



2022 CHARTER

To do our BEST so students can SOAR



About us

Our maunga is Te Pane a Mataoho (Mangere Mountain)

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

Viscount School, known as the Viscount Learning Community, is a full primary school and has served the Mangere area since 1969.

Viscount was the name of a popular passenger plane operating from the airport nearby at the time.

We are still flying high.

The school's motto is BEST - Better Every Single Time.

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

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

To strengthen this aim, we seek to develop and maintain a strong partnership with parents and whanau, so that together, we can support

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

Values



WHAKAUTE - RESPECT

AKO – LEARNING
TOGETHER

RURU TANGA - SAFETY

Our Learner profile

To do our BEST so students can SOAR

Self-belief

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

Ownership

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

Ako

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

Respect for self and others

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

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

AND

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

Celebrating diversity

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

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

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



Pasifika Success

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



CULTURAL DIVERSITY and MAORI dimension

All cultures within the school are valued, accepted and celebrated.

Staff members model school values and ensure all cultures are treated with respect and dignity and will actively work toward maximising the potential of each student irrespective of cultural background

Cultural Diversity	The unique position of Maori	Our unique community
<p>Continue to include components and opportunities to cater for cultural diversity in daily learning and longer-term concept plans.</p> <p>Use national languages at assembly.</p> <p>Ensure all students view themselves as successful learners.</p> <p>Get to know each child.</p> <p>Continue with hui and fono meetings.</p>	<p>Continue school Kapa Haka. Continue te reo classes. Consult on the strategic direction of the school and the local curriculum programme.</p> <p>All staff members are expected to develop an awareness of Tikanga Maori and Te Reo Maori and incorporate these into their class programme.</p> <p>Teach local history.</p> <p>Develop links with local iwi.</p>	<p>Diversity day</p> <p>Beatz of Mangere</p> <p>Visits to local landmarks and marae</p> <p>Parent hui</p>

	Annual Plan 2022		Review
	Finance		
	Property		Personnel
	Legislation		
Health and Safety	Reflecting NZ's cultural diversity in a Global world		Community Partnership

Finance

- Cyclical maintenance
- Prioritise spending to achieve strategic and annual plan goals.
- Donations money for EOTC/ stationery
- Monitor monthly spending/ report to the BOT.
- Monitor SUE reports fortnightly.
- Budget drafted in October

Property

- Property plan for leaking buildings Block 1,3, 7
- Renew 5YA
- Cyclical painting – Exterior Block 1 and 4
- ICT purchase plan – active panels, chrome/ipads
- Playground development - Shade, tiger turf
- Ventilation remediation

Legislation

- Complete legal requirements
- Update policies as per schedule to meet Education and Training Act 2020

Reflecting NZ's cultural diversity in a Global world

- Te reo/ Tikanga across the school in daily programmes
- Value and promote languages and cultures 2nd language classes Y7/8.
- Interact with local marae.
- Diversity celebration

Review

- Online learning from 2021
- Data for targets – priority students Acceleration strategies
- Planning formats and review of assessment timetable for curriculum refresh
- Wellbeing of students/ staff
- Policy review schedule
- Assessment for new curriculum approaches

Personnel

- Professional growth cycle
- Senior staff leadership development
- Unit allocation
- COL in-school- Digital fluency, Wellbeing, Student agency
- Specialist support – Help Huis.
- Release plan
- Teacher only days
- Appointments ..BT and OT programmes

Health and Safety

- Maintenance plan/ H and S programme
- Electrical testing/ Boiler check
- Buddy classes
- Student safety - Drop off area in carpark
- Front gate – electric opening
- Bike programme
- Pandemic management

Community Partnership

- Parent hui and fono
- CoL participation
- School lunches
- Opportunities for parent information sessions
- Technology – Y8 MC
- New uniform

STRATEGIC OBJECTIVES

1. CREATE A HIGH-QUALITY ENVIRONMENT

NELP Learners at the centre, World class inclusive public education

Planned strategies to achieve this objective 2021-2023

- Provide an **innovative safe environment** conducive to student learning and wellbeing, that allows learners to develop their full potential free from racism, discrimination and bullying.
- **Focus on hauora/** wellbeing policies that enable students to develop key competencies, self-confidence and learner agency.
- Promote **culturally responsive collaborative practice** in classrooms and between staff for planning and delivering learning programmes.
- Ensure the school and playground is well resourced, well maintained and fit to work and play in
- Work to reduce barriers to education for all

Annual Plan 2022

- Health and Safety checks
- Promote school lunches and healthy eating.
- **Wellbeing plan**
- Safe Travel Auckland Council- support parents around drop off area.
- PB4L and Active schools' programmes
- Netsafe and antibullying programmes
- Students and staff articulate and model school values and competencies.
- Promote cultural events through Diversity Day, Beats of **Mangere and** language weeks.
- Accommodate cultural groups and Arts groups during the school day.
- Use bike track.
- **Property plan** for grounds and buildings
- Improve storage of PE and sports gear.
- LSC and Help huis
- Priority student focus for accelerated learning
- Focus on attendance.
- School supplies stationery, hat, lunch and school trip costs

2. CREATE A QUALITY CURRICULUM

NELP: Barrier free access, Quality teaching and leadership, Future of learning and work

Planned strategies to achieve this objective 2021-2023	Annual Plan 2022
<ul style="list-style-type: none"> ● Prepare our learners for the future through the provision of effective, rich authentic and relevant learning programmes that promote student success and CREATE a strong learning culture. ● Key aspects will be developed in a woven “picture” <p>C creativity R resilience E empowerment A ako T teamwork E excellence</p> <ul style="list-style-type: none"> ● Ensure effective planning, co-ordination and evaluation of the school’s curriculum and teaching. ● All learners are provided with sound foundational skills in language, literacy, and numeracy and develop their digital literacy and inquiry skills in order to enable future learning. ● All learners build key competencies and capabilities including communication, problem solving, critical thinking, creativity, resilience and interpersonal skills. ● Foster reciprocal learner centred relationships with students and whanau. ● Provide professional growth opportunities to maximise collective 	<ul style="list-style-type: none"> ● Evolve the localised curriculum to ensure it is cohesive, responsive and affirms heritage, identity and diversity. ● Promote direct experience, hands on learning and collaboration between students and staff – class trips 1 per term paid for by the school- encourage local experiences, talk moves, student voice. ● Ensure learning experiences are engaging and promote self-confidence and curiosity. ● Flip the day – start with theme work to fuel writing etc. ● Involve students and community in designing the learning programme and ensure they have effective, sufficient and equitable opportunities to learn. ● Increase visibility and integration of values and competencies within teaching and learning programmes...develop assessment using spider graphs (Kaimai school). ● Emphasis on formative assessment with clear identification and use of DATs sourced from Curriculum progressions and the use of goal charts in Literacy and Math. ● Promote reciprocal learning. ● Ensure all students have access to digital technologies to support learning. ● All staff and students using Seesaw and senior classes introduced to Google Classroom use – teachers to check student access to Seesaw.

<p>capacity and so all staff feel supported and valued in their work to deliver quality learning programmes to students.</p> <ul style="list-style-type: none"> • Provide ongoing staff development opportunities to maximise effective teaching with a focus on collaboration, practice culturally sound pedagogy and formative assessment. • Enable leadership growth to promote equity and excellence for all. 	<ul style="list-style-type: none"> • Literacy plan – Reciprocal learning, Early Literacy • Maths Plan • PLD programme – Active Schools, Reciprocal learning, Digital support • Implement professional growth cycle.
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3. COMMUNITY - A COMMUNITY THAT WORKS TOGETHER FINDS THE KEYS TO SUCCESS FOR EVERY LEARNER

NELP: Barrier free access, Future of learning and work

Planned strategies to achieve this objective 2021-2023	Annual Plan 2022
<ul style="list-style-type: none"> • Acknowledge the implications of the Treaty of Waitangi. • Acknowledge and respect our rich diverse cultural community. • Nurture an informed and engaged school community to ensure a greater sense of connectedness, belonging and reciprocal sharing of ideas and knowledge. • To continue to build relational trust and effective participation and collaboration at every level of the school community. • Encourage parents to come to school through events and learning activities. • Connect with local iwi to enhance outcomes • Interact with ECE and local high schools and ease transition • Consult the community on curriculum and aspects and actively seek feedback on the operation of the school 	<ul style="list-style-type: none"> • Incorporate te reo Maori and tikanga Maori into everyday life at school. • Staff and students have opportunities to learn te reo Maori. • Encourage parents to feel welcome at school and acknowledged as having knowledge and skills to share i.e., reciprocal partnerships. • Diversity Day, Beats of Mangere, School events and assemblies. • Lunch day • Helpers and knowledge givers for cultural activities • Netsafe – fish and chip night • Community hui • Interact with ECE and Mangere College to ease transitions. • Consultation on the Health curriculum • Use bilingual terms and practices within our school.

Communication

- Ensure communication with the school community is frequent and easily received.

Mangere Kahui Ako plan

Kaitiaki

The Board will strive to achieve the National priorities with and through the school staff:

- a) Every student at the school is able to attain their highest possible standard in educational achievement, and
 - b) The school is
 - i) a physically and emotionally safe place for all students and staff
 - ii) Gives effect to relevant student rights.
 - iii) Takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school.
 - c) the school is inclusive of and caters for students with differing needs, and the school gives effect to the Treaty of Waitangi by
- working to ensure its plans, policies and local curriculum reflect local tikanga Maori, matauranga Maori and te ao Maori
 - taking all reasonable steps to make instruction available in tikanga Maori and te reo Maori, and achieving equitable outcomes for Maori

- The school will have vibrant music, dance and art programmes and continue to participate in community events.
- Follow up on absences and offer social service support.
- Update website – connect to calendar and app notices

- To be an active member of the Mangere Schools Community of Learning.
- Promote opportunities to work collaboratively on Kahui Ako targets – Digital fluency, wellbeing and student agency.
- To connect with local iwi and invite their feedback.

- Manage a prudent budget that maximises impact on student learning Revisit and update the 5YA plan to ensure priorities for capital expenditure are planned.
- Ensure safety and wellbeing of Viscount School staff, community and visitors to the school.
- Develop a **Board workplan – reports and self-review.**
- Review of cultural diversity statement and provision for Maori
- Attend NZSTA courses related to implantation of NELPS.

To meet the primary objectives the board must

- Have particular regard to the National Education Learning priorities
- Give effect to its obligations in relation to
 - ✚ Any foundation curriculum statements, national curriculum statements and national performance measures.
 - ✚ Teaching and learning programmes
 - ✚ Monitoring and reporting student progress
- Perform its functions and exercise its powers in a way that is financially responsible.
- Comply with the Community of learning obligations.
- Comply with all other obligations under the Education and Training Act, 2020.

students.

4. SUCCESS FOR ALL

NELP: World class inclusive education, Learners at the centre, Barrier free access, Quality teaching and leadership, Great educational opportunities and outcomes for every learner

Planned strategies to achieve this objective 2021-2023

- High aspirations for all students learn, achieve and progress across the breadth and depth of the NZC.
- Extend and enrich opportunities for students to become confident, connected actively involved lifelong learners.
- Embed the Viscount Leaner profile

To continue to promote cultural diversity at all levels of school learning, operations and activities.

Foster culturally responsive practices and pedagogy through reciprocal learning and appreciative inquiry

Focus on coherence of direct experiences and implement meaningful learning experiences

Use of goal charts to promote agency

Use of self assessment graphs

Annual Plan 2022

1. A broad curriculum that gives students opportunities to learn across all strands.
2. A relentless focus on student success and deliberate programmes to accelerate students and ensure they have every opportunity to learn.
3. Provide additional learning support programmes where indicated.
4. ESOL students will be identified and have programme adaptation that meet their learning needs Remove barriers to learning – encourage full attendance, ensure every child has sufficient food, clothing and care, in class support and adaptations are supplied if needed.
5. Monitoring points identified in Assessment timetable.
6. Early identification of students with additional needs
7. Celebration of success
8. Continue Reading recovery and ESOL programmes.
9. Y7/8 electives and Technology
- 10. *Targets for achievement***

Strengthen assessment capability of staff

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