bicultural lens to achieve the best outcomes for all in a multicultural context	A. Blended Learning - new cohort to participate in wānanga, online learning and facilitation of Ākonga Hui	Blended Learning participants	<ul style="list-style-type: none"> - Anna, Kerry, Chelsea, Tapita, Vikki registered for Blended Learning and participated in noho marae, online modules and zui. - Ākonga group were difficult to set up because many of our staff had already been part of these groups in the past. 	<ul style="list-style-type: none"> - A lot of people have already done Blended Learning so there wasn't as much uptake for being part of Ākonga Groups. - Not all Blended Learning participants were able to complete the full course because of other PLD commitments, i.e. BSLA. 	- Blended Learning could be set up as a PGC group in the future if there was a need for it.
	B. Te Hurihanganui - Use framework for all future planning and decision making i.e. Vertical Teams with kaihautū	BOT & Staff	<ul style="list-style-type: none"> - We used this framework to inform our kaupapa planning, school taonga, school values, interview questions, distributed leadership model and our work with Ngā Kawatau me ngā Tūmanakotanga o te Tauihu. 	- This framework was used in the leadership space more than directly in the classroom.	- Continue to explore ways to use Te Hurihanganui & Ngā Kawatau me ngā Tūmanakotanga o te Tauihu to enhance our pedagogical practice
	C. Te Tiriti o Waitangi workshops	BOT & Staff	<ul style="list-style-type: none"> - Board of Trustees attended NZSTA Workshop on Te Tiriti and three Te Kāhui Mātauranga Breakfasts relating to Te Tiriti and Ngā Kawatau me 	<ul style="list-style-type: none"> - We made the most of our Te Hurihanganui funding in terms of working alongside Poutama Pounamu for this mahi. We now need to 	- Plan for a community event at Whakatū Marae where our community can learn about Te Tiriti o Waitangi, local history, pōwhiri, pūrākau, etc.

			<p>ngā Tūmanakotanga o Te Taihū.</p> <ul style="list-style-type: none"> - Te Tiriti workshops as an Ahurea Team, Te Tiriti workshops for teaching staff, support staff, bilingual liaisons and whānau through Poutama Pounamu. 	<p>ensure we can sustain it internally without the external PLD support.</p>	<ul style="list-style-type: none"> - Staff noho marae at the beginning of 2024. - With Poutama Pounamu funding coming to an end, explore ways to continue this mahi as an Ahurea Team.
<p>Priority 2: Cultural Relationships for Responsive Pedagogy informs our teaching and learning at VPS</p>	<p>A. Shadow Coaching and Learning Conversations as part of the Professional Growth Cycle</p>	<p>Termly, Kaiako</p>	<ul style="list-style-type: none"> - Shadow coaching sessions every second term (Terms 1 & 3). - Staff encouraged to work across teams and across mediums where possible. - Staff are familiar with the process so this has just become a natural part of our teacher professional growth cycles. 	<ul style="list-style-type: none"> - Shadow coaching conversations didn't happen every term because there were other kaupapa and PLD happening around the same time. 	<ul style="list-style-type: none"> - More forward planning to ensure that staff from across teams are paired together. - Utilise the assigned reliever so that staff get adequate time out of class to conduct observations. Include an additional reliever if necessary.
	<p>B. Implementation of Rongohia te Hau Action Plan</p>	<p>Ahurea Leaders</p>	<ul style="list-style-type: none"> - Rongohia Te Hau Action Plan was established in 2022.  - Many (if not all) of these things are already part of our Ahurea goals and are an active part of what we do at VPS. 	<ul style="list-style-type: none"> - The Rongohia Te Hau Action Planned wasn't referred to regularly but many of the components of it have just become a normalised part of what we do at our school. 	<ul style="list-style-type: none"> - Apply for PLD funding to have Poutama Pounamu facilitate Rongohia Te Hau in our kura again in 2024 (as part of our two year cycle). This will give us the chance to revise our current plan and make any changes going forward.
	<p>C. Rongohia te Hau playground observations</p>	<p>Term 2 Ahurea Leaders & Kia Toa Leaders</p>	<ul style="list-style-type: none"> - Observations carried out at different days, times and areas of the school. These happened before kura, at morning tea, at lunchtime and after kura. 	<ul style="list-style-type: none"> - Wet weather played a factor in a couple of the observations, meaning that it was more difficult to get a general snapshot. 	<ul style="list-style-type: none"> - Analyse current PB4L data to decide on the best times / places to make future observations.

			<ul style="list-style-type: none"> - Data analysed to identify hotspots to target with solutions. 	<ul style="list-style-type: none"> - Timing of the morning observations meant that there were long periods of time with not many kids. 	<ul style="list-style-type: none"> - Apply for PLD funding to have Poutama Pounamu facilitate Rongohia Te Hau in our kura again in 2024 (as part of our two year cycle).
<p>Priority 3: Develop the use of Te Takanga o Te Wā/Aotearoa NZ Histories Curriculum to grow knowledge and inspire learning in an authentic context</p>	<p>A. Develop a school-wide localised curriculum and cultural narrative action plan</p>	Ahurea Leaders	<ul style="list-style-type: none"> - Localised curriculum and cultural narrative resources available online with new resources regularly added. <p>https://sites.google.com/victory.school.nz/culturalnarrative/k%C4%81inga</p> <ul style="list-style-type: none"> - Naming of new akomanga and English Medium team at the end of 2024. 	<ul style="list-style-type: none"> - We don't have an action plan as such because a lot of this mahi ties in with our Rongohia Te Hau Action Plan. The cultural narrative website has become the resource bank for anything to do with our localised curriculum. 	<ul style="list-style-type: none"> - Ensure that our localised curriculum is part of our 'how we grow teaching and learning' document that is being revised and modified in 2024.
	<p>B. Engage with Ngā Kawatau me ngā Tūmanakotanga o te Taihu and local iwi to support marau-ā-kura / localised curriculum.</p>	Staff & Ahurea Leaders	<ul style="list-style-type: none"> - We use Ngā Kawatau me ngā Tūmanakotanga o te Taihu as a framework to ensure that we're doing things in accordance with the expectations of local iwi. We use the continuum of Māui Atamai, Māui Mōhio, and Māui Toa to assess how well we are doing this. <p> Ngā Kawatau me N...</p> <ul style="list-style-type: none"> - We have engaged with Ngā Kawatau me ngā Tūmanakotanga o te Taihu in relation to the development of our Graduate Profiles. 	<ul style="list-style-type: none"> - There are some areas on our self-evaluation continuum that require more work than others but this is a continual challenge that we set ourselves (to try and get to Māui Toa in all areas). 	<ul style="list-style-type: none"> - Continue to use the continuum of Māui Atamai, Māui Mōhio, and Māui Toa to assess how well we are giving effect to Ngā Kawatau me ngā Tūmanakotanga o te Taihu. - Engage with Ngā Kawatau me ngā Tūmanakotanga o te Taihu as part of our bespoke Te Ahu o Te Reo PLD.

	<p>C. Collate local histories resources and centralise them to support teaching and learning.</p>	<p>Within School Teacher</p>	<p>- All of our local histories and cultural narrative resources are located here:</p> <p>https://sites.google.com/victory.school.nz/culturalnarrative/k%C4%81inga</p> <p>- We created a plan for this in 2021 and use it to help guide our ongoing cultural narrative mahi.</p> <p>Cultural Narrative</p>	<p>- Although our cultural narrative website is located on the bookmarks bar of all teacher laptops, the amount that these resources are used varies between classrooms and teams.</p>	<p>- Continue to keep our cultural narrative website updated with new resources for kaiako, tamariki, and whānau.</p>
	<p>D. Deepen understanding of the significance of He Whakaputanga as a founding document of Aotearoa</p>	<p>Ahurea Leaders & Staff</p>	<p>- Sessions facilitated by Poutama Pounamu with Ahurea Leadership Team and staff.</p>	<p>- Session with staff could have been more focused on He Whakaputanga.</p>	<p>- Focused learning with tamariki on He Whakaputanga as part of Aotearoa NZ Histories and Takanga o te Wā.</p>
<p>Priority 4: Celebrate the diversity of our school by celebrating all cultures and providing necessary support for everyone to feel a sense of belonging</p>	<p>A. Whole School Matariki Celebrations</p>	<p>Ahurea Leaders & Cultural Advisor</p>	<p>- VPS production was centred around sharing our school taonga and their meaning with our community. It was well attended by whānau, hāpori, and iwi.</p> <p>- Our annual celebrations also included hāngi, cultural items, fire poi, African drums, Matariki Te Ramaroa installation, and lantern hīkoi. This was planned alongside the Victory Community Centre.</p>	<p>- Weather was very cold and dark, which limited the amount of people that stayed on for the lantern hīkoi.</p>	<p>- We are planning to enter Showquest in 2024 and will use our performance as the main part of our Matariki community event.</p> <p>- Continue with collaboration between VCC, community cultural groups, and VPS as part of our annual Matariki celebration.</p>
	<p>B. Cultural Diversity Week including Marae Day for Whānau & Community (Te Hurihanganui)</p>	<p>Ahurea Leaders</p>	<p>- Cultural Diversity Day took place in Term 3 and the focus was visual arts.</p>	<p>- We had a week long cultural diversity week in 2022 so decided to reduce</p>	<p>- Community Marae Day planned for 2024 through Te Ahu o Te Reo.</p>

			<p>We converted our hall into an art gallery to showcase visual art from all of our students. Although it wasn't a whole week of celebrations, it was still very successful.</p>	<p>it down to a day celebration with a specific focus to keep it fresh and provide variety.</p> <p>- Community Marae Day didn't happen due to limited marae bookings.</p>	<p>- Cultural diversity celebrations planned for the end of Term 1 with a focus on performing arts.</p>
	C. Cultural Language Groups and Events	Ahurea Leaders	<p>- We have the following initiatives running to support this goal:</p> <ul style="list-style-type: none"> - Samoan Language Class - Cook Island Language Class - Moana Pasifika - Bilingual Support Liaison in Classes - Saturday School for Burmese, Chin, Karenni communities - Kapa Haka (NMKoTW) - Te Reo support in English Medium 	<p>- Not all of these initiatives were able to run consistently throughout the year due to staffing shortages in specific areas, eg: Te Reo in English Medium was only able to operate for two terms, Samoan Language Class didn't run for the whole year.</p>	<p>- Continue to provide opportunities for open language classes.</p> <p>- Plan to have language weeks or language focuses for some of the languages that don't get celebrated nationally, eg: Chin Hakha, Burmese, Karenni, Nepali, Spanish, etc.</p>
	D. Cultural Diversity Action Plan	Ahurea Leaders	<p>- We didn't complete this in 2023.</p>	<p>- We already have a number of action plans and there is crossover between a lot of them.</p>	<p>- The mahi that is completed in the Ahurea Leadership Team covers the need for a Cultural Diversity Action Plan. We use our strategic plan to ensure that celebrating cultural diversity is an everyday occurrence.</p>
Priority 5: Strengthen and develop Te Reo Māori and tikanga	A. Te Reo me ōna Tikanga in English Medium	Kapa Haka Kaiako (English Medium)	<p>- Whaea Wirihana worked in our English Medium classes for 2 terms teaching Te Reo me ōna tikanga through kapa haka. This had a positive</p>	<p>- We were unable to find another suitable Te Reo me ōna tikanga kaiako for our English Medium classes (despite advertising multiple times)</p>	<p>- Advertise early for a Te Reo me ōna tikanga kaiako (English Medium) in 2024.</p> <p>- Explore the possibility of employing someone that</p>

knowledge for staff and students in both English and Māori medium classrooms.			impact for our tamariki and kaiako.	after Wirihana left. Dan filled this role for a few sessions but it wasn't sustainable.	isn't a trained teacher to teach kapa haka in our English Medium spaces if there are no suitable applicants.
	B. Te Ahu o te Reo - Individual, Māori Medium, Bespoke for school-wide in terms 3 & 4, Whānau programmes	SLT, Kaihautū	<ul style="list-style-type: none"> - The whole of Ngā Mana Kāhano o te Wairepo, Rach, and Dan participated a bespoke Te Ahu o Te Reo programme for Māori Medium kaiako. - A small number of staff continued their individual learning through Te Ahu o Te Reo. 	<ul style="list-style-type: none"> - Many staff didn't opt into an individual Te Ahu o Te Reo course because they knew that we were planning for a staff-wide bespoke Te Ahu o Te Reo programme. - Our PLD schedule was too busy to do Te Ahu o Te Reo in Terms 3 and 4 so staff decided that it was best to push it out to Terms 1 and 2 of 2024. 	- Bespoke Te Ahu o Te Reo programme planned for Terms 1 and 2 in 2024.
Priority 6: Provide opportunities to engage and communicate with whānau, hapū, iwi and community in an authentic and reciprocal relationship to improve outcomes for ākongā.	A. Communicate information to whānau in a timely manner using a variety of methods (facebook, newsletter, digital platforms) and ensuring that ELL whānau are fully supported by our Bilingual Support Workers.	SLT, Kaihautū, ESOL Leaders, Bilingual Support Workers	<ul style="list-style-type: none"> - Bilingual Staff Hui twice every term to ensure that our bilingual team were well informed of events coming up. - Facebook messenger group created for communication of notices that our bilingual liaisons sent to their communities. - Digital platforms used to share learning and notices with our school community. 	- Communicating information in multiple languages is challenging and ensuring things are communicated as clearly as possible is an ongoing challenge. Feedback from our bilingual support workers is essential for us to make sure we're doing this effectively.	- Continue with regular bilingual hui in 2024 and continue to use the bilingual liaison facebook messenger chat to communicate important information ahead of time.
	B. Deliberately plan opportunities for consultation and collaboration with all key stakeholders to inform key decision making.	SLT, Kaihautū, ESOL Leaders, Bilingual Support Workers	<ul style="list-style-type: none"> - Multiple whānau hui throughout the year with the support of bilingual liaisons for translation. 	- We tried to organise a strategic planning hui with Ngāti Rārua but couldn't quite make it work in Term	- Strategic planning Hui with Ngāti Rārua scheduled for Term One 2024.

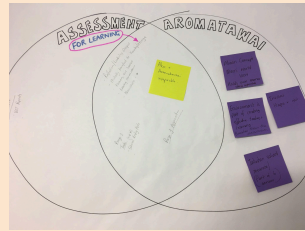
			<ul style="list-style-type: none"> - Termly Hui ā Whānau in Ngā Mana Kākano o Te Wairepo. - Consultation with Te Kāhui Mātauranga and iwi to inform decision making. 	4 due to limited availability.	<ul style="list-style-type: none"> - Explore possibilities of holding Hui ā Whānau in English Medium in 2024.
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Ako/Teaching & Learning Strategic Aim:

Goal 3: Actively provide the appropriate support, resources and opportunities to empower all students and teachers to fulfil their potential

Priority	Actions	When/Who?	What happened?	Reasons for variance if any	Next steps if any
Priority 1: Ensure that aromatawai, assessment for learning, and moderation is authentic, purposeful, and consistent to inform teaching and measure progress.	A. Review current aromatawai / assessment and moderation methods.	Ako Leaders	<ul style="list-style-type: none"> - Ako Leadership Team has spent time developing a shared understanding of assessment for learning and aromatawai and the similarities and differences between the two. This was a continuation of our mahi to build on discussions from 2022 and feed into our graduate profile discussions. <p>📄 Assessment Conversation T...</p>	<ul style="list-style-type: none"> - The priority for the Ako Leadership Team in 2023 was to get our graduate profiles established with the theory that assessment / aromatawai would fall out of that mahi. We decided to move the assessment focus to 2024. - Time constraints meant that regular opportunities for moderation were hard to come by. Ideally we would like to schedule in one moderation hui per term as best practice. - Slight inconsistencies between teams in terms of assessment tools have developed over time, 	<ul style="list-style-type: none"> - Implement consistent assessments across English Medium as part of Ngā Pua Matatini o te Wairepo. - Tidy up markbooks in Etap to get rid of the ones that aren't used anymore. - Plan for one moderation session each term to ensure best practice for forming overall teacher judgments. - BSLA Wānanga in NMKOTW to align BSLA assessment with current aromatawai. - Collect and analyse end of year data from the previous year



- Specific Literacy assessments in English Medium were decided in collaboration with Adie (Literacy specialist). We explored the Learning Progression Framework and PaCT as potential assessment tools to assist kaiako in making overall teacher judgments.
- Aromatawai was a focus area of our learning with Fiona Matapo (PLD facilitator in NMKOTW). Our main focus was connecting Tīrewa Mātai with our Marau-ā-Kura.
- We developed a specific BSLA Markbook for assessment purposes.
- Optional Etap training for any kaiako to ask questions and get assistance in terms of getting the most out of our student management system.

which has made the discussion around assessment tools important but challenging.

- We have come to the realisation that there doesn't need to be consistency between Māori Medium and English Medium classrooms in terms of assessment tools but our core understanding of assessment practice should be similar.

together to inform and identify achievement and progress targets for our school.

- Create a consistent Literacy and Maths plan for English Medium and Māori Medium.

B. Whole Staff PLD on Te Reo Matatini & Literacy assessment.

Ako Leaders & Kaihautū Te Aorere (teachers & teacher aides) UFLI & BSLA

- Literacy PLD journal completed with Adie Bonisch in English Medium with a focus on teaching strategies and assessment methods.
- Strengthening Māori Medium pathways in Whakatū PLD journal completed with Fiona Matapo in

- We decided to split Māori Medium and English Medium for these PLD journals to maximise their effectiveness. One of our learnings from the previous year was that it was hard for a facilitator to provide a 'one size fits all' session that spans across two different curriculums.

- Embed this professional learning into our practice through our Professional Growth Cycle inquiries.

- 2 kaiako to be part of the ALL (Accelerating Literacy Learning) programme in 2024 as part of a professional learning group.

			Ngā Mana Kākano o te Wairepo. The focus wasn't specifically on Te Reo Matatini but aromatawai was a focus area.		
	C. Hāpori hui for staff to strengthen collaboration and practice.	Kaihautū & Ako Leaders	- We had two Hāpori hui for moderation & kaupapa planning then moved to connect hui in the second half of the year.	- General busyness meant that it was hard to fit in hāpori hui at certain times without overloading staff. A deliberate decision was made to reduce hui at particular points throughout the year.	- Plan for one hāpori hui for moderation each term to ensure best practice for forming overall teacher judgments. This may be done in teams or as a whole staff. - Deliberately plan for 'connect hui' once per term to connect staff with the mahi that is happening in each of the strategic leadership teams. - Any additional hāpori hui need to be planned if there is a specific need or context, ie: not just planning them for the sake of having a hui.
Priority 2: Inclusive and relevant staff professional development to respond to needs, enhance teaching practice, and improve student outcomes.	A. Te Reo Matatini and Literacy PLD including BSLA & UFLI	Ako Leaders, Kaihautū, Kaiako	- BSLA training - majority of junior school teachers now trained or currently training. Facilitator also trained (Jess). - English Medium kaiako worked with PLD facilitator Adie Bonisch around Literacy assessment and best practice. - NMKOTW worked with PLD facilitator Fiona Matapo around Te Tamaiti, Hei Raukura and Ako/Aromatawai. - UFLI was implemented within a Literacy team project in Te Aorere alongside RTLBs. BSLA assessment support was also provided by RTLB's.	- We decided to split Māori Medium and English Medium for these Literacy / Te Reo Matatini PLD to maximise their effectiveness. One of our learnings from the previous year was that it was hard for a facilitator to provide a 'one size fits all' session that spans across two different mediums / curriculums.	- Continue to embed PLD from previous years into teacher professional growth cycles to improve learner outcomes. - Apply for PLD hours for structured literacy in Te Reo Māori in 2024. - Developing whakaputa i te reo resources to support explicit teaching puna kupu, wetereo. - Develop an aromatawai/assessment plan for English Medium (Ngā Pua Matatini) and Māori Medium (Ngā Mana Kākano).

	<p>B. Poutama Pounamu PLD including Blended Learning, Te Hurihanganui, Rongohia te Hau and Shadow Coaching.</p>	<p>Ahurea Leaders, Blended Learning participants</p>	<ul style="list-style-type: none"> - Anna, Kerry, Chelsea, Tapita, Vikki registered for Blended Learning and participated in noho marae, online modules and zui. - Ākongā group were difficult to set up because many of our staff had already been part of these groups in the past. - Shadow coaching and Rongohia Te Hau happened throughout the year with the support of Poutama Pounamu as planned. 	<ul style="list-style-type: none"> - A lot of people have already done Blended Learning so there wasn't as much uptake for being part of Ākongā Groups. - Not all Blended Learning participants were able to complete the full course because of other PLD commitments, i.e. BSLA. - We made the most of our Te Hurihanganui funding in terms of working alongside Poutama Pounamu for this mahi. We now need to ensure we can sustain it internally without the external PLD support. 	<ul style="list-style-type: none"> - Blended Learning could be set up as a PGC group in the future if there was a need for it. - With Poutama Pounamu funding coming to an end, explore ways for the Ahurea Leadership Team to continue this mahi.
	<p>C. Te Ahu o Te Reo and Te Tiriti o Waitangi PLD.</p>	<p>Ahurea Leaders & Te Ahu o te Reo participants</p>	<ul style="list-style-type: none"> - The whole of Ngā Mana Kākanō o te Wairepo, Rach, and Dan participated a bespoke Te Ahu o Te Reo programme for Māori Medium kaiako. - A small number of staff continued their individual learning through Te Ahu o Te Reo. - Board of Trustees attended NZSTA Workshop on Te Tiriti and three Te Kāhui Mātauranga Breakfasts relating to Te Tiriti and Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu. - Te Tiriti workshops as an Ahurea Team, Te Tiriti workshops for teaching staff, support staff, bilingual liaisons and whānau through Poutama Pounamu. 	<ul style="list-style-type: none"> - Many staff didn't opt into an individual Te Ahu o Te Reo course because they knew that we were planning for a staff-wide bespoke Te Ahu o Te Reo programme. - Our PLD schedule was too busy to do Te Ahu o Te Reo in Terms 3 and 4 so staff decided that it was best to push it out to Terms 1 and 2 of 2024. 	<ul style="list-style-type: none"> - Bespoke Te Ahu o Te Reo programme planned for Terms 1 and 2 in 2024. - Plan for a community event at Whakatū Marae where our community can learn about Te Tiriti o Waitangi, local history, pōwhiri, pūrākau, etc. - Staff noho marae at the beginning of 2024.
	<p>D. Leading by Learning PLD.</p>	<p>SLT, Kaihautū</p>	<ul style="list-style-type: none"> - Leading by Learning PLD with Jacqui Patuawa (Evaluation 	<ul style="list-style-type: none"> - The work that we have done with Jacqui was great but it's something 	<ul style="list-style-type: none"> - Create a shared set of norms for staff using our school values as a

			<p>Associates) connected us all with our school strategic plan and student outcomes at the heart.</p> <ul style="list-style-type: none"> - Organisational trust and kotahitanga improved throughout our PLD journey but it is something that will need continual work. - We used Shadow Coaching as a means of trying to get more collaboration across the school (in terms of who teachers partnered up with for observations). This was somewhat successful and we will continue to build on it. 	<p>that we will need to continue to work on together.</p> <ul style="list-style-type: none"> - There was definitely more observations happening across different mediums (EM and MM) but there is still room for growth and improvement in this area and it all links back to relational trust and our shared commitment to our strategic plan. 	<p>guide.</p> <ul style="list-style-type: none"> - Deliberately plan for collaborative opportunities across the school to continue building our culture of trust.
<p>Priority 3: Termly whole-school inquiry kaupapa to enhance cohesion and collaboration across the school.</p>	<p>A. Te Hurihanganui Pou (Kaupapa Māori & Critical Consciousness) Tikanga (Design Principles) used to collaboratively plan all inquiry kaupapa.</p>	<p>Ako Leaders</p>	<ul style="list-style-type: none"> - We used this framework to inform our kaupapa planning at the end of Terms 1, 2, and 3. 	<ul style="list-style-type: none"> - This framework was used for inquiry planning but how it was used was subject to interpretation so it varied between teams. 	<ul style="list-style-type: none"> - Continue to explore ways to use Te Hurihanganui & Ngā Kawatau me ngā Tūmanakotanga o te Taihū to enhance our pedagogical practice.
	<p>B. Provide opportunities to share inquiry kaupapa learning with the wider school, whānau, hapū, iwi and community.</p>	<p>Ako Leaders</p>	<ul style="list-style-type: none"> - Inquiry kaupapa learning highlights are regularly shared with whānau on digital platforms (storypark and seesaw). - School facebook page is an online forum that is regularly used to share learning and successes. - School-wide events, eg: Cultural Diversity Art Exhibition, Matariki Performance, sharing kapa haka and mahi with iwi and whānau, etc. 	<ul style="list-style-type: none"> - Different teams often pursued different pathways for inquiry kaupapa, which made it more challenging in terms of in-school collaboration. - School-wide events weren't necessarily focused explicitly on sharing inquiry kaupapa learning. There could have been a more clear link. 	<ul style="list-style-type: none"> - Having one English Medium team to collaborate around our inquiry kaupapa will be more conducive to sharing ideas and learning together. - Ako Leadership Team to plan ahead for specific school-wide or team-wide events to share inquiry kaupapa learning in 2024.

	C. Collect student and whānau voice around what our children want to learn and use this information to inform inquiry kaupapa in the future.	Ako Leaders	<ul style="list-style-type: none"> - This was done in some teams but not all. The student and whānau voice that was collected was used to plan inquiry kaupapa for 2024. - Whānau voice wasn't collated for this in 2023. 	<ul style="list-style-type: none"> - End of year busyness meant that collating this information was a challenge and we ran out of time to collect whānau voice. 	<ul style="list-style-type: none"> - Ako Leaders to facilitate the collection of student voice in teams well before the inquiry kaupapa are decided on for the following year. This voice will again be part of the discussion when we are creating our inquiry kaupapa for 2025. - Whānau voice to be collected via an online google form, and during whānau hui.
Priority 4: Our VPS Āhuratanga o te Ākonga/Learner Profiles in both English Medium and Māori Medium are authentic, relevant and reflect the needs of our community.	A. Review current Āhuratanga o te Ākonga/Learner Profiles in both English and Māori Medium.	WST	<ul style="list-style-type: none"> - Both graduate profile reviews completed and draft Learner Profiles are ready for feedback / trial use in teams. <p>Ngā Pua Matatini o te Wairepo</p> <p>Ngā Mana Kākano o te Wairepo</p>	<ul style="list-style-type: none"> - This process was very thorough and hence took more time than we initially anticipated. It became the main priority of our Ako Leadership Team in 2023 and lots of our mahi in 2024 will use this as a foundation. 	<ul style="list-style-type: none"> - Gather feedback on draft learner profiles from key stakeholders and implement these. - WST role in 2024 will be centred around the continuation of the mahi to extend into aromatawai / assessment for learning and curriculum design.
	B. Explore how the new school values are woven into the Graduate Profiles.	WST	<ul style="list-style-type: none"> - The Ako Leadership Team worked on this throughout the year and were successful in weaving our school values into our learner profile drafts. 	<ul style="list-style-type: none"> - We learned that the holistic nature of our school values meant that it was difficult to narrow them down into specific categories because of the way that they are all interconnected. Because of this, all six of our school values are woven through different parts of our graduate profiles. 	<ul style="list-style-type: none"> - Continue to make connects between Kia Toa values and our Āhuratanga o te Ākonga / graduate profiles. These are working documents so modifications can be made in the future if necessary.
Priority 5: Ensure that reporting and communication to whānau is purposeful,	A. Review the use of Storypark and Seesaw as digital platforms.	Ako Leaders	<ul style="list-style-type: none"> - This didn't happen in 2023 and has been rescheduled for 2024. 	<ul style="list-style-type: none"> - We prioritised our graduate profile / āhuratanga o te ākonga mahi in 2023 and delayed our work on reporting to whānau until our graduate profile drafts are completed in use. 	<ul style="list-style-type: none"> - This will be a priority for the Ako Leadership Team in 2024 building on from our graduate profile mahi this year.

<p>relevant, and sustainable.</p>	<p>B. Explore Real-Time Reporting and review 3-way learning conference structure.</p>	<p>Ako Leaders</p>	<ul style="list-style-type: none"> - Maitahi trialled real-time reporting in the second half of the year and feedback from whānau was positive. - NMKoTW trialled real-time reporting in the second half of the year and have noticed an uptake in whānau engaging with Storypark regularly. They are currently on a 3 year cycle to ensure all Graduate Profile areas cover wāhanga ako. - Wānanga Takitoru / 3-way Learning Conferences were not reviewed in 2024. 	<ul style="list-style-type: none"> - We ran out of time to undertake a review of our learning conference structure due to reviewing / working on a number of other things throughout the year. Our main priority as an Ako Leadership Team was to review and establish our graduate profile drafts. 	<ul style="list-style-type: none"> - Gather formal feedback from whānau and kaiako around real-time reporting to determine whether we continue to trial this as a whole-school in 2024 (instead of sending out mid-year and end of year reports). - Ako Leadership team to visit / talk to other kura who are currently using real-time reporting to analyse and learn from their successes and challenges. - Review Wānanga Takitoru / 3-way Learning Conferences in 2024.
<p>Priority 6: Our Marau-ā-Kura/Localised Curriculum is innovative, relevant, and broad enough for children to learn and make progress in a range of learning areas.</p>	<p>A. Develop our Marau-ā-Kura/Localised Curriculum and the teaching of Aotearoa New Zealand Histories and Te Takanga o te Wā as part of the curriculum refresh.</p>	<p>WST</p>	<ul style="list-style-type: none"> - Staff PLD at start of year - local pūrākau and histories resources shared and added to website. - Some Ako Leaders and school leaders attended MoE run workshops in relation to the curriculum refresh. - Two additional Staff Only Days throughout the year to focus on the curriculum refresh. - PLD with Fiona exploring how NMKoTW Mārau ā kura connects with curriculum design Te Tamaiti, Hei Raukura. 	<ul style="list-style-type: none"> - Kāhui Ako Staff Only Days and MoE workshops didn't cover curriculum refreshment of both the New Zealand Curriculum and Te Marautanga o Aotearoa. For this reason, they either weren't attended by Māori Medium kaiako or there was alternative PLD organised for Māori Medium staff. 	<ul style="list-style-type: none"> - Review and establish our VPS Curriculum Document using a tree as a metaphor to show how we 'grow teaching and learning' at our school. This will be the main part of the WST role in 2024. - Te Ahu o Te Reo Māori PLD in Terms 1 and 2 in 2024. - NMKoTW PLD with Core Education on Te Takanga o Te Wā in Term 1. - Completing Māori Medium PLD journal with Fiona to continue in the development of Mārau ā kura and understanding of curriculum design. This mahi will transfer into kaiako professional growth cycles.

	B. Create a VPS curriculum diagram to give information to staff and whānau about learning at VPS.	Ako Leaders	- This didn't happen in 2023 and has been rescheduled for 2024.	- We prioritised our graduate profile / āhuatanga o te ākongamahi in 2023 and delayed our work on revising our school curriculum until our graduate profile drafts are completed in use.	- This will be a priority for the Ako Leadership Team in 2024 building on from our graduate profile mahi this year.
Priority 7: Professional Growth Cycles for teachers are purposeful, sustainable, and improve teaching practice and learning outcomes.	A. Develop our professional growth cycle framework using waka and wayfinding as a metaphor for professional growth.	SLT, Kaihautū	- Although still a work in progress, we have done a lot of work as a staff and in our teams unpacking the metaphor of waka and wayfinding for professional growth and development. This was used as a framework for our teacher professional growth cycles in 2023.	- Teacher professional growth cycles looked quite different in each of the teams, eg: some used niho taniwha as a model, some took other approaches. Interpretation was slightly different between kaihautū but all teachers still met PGC requirements. Perhaps a consistent template could have been used to ensure more consistency.	- Make explicit links between our Professional Growth Cycles and our strategic / annual plans. - Create a template based on waka and wayfinding for our PGC's that still allows room for kaiako to take their inquiries in the direction they want but also ensures some consistency to increase opportunities for collaboration. Having one team in English Medium should help with this. - Explore Niho Taniwha in more depth with kaihautū as a potential model to be used across the whole school for Professional Growth Cycles. - All teachers should be able to provide evidence of how their Professional Growth Cycle improves learner outcomes. - Establish Professional Learning Groups for ALL and ALiM to focus on outcomes for target groups of students.
	B. Fortnightly Professional Growth Hui in vertical teams to	Kaihautū	- On average 3 Professional Growth Hui were held per term.	- Fortnightly Professional Growth Hui was too often and having three per term is more manageable.	- Schedule Professional Growth Hui three times a term rather than having them fortnightly.

	increase opportunities for collective and individual growth.		<ul style="list-style-type: none">- Literacy Professional Learning Group for Te Aorere (RTLB Group Referral) saw positive results for students and kaiako.- NMKOTW had 2 teaching as inquiry kaupapa including the review of the Graduate Profile and building collaboration across the team.		
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