ANNUAL IMPLEMENTATION PLAN SUMMARY

Victory Primary School
*Kia Toa - Be Victorious*

SUMMARY OF THE PLAN

Our Annual Implementation Plan is based on a metaphor of Waka and Wayfinding. We take inspiration from the early Polynesian navigators who discovered Aotearoa and set off on regular sea voyages using indigenous methods of navigation relying on skilful observation of their environment to learn, discover, and determine next steps. With this analogy in mind, we must ensure that our leadership is adaptive and responsive to the needs of our tamariki. Everything we do has the child at the centre and we are always striving for improved learner outcomes. As with wayfinding, this plan is not fixed and it will constantly evolve as we observe our surroundings and learn from them. We can't control all of the elements but we can control how we navigate our waka through authentic, courageous, and well-informed decision making.

Our mahi in this document stems from our school strategic plan and our planned actions link directly to the priority areas identified under our three strategic goals of Waiora: Well-being, Ahurea: Culture, and Ako: Teaching & Learning. We do all of this with our guiding principles of Biculturalism, Equity, and Sustainability at the forefront and with our ultimate vision of Mauri Ora, to ensure that all our ākonga receive a well-rounded education based on a holistic model of educating the whole child to set them up for success. Navigating our waka requires the commitment of the whole crew and our school values provide the foundation for shared accountability to move us forward together.

OUR CURRENT POSITION

Our current position is informed by the learning that we have done on previous journeys. Part of the wayfinding model is that the journey (and the learning that happens as a result of it) is equally as important as the destination so we use a range of cues and multiple sources of information to determine where we are and where we need to go.
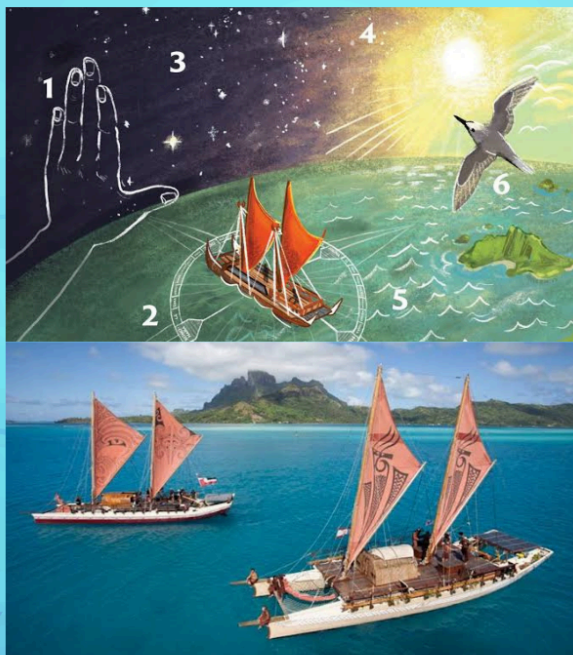
A detailed analysis of where we are currently at has been compiled as part of our 2023 Analysis of Variance. We use this information alongside our annual Progress and Achievement reports and our ERO School Improvement Framework to assess our current position and inform future targets and actions.

GIVING EFFECT TO TE TIRITI O WAITANGI

Everything that we do at Victory Primary School is through a lens of Biculturalism, Equity, and Sustainability and is stated in our strategic plan as follows:

Te Tiriti o Waitangi is the **bicultural** foundation for our multicultural context. Through active partnership, we give effect to, and live our Te Tiriti o Waitangi responsibilities by protecting language, customs, and knowledge, and making cultural responsive decisions that benefit all.

An unrelenting focus on **equitable** outcomes drives all decision-making across the school. Equity, for us, is recognising and celebrating diversity, and responding to the belief that all ākonga have a right to access and progress their learning to achieve positive outcomes.

A future-focused, **mokopuna-driven** approach to how we plan, design, and deliver outcomes ensures positive and lasting impact. The mahi we do today must safeguard the future well-being of our people, cultures, and environment.

Culturally responsive pedagogy forms the backbone of all of our actions to ensure equitable outcomes for all students in our own unique, multicultural context. We ensure that the expectations and aspirations of local iwi help inform our targets and actions through the use of 'Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu' as a guiding document.

ANNUAL IMPLEMENTATION PLAN FRAMEWORK

Victory Primary School
Kia Toa - Be Victorious

DESTINATION
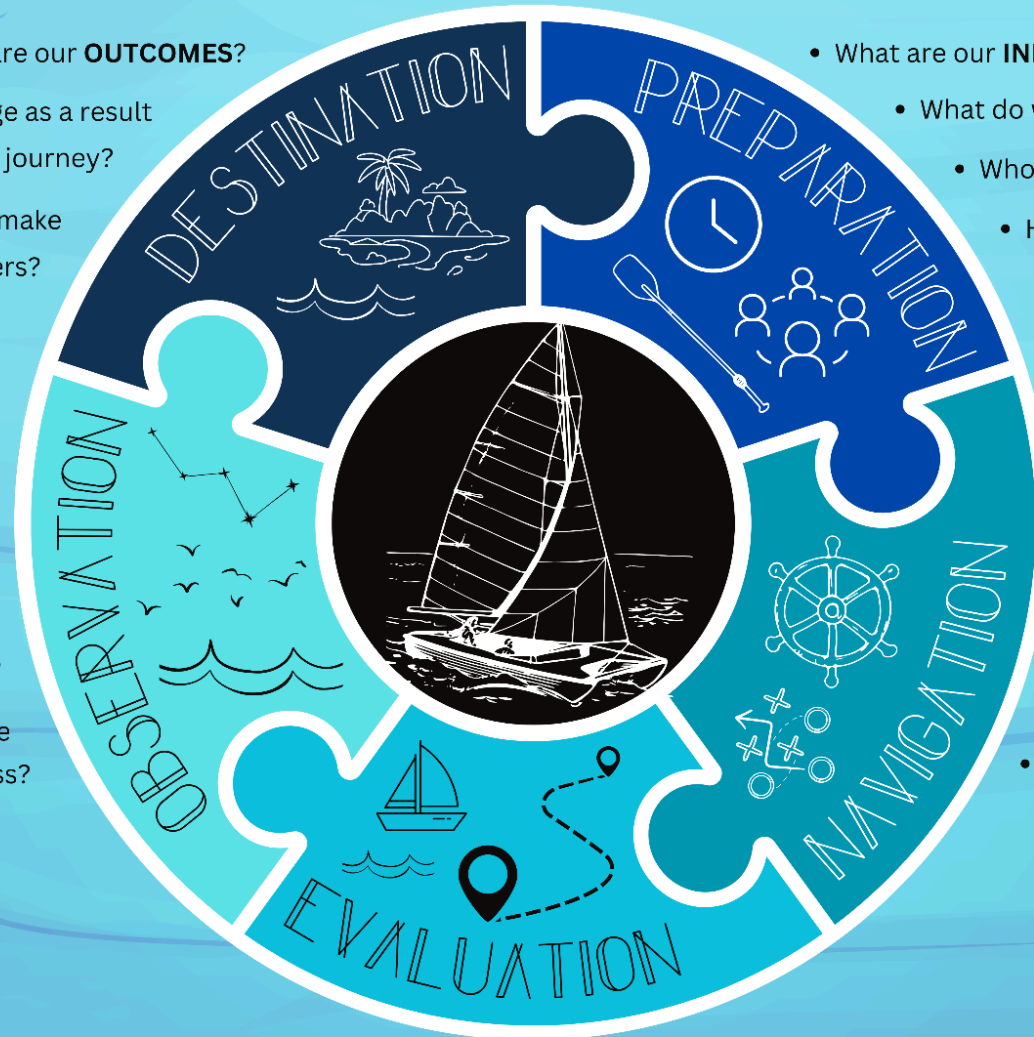
- What are our **OUTCOMES**?
- What will change as a result of our journey?
- What difference will it make for our learners?

PREPARATION

- What are our **INPUTS**?
- What do we need for our journey?
- Who is our crew and who is responsible?
- How much time do we need?
- What resources do we need?

OBSERVATION

- What are our **MEASURES**?
- What signs are we looking for throughout our journey?
- How do we measure success and progress?

NAVIGATION

- What are our **ACTIONS**?
- What is the plan for our journey?
- How will we get there?

EVALUATION

- What are our **INDICATORS**?
- How do we know we are heading in the right direction? What are the waypoints on our journey?
- How do we know if we're successful?

2024 - Annual Plan

School Name	Victory Primary School	School Number	3231

School Vision	**Mauri Ora: Strong in identity and belonging, active and inquiring minds, healthy bodies, and nurturing relationships.**
Guiding Principles	**Biculturalism** - Te Tiriti o Waitangi is the bicultural foundation for our multicultural context. Through active partnership, we give effect to, and live our Te Tiriti o Waitangi responsibilities. We make culturally responsive decisions that benefit all and acknowledge the bicultural heritage of our nation. **Equity** - An unrelenting focus on equitable outcomes drives all decision-making across the school. Equity for us, is recognising and celebrating diversity, and responding to the belief that all ākonga have a right to access and progress their learning to achieve positive outcomes. **Sustainability** - A future-focused, mokopuna-driven approach to how we plan, design, and deliver outcomes ensures lasting, sustainable, and positive impact. The mahi we do today must safeguard the future well-being of our people, culture, and environment.

Victory Primary School
Kia Toa - Be Victorious

Waiora / Well-being:
We provide a safe and inclusive foundation for all to inspire growth, connectivity, and a sense of purpose and belonging.

2024 ANNUAL PLAN	Destination - Outcomes (What will change as a result of our journey?)	Preparation - Inputs (Preparation for the journey, who will be responsible, what will we need, and what is our time frame?)	Navigation - Actions (Plan for our journey, how will we get there?)	Evaluation - Indicators (How will we know we are headed in the right direction or have been successful?)	Observation - Measures (What do we use to measure if we're successful?)
Priority 1: Attendance & Engagement	- Students are attending school regularly and are engaged in their learning because they want to be at school. Consistent attendance allows children to access learning and build stronger relationships, which translates to improved learner outcomes.	***What:*** - Regional Response Funding (through Kāhui Ako). - Attendance coding training for admin staff. - Tāpitomata and Attendance Services (if necessary). - Strategic leadership release time. ***Who:*** - Waiora Leadership Team (Action A&B). - All kaiako (Action A). - Admin staff (Action A). - Board of Trustees (Action A&B). ***When:*** - Terms 1-4, 2024 (Action	A. All staff are supported to follow the attendance processes that are in our Attendance Policy.	- At least 70% of our children are attending school regularly (90%+ attendance). - The percentage of unjustified absences is decreasing compared to 2023. - All VPS staff know our attendance procedures and consistently follow these for any children who aren't attending school regularly.	- Every Day Matters Data - Etap Attendance Data. - School Docs (attendance policy). - Waiora Leadership Team minutes. - Board of Trustees attendance and engagement review.
			B. Deliberately plan for opportunities to increase student and whānau engagement in our kura.	- We have used the 'whānau parent support group survey' (sent out in 2023) to inform planned opportunities for whānau	- Whānau Parent Support Group Survey and scheduled plan of whānau workshops.

		A). - Term 2 (Action B).		workshops in 2024. - We have used student voice to inform a range of planned activities to promote student engagement at school. - We use a mana-enhancing tool to collect baseline data and measure student and whānau engagement in our kura. - We have used this tool to collect baseline engagement data in 2024.	- Board of Trustees attendance and engagement review. - Waiora Leadership Team minutes.
Priority 2: Huakina Mai & Restorative Practice	- Positive, respectful relationships are evident across the school and students feel safe, happy, and included at VPS. As a school, we have a set of tools to manage behaviour using a relational approach.	**What:** - Huakina Mai Pilot Funding. - PB4L Annual Budget. - Restorative Practice Training (if available). - Resourcing to get to the national PB4L conference (if required). - Strategic leadership release time. **Who:** - Waiora Leadership Team (Action A&B) **When:**	A. Revise and modify our Huakina Mai / PB4L expectations using our new school values.	- A new set of Huakina Mai / PB4L expectations for our new school values has been created and shared with staff and children. - A schedule for the rollout of our new school values has been established with two values being unpacked in classrooms per term. - Representative(s) from Waiora Leadership Team to present at national	- Huakina Mai / PB4L expectation posters for each value. - ERO School Improvement Framework. - Waiora Leadership Team minutes. - Invitation to present about Huakina Mai at the national PB4L conference and feedback from conference attendees (if applicable).

		- Term 2-4 (Action A) - Term 3 (Action B)		PB4L conference (if required).	
			B. Upskill staff and whānau in Restorative Practice and what it means in our school context.	- Staff have participated in PLD specifically focused on Restorative Practice (either led by a facilitator or the Waiora Leadership Team).	- Staff Hui Schedule. - Waiora Leadership Team minutes. - Staff feedback from conversations with tumuaki.
Priority 3: Well-Being At School	- We are all part of an ongoing journey towards building inclusive practices for all learners and staff, including prosocial student culture, reducing bullying and racism, and maintaining our school environment. A sense of well-being leads to improved learner outcomes for all.	**What:** - Well-Being @ School Subscription. - Strategic leadership release time. **Who:** - Waiora Leadership Team (Action A&B). - VPS Health and Safety Team (Action A). **When:** - Term 3, 2024 (Action A). - Term 2, 2024 (Action B).	A. Revisit data from 2023 W@S Survey with a focus on the 'Maintaining our School Environment' category and conducting a schoolwide safety audit.	- Schoolwide safety audit has been conducted in 2024 and results have been analysed by the Waiora Leadership Team and VPS Health & Safety Team (we won't know if this has improved W@S data until 2025).	- Schoolwide safety audit documentation and evidence of review. - Waiora Leadership Team minutes. - Informal feedback from staff and students through observations and conversations. - Well-Being @ School Survey 2025.
			B. Revisit data from 2023 W@S Survey with a focus on the 'Pro-social Behaviours' category and address this in alignment with the roll-out of our new school values.	- Schoolwide focus on pro-social behaviours in 2024 through the roll-out of our new school values (we won't know if this has improved W@S data until 2025).	- Huakina Mai / PB4L expectation posters for each value. - Waiora Leadership Team minutes. - Informal feedback from staff and students through observations and

				conversations. - Well-Being @ School Survey 2025.
Priority 4: Developing Leadership	- Everyone at VPS is a leader and shows Rangatiratanga in some form. Staff feel empowered and we share accountability for improved learner outcomes. Tamariki have student role models to look up to and a leadership pathway to aspire to as they move through our school.	**What:** - Kia Toa Student Leadership Annual Budget. - Staff PLD Annual Budget. - Leading by Learning Resources. - Strategic leadership release time. **Who:** - Waiora Leadership Team (Action A). - SLT (Action B). **When:** - Term 1, 2024 (Action A). - Term 1, 2024 (Action B).	A. Review and refresh our Kia Toa Student Leadership Programme.	- Waiora Leadership Team has completed a review of our Kia Toa Student Leadership Programme and has made the necessary changes to roll-out a revised programme in 2024. - Any changes to the Kia Toa Student Leadership Programme are communicated to staff, students, and whānau during Term 1. - The first round of Kia Toa leadership badges are presented to students in Term 1.	- Waiora Leadership Team minutes. - Revised Kia Toa Student Leader documentation (for staff, students, and whānau). - Feedback from staff, students, and whānau.
			B. Refine our Distributed Leadership Model for staff by providing more clarity of roles and responsibilities (success criteria, communication channels, budget allocation).	- A revised set of job descriptions for leadership roles (including success criteria) has been communicated to all staff with leadership responsibilities. - A 'VPS Who Should I	- Feedback from staff. - Job Descriptions for leadership roles. - 'VPS Who Should I See' document. - '2024 Budget Holders' document.

				See?' document has been created and communicated to staff to assist with clarity of leadership roles and responsibilities. - A '2024 Budget Holders' document has been created and communicated to staff.	
Priority 5: Rōpū Whānau (House Groups)	- Increased cohesion across the school and more opportunities for collaboration in and between teams. The names of our rōpū whānau link to our school pepeha and learning about these connections build our knowledge of our cultural narrative and localised curriculum.	**What:** - Strategic leadership release time. - Rōpū whānau resources (flags, banners, taonga, waiata, clothing, etc). **Who:** - Waiora Leadership Team (Action A&B). **When:** - Term 1-4, 2024.	A. Deliberately plan a termly event where Rōpū Whānau (house groups) are celebrated school-wide.	- All students know which rōpū whānau (house group) they are in and can articulate some information about their group. - There is a school-wide rōpū whānau event every term in 2024. - Chants, banners, coloured clothing, etc are present at all school-wide rōpū whānau events.	- Student voice. - Observations and feedback from staff. - School calendar.

			B. Deliberately plan for regular opportunities to use rōpū whānau (house) grouping within Ngā Pua Matatini o te Wairepo (English Medium) and Ngā Mana Kākano o te Wairepo (Māori Medium).	- All students know which rōpū whānau (house group) they are in and can articulate some information about their group. - Rōpū whānau grouping is evident in planning across all classrooms / teams in the school.	- Student voice. - Observations and feedback from staff. - Teacher planning.

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Ahurea / Culture:

We foster a positive school culture that weaves kura, whānau and community together through authentic connections, effective communication, and meaningful relationships.

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Priority 1: Kia Toa Values	- Improved learner outcomes through our Kia Toa focus each fortnight and a deeper understanding for stakeholders of how our values connect to our school culture and graduate profiles / āhuatanga o te ākonga.	***What:*** - Classroom resources for deepening our understanding of our new school values. - Strategic leadership release time. ***Who:*** - Ahurea Leadership Team (Action A&B). ***When:*** - Term 1-4, 2024 (Action A). - Term 2 (Action B).	A. Development and implementation of a schoolwide Kia Toa Values Plan to deepen our collective understanding of what our school values look like in our context.	- Each Kia Toa value is defined by three English words, a definition, a whakatauki, and a character that personifies the value. - Kia Toa Values are rolled out at Kia Toa assemblies throughout the year (2 values per term). - Development of teacher rauemi (resources) to support the roll out of the Kia Toa Values. - Students and staff can recite the 6 Kia Toa values and explain what each	- Kia Toa Values Plan. - Ahurea Leadership Team minutes. - Feedback from Te Rūnanga o Ngāti Rārua. - Ngā Kawatau me Ngā Tūmanako o te Tauihu as a self-evaluation tool.

				one means to them.	
			B. Increase awareness of our new Kia Toa Values through meaningful communication to all key stakeholders.	- Our continued values mahi is communicated to all key stakeholders as it develops and feedback is used to inform next steps.	- Ākonga, kaimahi, whānau, and iwi feedback. - Kia Toa Values Plan. - Ahurea Leadership Team minutes.
Priority 2: Cultural Diversity	- Everyone feels a sense of connection and belonging and knows that their culture is valued at our school. If students are strong and secure in their cultural identity then we can build on their prior knowledge and experiences to achieve improved outcomes for all.	**What:** - PLD for staff related to English Language Learners. - Staff PLD Annual Budget. - Cultural Diversity Annual Budget. - An ELL focus group in Ngā Pua Matatini o te Wairepo (English Medium) as part of Teacher Professional Growth Cycles. - Strategic leadership release time. **Who:** - Ahurea Leadership Team (Action A&B). - ELL Professional Learning Group (Action A). **When:** - Term 3, 2024 (Action A) - Term 1-4, 2024 (Action B).	A. Professional learning and development for staff related to getting the best outcomes for English Language Learners.	- A group of VPS staff attend the MoE led PLD in Term 1 about trauma informed, culturally responsive practice for refugee / migrant students. - Ahurea Leadership Team has explored options for a MoE PLD application centred around improving outcomes for English Language Learners. - Teacher Professional Growth Cycles from the ELL focus group in Ngā Pua Matatini o te Wairepo (English Medium) reflect our school strategic plan and result in improved learner outcomes for English Language Learners.	- Evidence that PLD related to English Language Learners has been deliberately planned for. - Teacher Professional Growth Cycles. - Staff feedback.

			B. Deliberately plan for schoolwide cultural events, including language celebrations and cultural groups.	- Cultural Diversity Week provided opportunities for the multiple cultures in our school to be celebrated. - Celebrate language weeks and create opportunities to celebrate languages that don't have an official 'language week'.	- Staff, student, and whānau feedback. - Schedule for when language / cultural weeks are celebrated in our school.
Priority 3: Cultural Relationships for Responsive Pedagogy	- Ensuring that we are culturally responsive and relational in our pedagogy lays the foundation for success for all children in our kura, particularly those from minority groups. It helps us strive towards our school vision with all three of our guiding principles at the forefront.	**What:** - Shadow Coaching resources. - MoE PLD application for Rongohia Te Hau. - Strategic leadership release time. **Who:** - Ahurea Leadership Team (Action A&B). - All kaiako (Action A). **When:** - Term 1-4, 2024 (Action A). - Term 2, 2024 (Action B).	A. Shadow Coaching is used as a tool to improve culturally responsive practice as part of our teacher professional growth cycles. Observation partners change throughout the year to ensure that kaiako are observing in different parts of our kura.	- Shadow Coaching happens once per term as a regular part of reflective practice linked to teacher professional growth cycles. - A mixture of curriculums, age level, etc, is evident in shadow coaching observation partners.	- Shadow Coaching observation forms. - Te Hurihanganui framework as a self-evaluation tool.
			B. Rongohia Te Hau is used as a tool to measure culturally responsive teaching and leadership across our school.	- Rongohia Te Hau is used to gather voice from staff, students, and whānau and the information is analysed by the Ahurea Leadership Team in comparison to the data gathered from our previous three iterations over the last six years.	- Rongohia te Hau feedback from ākonga, kaimahi, and whānau. - Te Hurihanganui framework as a self-evaluation tool.
Priority 4: Te Reo me	- Speaking and using Te Reo Māori is a normal	**What:** - Māori Language Strategy	A. Te Ahu o te Reo Māori professional learning and	- Te Ahu o Te Reo Māori is our professional learning	- Feedback from Te Ahu o Te Reo kaiako.

| ōna Tikanga Māori | part of school life in all contexts (learning, playground, school events, etc) and everybody is giving effect to Te Tiriti o Waitangi by helping to revitalise Māori language and culture both as Tangata Whenua and Tangata Tiriti. | Plan.
- Te Reo me ōna Tikanga annual budget.
- Te Ahu o te Reo Māori funding and staff PLD.
- Strategic leadership release time.

Who:
- Ahurea Leadership Team (Action A&B).

When:
- Term 1-2, 2024 (Action A).
- Term 3 (Action B). | development for all teachers and school leaders. A bespoke PLD programme will be delivered in Terms 1 and 2 of 2024. | focus for the first two terms in 2024.

- Te Ahu o Te Reo workshops are well attended by staff and kaiako are feeling more confident at speaking and delivering content in Te Reo Māori. This is evident through shadow coaching observations.

- Reo ā waha achievement data in Māori Medium and Te Reo Māori assessment data in English Medium is improving. | - Student progress and achievement reports (Reo ā waha data).

- Te Reo Māori aromatawai / assessment information.

- Shadow coaching observations.

- Kaimahi, ākonga, and whānau observations and feedback.

- Ngā Kawatau me ngā Tūmanako o te Tauihu as a self evaluation tool.

- Rongohia Te Hau as an evaluation tool. |
| | | | B. Te Reo Māori Revitalisation & Normalisation Plan established and implemented schoolwide. | - We have a Māori Language Strategy Plan in place, which has been communicated to all key stakeholders.

- Our Māori Language Strategy is well understood by all staff and everyone is taking steps to embed it into regular schoolwide practice. | - Māori Language Strategy Plan.

- ERO School Improvement Framework.

- Student progress and achievement reports (Reo ā waha data).

- Ngā Kawatau me ngā Tūmanako o te Tauihu as a self evaluation tool. |

					- Rongohia Te Hau as an evaluation tool. - Key stakeholder feedback.
Priority 5: School & Staff Culture	- Increased cohesion across the school and trusting relationships that lead to improved learner outcomes. We are able to engage in effective learning conversations with colleagues and collaboratively solve problems to raise student achievement and reduce disparity.	*What:* - Leading by Learning resources. - Staff Hauora annual budget. - Strategic leadership release time. *Who:* - Ahurea Leadership Team (Action A). - All staff (Action B). *When:* - Term 2, 2024 (Action A). - Terms 1-4, 2024 (Action B).	A. Development and communication of a schoolwide set of agreed tikanga for staff to sit alongside our refreshed Kia Toa values.	- Our VPS Staff Code of Conduct is updated to include our modified staff tikanga. - Improved student outcomes are at the heart of our staff tikanga and the process of creating them is student-centred. - There is a sense of shared accountability and relational trust across our staff.	- VPS Staff Code of Conduct. - Staff feedback and informal observations.
			B. Deliberate actions to uphold our value of Kotahitanga across the school. We engage in respectful learning conversations with colleagues to collaboratively solve problems.	- Relational trust is evident among staff. There are no 'carpark conversations' and people 'go to source' if they need to have a learning conversation with a colleague. - Deliberately planned staff events / activities to encourage our value of kotahitanga outside of the school day.	- Staff feedback and informal observations. - Leading by Learning resources as an evaluation tool. - 'Hauora Happenings' schedule for staff well-being.

Ako / Teaching & Learning:

We create an enriching and inspiring learning environment that provides support, resources, and opportunities to empower all students and staff to fulfil their potential and progress their learning.

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Priority 1: VPS Curriculum	- A clear framework for our VPS Curriculum provides clarity and consistency for kaiako, ākonga, and whānau. It relates everything that we do back to improved learner outcomes and the consistency across the school increases opportunities for collaboration.	***What:*** - Strategic leadership release time. - Within school teacher release time. ***Who:*** - Ako Leadership Team (Action A). - Within School Teacher (Action B). ***When:*** - Term 2, 2024 (Action A). - Term 4, 2024 (Action B).	A. Development and implementation of a Literacy/Te Reo Matatini and Maths/Pāngarau Plan.	- We have identified clear tiers of support for Literacy/Te Reo Matatini and Maths/Pāngarau to improve learner outcomes for priority groups. - Improved whānau understanding and engagement in Literacy/Te Reo Matatini and Maths/Pāngarau. - Our documentation aligns with Te Mātaiaho and He Tamaiti Hei Raukura.	- Student progress and achievement reports. - Literacy and Maths Action Plan Guidance - Te Mātaiaho - He Tamaiti Hei Raukura - Ākonga, kaiako, and whānau voice.

			B. Development and implementation of our VPS 'how do we grow teaching and learning at our school' curriculum document.	- We have a working VPS curriculum document that is dual curriculum, accessible, and well understood by staff. - Our documentation has clear links to our graduate profiles, cultural narrative, values, guiding principles, etc.	- Student progress and achievement reports. - Te Mātaiaho - He Tamaiti Hei Raukura - Ākonga, kaiako, and whānau voice.
Priority 2: Aromatawai/ Assessment for Learning	- A clear framework for aromatawai / assessment for learning provides clarity and consistency for kaiako, ākonga, and whānau in both NMKOTW and NPMOTW. Aromatawai / assessment for learning in our school is mana enhancing, purposeful, and links directly to improved student outcomes.	**What:** - ALL and ALiM funding from the MoE. - Hanganga Reo Matatini PLD Funding. - Literacy / Te Reo Matatini and Maths / Pāngarau annual budgets. - Strategic leadership release time. **Who:** - Ako Leadership Team (Action A). - All kaiako (Action B). **When:** - Term 2, 2024 (Action A). - Terms 1-4, 2024 (Action B).	A. Development and implementation of a schoolwide Aromatawai/ Assessment for Learning Plan with a focus on the core curriculum areas of Literacy/Te Reo Matatini and Maths/Pāngarau.	- Our documentation aligns with Te Mātaiaho and He Tamaiti Hei Raukura. - We have identified clear tiers of support for Literacy/Te Reo Matatini and Maths/Pāngarau to improve learner outcomes for priority groups. - Moderation sessions for kaiako have been scheduled each term to strengthen our collective assessment practice in forming Overall Teacher Judgements (OTJ's).	- Student progress and achievement reports. - ERO School Improvement Framework. - Te Mātaiaho - He Tamaiti Hei Raukura
			B. Teachers identify target groups of learners in their class (based on achievement and	- Students identified in target groups are receiving the required support to allow them to	- Student progress and achievement reports.

			progress data) and develop effective teaching strategies to support them as part of a schoolwide focus on developing greater equity between groups of students.	make accelerated progress in their learning. - Kaiako can clearly articulate the target students in their class and the strategies they are using to improve outcomes for these learners. - Our target groups of students are making accelerated progress in the core curriculum areas of Literacy / Te Reo Matatini and Maths / Pāngarau.	- ERO School Improvement Framework. - Teacher Professional Growth Cycles.
Priority 3: Reporting to Whānau	- We have a consistent school-wide approach for reporting to whānau using a variety of methods (digital platforms and in-person discussions). The information whānau receive is personalised, purposeful, and informative in terms of their child's learning and any next steps.	***What:*** - Seesaw and Storypark subscription fees. - Strategic leadership release time. ***Who:*** - Ako Leadership Team (Action A&B). ***When:*** - Term 3, 2024 (Action A). - Term 2, 2024 (Action B).	A. Review our schoolwide digital platforms & 3-Way Conferences / Wānanga Takitoru with key stakeholders.	- We have reviewed the digital platforms that we currently use as a school and made a student-centred decision about the digital platforms that we will use in the future. - We have reviewed our 3-way learning conference / wānanga takitoru process and have made the necessary changes to ensure it is as mana-enhancing, purposeful, and informative as possible.	- Staff, whānau, student, and iwi feedback from reviews. - Analysis of how digital platforms are used in classrooms. - 3-Way Hui / Wānanga Takitoru guidelines for staff.

				- There is consistency of digital platforms being used within Ngā Mana Kākano o te Wairepo (Māori Medium) and Ngā Pua Matatini o te Wairepo (English Medium). - There is a consistent schoolwide approach to 3-way learning conferences / wānanga takitoru.	
			B. Review reporting process and formats across Ngā Pua Matatini o te Wairepo (English Medium) and Ngā Mana Kākano o te Wairepo (Māori Medium) to ensure consistency.	- We have reviewed our 'reporting to whānau' process and have made the necessary changes to ensure it is as mana-enhancing, purposeful, and informative as possible. - There is consistency in the process and format of how we report to whānau within Ngā Mana Kākano o te Wairepo (Māori Medium) and Ngā Pua Matatini o te Wairepo (English Medium).	- Staff, whānau, student, and iwi feedback from reviews. - Comparing and analysing student reports to whānau.
Priority 4:	- All teachers and school leaders are actively involved in an inquiry	**What:** - ALL and ALiM funding from the MoE.	A. Teacher Professional Growth Cycles are explicitly linked to our	- All teacher professional growth cycles are student-centred with	- Teacher Professional Growth Cycles (including formal opportunities for

| Professional Growth | process to improve their practice and improve learner outcomes. They understand our model of professional growth using waka and wayfinding as a metaphor and they are supported by effective PLD. | - Staff Professional Development annual budget.
- Hanganga Reo Matatini PLD Funding.
- Release time for kaiako to share professional growth cycles with SLT.
- Strategic leadership release time.

Who:
- All kaiako (Action A).
- Ako Leadership Team (Action B).

When:
- Terms 1-4, 2024 (Action A&B). | VPS strategic plan, improved learner outcomes, and our priorities identified by ERO. | clear links to our strategic plan and improved learner outcomes.

- Our three professional learning groups in Ngā Pua Matatini o te Wairepo (English Medium) are focused on ALL (Accelerating Learning in Literacy), ALiM (Accelerating Learning in Mathematics), and TALL (Team Approach to Language Learning).

- Kaiako professional growth cycles in Ngā Mana Kākano o te Wairepo (Māori Medium) are focused on improving outcomes in Reo ā Waha and Te Reo Matatini. | sharing these with SLT twice a year).

- Student progress and achievement reports.

- Our Code, Our Standards

- VPS Strategic Plan |
| | | | B. Deliberately planned and purposeful professional learning and development opportunities for staff to support Professional Growth Cycles. | - Kaiako have attended regular PLD sessions throughout the year to support their professional growth cycle.

- PLD sessions for staff are regular, purposeful, and effective in improving outcomes for learners. | - Teacher Professional Growth Cycles (including formal opportunities for sharing these with SLT twice a year).

- Student progress and achievement reports.

- Our Code, Our Standards |

Priority 5: Graduate Profiles/ Āhuatanga o te Ākonga	- Our Graduate Profiles / Āhuatanga o te Ākonga are used consistently across the school to inform teaching and learning. Because they were created in consultation with key stakeholders, everyone has assurance that we are working towards shared goals and aspirations.	**What:** - Strategic leadership release time. - Within School Teacher release time. **Who:** - Ako Leadership Team (Action A&B). - Within School Teacher (Action A&B). **When:** - Term 3, 2024 (Action A&B).	A. Our Graduate Profiles /Āhuatanga o te Ākonga are used to inform teaching & learning, assessment, and reporting across both Māori Medium & English Medium teams.	- Graduate Profiles / Āhuatanga o te Ākonga are being consistently used to inform planning, assessment, and reporting across the school. - We have trialled our draft graduate profiles and have used feedback from key stakeholders to make any necessary modifications.	- VPS Graduate Profiles / Āhuatanga o te Ākonga in both Māori Medium and English Medium. - Staff, whānau, student, and iwi feedback.
			B. Resources have been developed to support the implementation of the Graduate Profiles / Āhutanga o te Ākonga across the school.	- A final version of the graduate profiles / āhuatanga o te ākonga have been created for both English Medium and Māori Medium. - A folder of resources to guide teachers on best practice for using our graduate profiles has been created and shared with staff. - Staff PLD session(s) led by the Ako Leadership Team centred around using our graduate profiles to improve outcomes for learners.	- VPS Graduate Profiles / Āhuatanga o te Ākonga in both Māori Medium and English Medium. - VPS Graduate Profiles / Āhuatanga o te Ākonga Google Drive (containing resources). - Staff Hui Schedule