School Charter 2017-2019

'Ka whānau mai te pēpi, Ka takaia ki te harakeke.
Ka noho te harakeke, hei kākahu, hei rongoa, hei mea tākaro, hei oranga mōna a mate noa ia.'

When a child is born they will be wrapped in the muka cloth made of flax. The flax shall provide clothing, medicine, toys for play and leisure and shall provide the means for living and survival health and wellbeing throughout their life's journey.

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Ko wai mātou? Who We Are?

Victory Primary School is a Decile 2 school providing quality education for children in Years 1-6 in both English (15 classes) and Māori mediums (4 bilingual classes). The school has a dynamic multicultural roll of up to 420 students. We have a total staff of 80, reflecting the diverse nature of our school campus programmes.

Victory Primary School is located in the vibrant urban Nelson community known as Victory Village and has a very positive profile as a proactive, innovative school that 'enrols the whole family'. Our children achieve when cared for by supportive families, which in turn, do better when they live in vital and supportive communities. Enhancing connections within families and between families and relevant agencies/institutions also improves outcomes for children and their families, and the school's partnership with many agencies is productive and strong.

Victory Primary School operates seven days a week from 7am to 10pm with adult education, pre-school and after-school care, and English-language classes. A wide range of activities operates from the Community Centre on the school site to enhance community health and wellbeing. The school has an extensive range of Ministry of Education- and Board of Trustee-operated teaching spaces with recent property development allowing for greater community use of campus facilities.

The school is recognised for its variety of programmes, strong kapahaka, music, art, science, environmental and sporting involvement. The Board of Trustees, and Whānau Rōpū have positive roles in the school's current and future direction. We strive to provide the best possible learning environment where all students will make progress and achieve successful outcomes.

Victory Primary School believes that the purpose of schools is to support families and communities to educate young people. This means valuing parents as first teachers and working collaboratively, being open to others on our campus, having a strong presence within our community, and tapping into the resources in our community to enhance our children's opportunities and learning.

Our Vision

Kia Toa - Be Victorious

To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond to achieve to their potential. We use high quality teaching pedagogy to provide the best learning outcomes by both challenging and supporting our students in an environment of mutual trust and respect.

To grow confident citizens, positively engaged and embedded in their identity, language, culture and community. We weave our responsibilities under Te Tiriti o Waitangi throughout our practice. We celebrate our diversity and provide an environment that is safe and inclusive.

To be a responsive, values-based, educational organisation that adapts to and supports our people.

Our Purpose

We provide a culturally dynamic learning community that provides the best environment to nurture lifelong development and wellbeing by building upon the strengths of our community so that all our students will achieve to their potential.

Our Values

Manaakitanga - Respect

Manaaki embodies the concepts of mana (authority) and *aki* (urging someone to act quickly). Manaakitanga describes the immediate responsibility and authority of the host to care for their visitor's emotional, spiritual, physical and mental wellbeing.

In the learning context these understandings encompass the need to care for children and young people as culturally located human beings through providing safe, nurturing environments. In the New Zealand setting, these understandings also need to be extended to include developing and sustaining language, identity and culture to ensure all students have the opportunity to learn and experience education success.

Whanaungatanga - Responsibility

Whakawhanaungatanga is the process of establishing links, making connections and relating to the people one meets by identifying in culturally appropriate ways, whakapapa linkages, past heritages, points of engagement, or other relationships. Establishing whānau connections is kinship in its widest sense.

The concept of whanaungatanga describes the centrality of extended family-like relationships and the "rights and responsibilities, commitments and obligations,and supports that are fundamental to the collectivity." Whanaungatanga also reaches beyond actual whakapapa relationships and includes relationships to people who, through shared experiences, feel and act as kin. Within this type of relationship, in receiving support from the group, there is a responsibility to provide reciprocal support.

Hiringa - Perseverance
Students with a strong belief in their capacity to achieve are more likely to set themselves challenging goals and put a high degree of effort into achieving them. Research has shown that the most motivated and resilient students are those who believe their abilities can be developed through their own effort and learning.

Mahi Tahi - Unity

Mahi tahi describes the unity of people working towards a specific goal or the implementation of a task. It is the act of carrying out the task or activity for which you have come together in a common purpose. Working together as a group in a 'hands-on' way is referred to as mahi tahi. Power is shared and learners have the right to equity and self-determination.

The solidarity that mahi tahi engenders in a group of people is powerful and this kind of relationship is known to sustain itself well after the goal has been fulfilled or the project has been completed (Berryman, 2014).

Commitment to the Treaty of Waitangi

Victory Primary School is committed to the Treaty of Waitangi principles of partnership, participation, and protection:

Partnership

We communicate with and listen to our community, the community tells us what it wants and needs, we work in partnership to make the school a safe, welcoming place of successful learning.

Participation

Our community is involved at all levels: in decision-making, planning, development, teaching, and support of the academic, sporting, cultural, and social curriculae.

Protection

Our 'student achievement support system' is unique. We provide and work with agencies that wrap around students to support their physical, mental, emotional, spiritual and social development and learning.

The rights and duties that stem from the principles of the Treaty include ensuring the position of Māori is considered fairly when developing policies and funding. The Treaty provides a context for the relationship between the Crown, iwi and Māori. Ensuring Māori students enjoy and achieve education success as Māori is a joint responsibility of the Crown (represented by the Ministry of Education and other education sector agencies/departments) and iwi, hapū and whānau.

Victory Primary School - Strategic Aim Section 2017

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STRATEGIC PLAN 2017 to 2019

As a result of community consultation, the analysis of school wide data and information, the analysis of variance and the self- review process our board has identified the following Strategic Aims:

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Victory Primary School is committed to working collaboratively to meet the regional challenges identified by the Nelson CoL.

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Develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in relation to National Standards/Ngā Whanaketanga.

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1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga

1.2 Ensure the progress and achievement of students who are achieving well below National Standards/ Ngā Whanaketanga

1.3 develop links between the vision and graduate profile for English Medium using the key competencies

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1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga

1.2 Ensure the progress and achievement of students who are achieving well below National Standards/ Ngā Whanaketanga

1.3 Consolidate links between the vision and graduate profile for English Medium using the key competencies

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1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga

1.2 Ensure the progress and achievement of students who are achieving well below National Standards/ Ngā Whanaketanga

1.3 Embed links between the vision and graduate profile for English Medium using the key competencies

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		Indicators of Progress	Indicators of Progress	Indicators of Progress
		1.1 Most students set learning goals independently and know what to do to achieve them. 1.2 Some students set learning goals with support and work towards achieving them. 1.3 Share and build into our VPS programme the vision and graduate profile for English Medium using the key competencies	1.1 Students set quality learning goals confidently, and know what to do to achieve them. 1.2 Most students set learning goals with support and work towards achieving them. 1.3 Implement our VPS programme the vision and graduate profile for English Medium using the key competencies	1.1 Students consistently set quality learning goals confidently, and know what to do to achieve them. 1.2 Most students set learning goals with support and work towards achieving them. 1.3 Embed our VPS programme the vision and graduate profile for English Medium using the key competencies
	Strategic Aim	**Annual Objectives 2017**	**Annual Objectives 2018**	**Annual Objectives 2019**
	Grow confident citizens, positively engaged and embedded in their language, identity, culture and community.	2.1 Consolidate and implement our school-wide beliefs through the Treaty of Waitangi. 2.2 Review the culture of the school using the wellbeing in school tool 2.3 Review learning connections with	2.1 Student Achievement Function (SAF) Culturally Intelligent, Inclusive Learning Environment 2.2 Develop the culture of the school using the wellbeing in school tool 2.3 Develop learning connections	2.1 Student Achievement Function (SAF) Developing Culturally Intelligent, Inclusive Learning Environment 2.2 Consolidate the culture of the school using the wellbeing in school tool

	Strategic Aim			

		parents, family & whānau to support their children's achievement	with parents, family & whānau to support their children's achievement	2.3 Consolidate learning connections with parents, family & whānau to support their children's achievement
		2.1 All staff will be part of co-constructing our beliefs in Te Tiriti o Waitangi	2.1 All staff will be a part of consolidating our beliefs in Te Tiriti o Waitangi	2.1 All staff will be part of embedding our beliefs in Te Tiriti o Waitangi
	Strategic Aim	**Annual Objectives 2017**	**Annual Objectives 2018**	**Annual Objectives 2019**
	Use high quality teaching pedagogy to provide the best learning outcomes so that students achieve to their potential	3.1 Develop kaiako knowledge and use of assessment for learning strategies 3.2 Use SWPB4L to consolidate consistent behaviour expectations across the school - Tier 1 3.3 All kaiako in Ngā Mana Kākano o te Wairepo consolidate the Marautanga (TMoA)	3.1 Consolidate kaiako knowledge and use of assessment for learning strategies to raise achievement 3.2 Use SWPB4L to develop consistent behaviour expectations across the school - Tier 2 3.3 All kaiako in Ngā Mana Kākano o te Wairepo embed Marautanga (TMoA) development	3.1 Embed kaiako knowledge and use of assessment for learning strategies to raise achievement 3.2 Use SWPB4L to consolidate consistent behaviour expectations across the school - Tier 2 3.3 All kaiako in Ngā Mana Kākano o te Wairepo embed Marautanga (TMoA) development

3.1 Kaiako consolidate and embed effective teaching strategies to accelerate achievement	3.1 Kaiako maintain effective teaching strategies to accelerate achievement	3.1 Kaiako will review effective teaching strategies to accelerate achievement
3.2 Whole school community will be part of co-constructing the criteria for our behaviour expectations	3.2 Whole school community know and promote behaviour expectations across the school, consistently	3.2 Whole school community know and promote behaviour expectations across the school, consistently
3.3 All kaiako in Ngā Mana Kākano o te Wairepo know and use effective teaching strategies in Te Ako Pakirēhua	3.3 All kaiako in Ngā Mana Kākano o te Wairepo consolidate and embed teaching strategies in Te Ako Pakirēhua	3.3 All kaiako in Ngā Mana Kākano o te Wairepo maintain effective teaching strategies in Te Ako Pakirēhua

NB: All the BoT governance responsibilities in relation to the NEGS/NAGS are outlined in the VPS Governance Framework.

Annual Objectives Section 2017

Strategic Aim 1: To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in relation to National Standards/Ngā Whanaketanga.

Annual Objectives:

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga

1.2 Ensure the progress and achievement of students who are achieving well below National Standards/ Ngā Whanaketanga

1.3 Develop links between the vision and graduate profile for English Medium using the key competencies

Strategic Goal 1: To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in relation to National Standards/Ngā Whanaketanga.

1. Annual Objective(s):

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga

What evidence data shows
Baseline data: Analysis of school wide reading data in November identified 39/134 (29%) of English Language Learners (ELL) achieving below expectation. Of the total cohort of ELL (2016) ākonga, 76/134 (57%) reached expected achievement levels 19/134 (14.%) were well below the National Standard for their year.

Analysis of school wide reading data in November identified 13/24 (54%) Year 5 ELL ākonga achieving below expectation.
Of the total cohort of Year 5 (2016) ākonga, 9/24 (38%) reached expected achievement levels. 2/24 (8%) were well below the National Standard for their year.

Evaluation of evidence data identifying aspect to focus on

Reading Target:
All Year 6 ELL ākonga 13/24 (54%) who were *below* the standard at the end of the year will make *more than* one year's progress in relation to the reading standard at the end of the next year.

ERO Indicators - Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

The New Zealand Curriculum and *Te Marautanga o Aotearoa* emphasise teaching as a process of inquiry, and the importance of professional leaders and teachers having the expertise to inquire into practice, evaluate its impact on student outcomes and build organisational and system knowledge about what works.

Term 1:	Term 2:	Term 3:	Term 4:

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action:	**Resources:**	**By when? By whom?**	**Outcome: Success criteria/behaviour**	**Output: Success criteria/process or product**	**Monitoring:**
1. Strengthening whānau engagement with learning at home	Home/school partnership Sunshine classics reading programme/ RAZ Reading Reading Eggs Reading Together Class/Team Blogs	Class Teachers Team Leaders Students Whānau Bilingual workers	Use of Bilingual workers to assist teachers to inform whānau how to support learning at home 3 way goal setting conferences T1	Whānau/students can talk about their target students goals and achievements - Reading fluency and comprehension will improve	
2. Consolidate student voice considered in reading topics and materials.	Targeted purchasing from language budget based on student voice.	Classroom Teachers feed onto Literacy Team	Targeted students will make accelerated progress in their reading.	Teacher planning There is a strong focus on accelerating achievement, particularly for ELL learners Monitor student voice	
3. Formative Assessment Practice	•Shirley Clarke •MoE documents •TKI - Formative Assessment •VPS - shared Formative Assessment Folder •OnLine ELL Modules PD Senior Team - Term 1 •PD through CoL		Evidence of formative assessment practices will be visible in all classes, consolidate use of Learning Intentions and development of Success Criteria, develop the effective use of feedback/feedforward strategies strategies and questioning	Students will be able talk about what they are learning and how they are learning it - Assessment Capable Evidence of feedback/feedforward in classroom	

	•Ongoing Collaborative Classroom programme evaluations •Teacher Inquiries •PaCT Tool •2017 Classroom walkthroughs		Teacher capability added to	conversations, displays and books
4. Introduce PaCT Reading			Teachers will use PaCT tool to assist with determining reading achievement	Consistent reading OTJ Increased teacher capability
Evaluation: Action 1: Action 2: Action 3:				

Strategic Goal 1: To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in relation to National Standards/Ngā Whanaketanga.

All students are able to effectively access the New Zealand Curriculum / Te Marautanga as evidenced by improvements in achievement and progress against National Standards / Ngā Whanaketanga

Nelson City Community of Learning (CoL) Achievement Challenges - Writing:

1. Writing: At the end of 2015, 70% (816/1,142) of boys achieved at or above the National Standard. Our challenge is to raise boys' achievement from 70% achieving at or above to 85% in 2017.

2. Writing: At the end of 2015, 70% (243/311) of Maori akonga/students achieved at or above the National Standard. Our challenge is to raise Maori akonga/student achievement from 70% achieving at or above to 85% in 2017.

1. Victory Primary School Annual Objective(s):

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga.

What evidence data shows

Baseline Data: Analysis of school wide writing data in November 2016 identified 62/151 (41%) boys, and 48/134 (36%) ELL achieving below expectation. Of the total cohort of (2016) boys, 66/152 (44 %) and 69/134 (52%) ELL reached expected achievement levels. 23/152 (15%) boys and 17/134 (13%) ELL were well below the National Standard for their year.
 Analysis of school wide writing data in November identified 15/27 (56%) Māori boys and 48/134 (36%) ELL achieving below expectation. Of the total cohort of 2016 Māori boys, 9/27 (33%) and 69/134 (52%) ELL reached expected achievement levels, 3/27 (11%) Māori boys and 17/134 (13%) ELL were well below the National Standard for their year.

Evaluation of evidence data identifying aspect to focus on
 Teachers' reflection:
 Teacher capability will be enhanced with the continued use of the PaCT tool and ongoing strengthening of formative assessment practices

 Writing Target:
 All Year 4 Boys 12/22 (55%), All Year 5 Māori Boys 8/12 (67%), All Year 6 ELL 10/24 (42%) who were below the standard at the end of 2016, will make more than one year's progress
 in relation to the writing standard at the end of the next year.

Term 1:	Term 2:	Term 3:	Term 4:		
Implementation / Action **(What we will do)**			**Evaluation** **(How will we know if we are succeeding?)**		
Action:	**Resources:**	**By when?** **By whom?**	**Outcome:** **Success** **criteria/behaviour**	**Output:** **Success criteria/process or** **product**	**Monitoring:**

1. Analyse and reflect on the year-end data to inform progress and planning for this year.	Time allocated in November / early December to analyse and reflect. Etap data entered PaCT writing tool	Principal Leadership team	Data will reflect the accelerated progress and achievement of the target students.	The process for monitoring and reflecting on the accelerated progress will have ensured the target group are supported as much as possible throughout the year.	
2. Monitoring meetings to discuss progress of target students.	Time allocated at the start of Team Meetings SLT overview	Monthly Team leaders Teachers	Leaders will know how to facilitate conversations with teachers to build evaluative capability in relation to using assessment evidence collected for target students to inform planning for teaching and learning	Tracking system Teachers ongoing judgement Evidence informing judgements Scripts for termly tracking conversations Minutes from tracking conversations and team meetings	
3. Inquiry into effective teaching of of writing and ensure the development of pedagogy is consolidated into practice. Ongoing Classroom Practice Evaluation	Time allocated in Team Meetings On line ESOL PLD Senior Team Col PD - ELL writing strategies Student Voice gathered PaCT writing tool	PLG leader Teams Classroom teachers	Evidence of formative assessment practices will be visible in all classes Teachers evaluating own practice tweaking to ensure accelerated learning occurs	Share ideas and examples within teams Teachers are motivated to share their practice and have professional conversations. Akonga know goals and next learning steps	
Evaluation: Action 1: Action 2: Action 3:					

Strategic Goal 1: To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in relation to National Standards/Ngā Whanaketanga.

All students are able to effectively access the New Zealand Curriculum / Te Marautanga as evidenced by improvements in achievement and progress against National Standards / Ngā Whanaketanga

Nelson City Community of Learning (CoL) Achievement Challenges - Mathematics:

Maths: At the end of 2015, 79% (894/1,136) of girls achieved at or above the National Standard. Our challenge is to raise girls achievement from 79% achieving at or above to 85% in 2017.

Maths: At the end of 2015, 70% (219/311) Māori ākonga/students achieved at or above the National Standard. Our challenge is to raise Māori ākonga/student achievement from 70% achieving at or above to 85% in 2017.

Victory Primary School Annual Objective(s):

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga

Baseline data: Analysis of school wide maths data in November identified 20/46 (44%) Year 3 ākonga achieving below expectation. Of the total Year 3 cohort 2016, 22/46 (48%) of Ākonga reached expected achievement levels. 4/46 (9%) were well below the National Standard for their year.

Baseline data: Analysis of school wide Year 3 maths data in November identified 10/18 (56%) of ELL akonga and 7/18 (39%) NZE ākonga achieving below expectation. Of the total cohort of ELL ākonga 5/18 (28%) and NZE 10/18 (56%) and Māori ākonga 7/9 (78%) reached expected achievement levels, and ELL ākonga 3/18 (17%) and NZE ākonga 1/18 (6%) were well below the National Standard for their year.

Evaluation of evidence data identifying aspect to focus on
Teachers' reflection: All teachers will teach reading comprehension strategies within maths contexts to support students understanding of maths problems. All teachers will specifically teach required maths vocab. Focus on conceptual language (prepositions, ordinal vocab, etc).
Mathematics Targets:

All Year 4 ELL ākonga 10/18 (56%), NZE 7/18 (39%), Māori 2/9 (22%) and MELAA 1/1 (100%) who were below the standard at the end of the year will make more than one year's progress in relation to the maths standard at the end of the next year √

Term 1:	Term 2:	Term 3:	Term 4:

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
	Resources:	By when? By whom?	Outcome: Success criteria/behaviour	Output: Success criteria/process or product	Monitoring :
1. Maths Aromatawai/ Assessment schedule to be implemented with what/when we need it. - Basic Facts checker - Trial number tracking sheet	Management Unit - Maths lead teacher Allocate time in PLG E tap data entered	Maths team End of term 3	Staff have identified required changes	Consistency - Knowing the maths stages for your students and the stage above and below	

2. Ensure developing pedagogy is embedded into practice.	MST Folder resources Staff hui MST teacher sharing PD MST teacher working with students in and out of class Collaborative classroom evaluation ongoing	Maths PLG leader Teams Classroom teachers	More open ended rich tasks in classes observed. Evidence of formative assessment practices will be visible in all classes	Teachers are confident in preparing and delivering and displaying their rich tasks	
3.Walkthroughs by MST & Lead Teacher.	Walkthrough template	Teams	Teachers will have collaborated at least two other teachers	Teachers are motivated to share their practice and have professional conversations.	
4. Work with whānau around ways to support students' learning especially target students.	Parent maths evening Bilingual liaison workers conversations with whānau Classroom teachers Visits to Saturday School School Maths Blog Language Support for ELL	Term 2 Maths PLG leader Classroom teachers Bilingual liaison workers	Successful maths evening where whānau is empowered to support their tamariki. Whānau of target students are individually contacted.	Partnerships developed to support students ' learning	
Evaluation Term 1: 1:					

Strategic Goal 1: To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in relation to National Standards/Ngā Whanaketanga.

Nelson City Community of Learning (CoL) Achievement Challenges - Tuhituhi:

Tuhituhi: At the end of 2015, 42% (36/85) of akonga/students achieved at or above Nga Whanaketanga. Our challenge is to raise akonga/student achievement from 42% achieving at or above to 85% in 2017.

Victory Primary School Annual Objective(s): Tuhituhi

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga

What evidence data shows
Baseline data: Analysis of school wide tuhituhi data in November identified 35/64 (55%) Māori ākonga achieving below expectation. Of the total cohort (2016) Māori ākonga, 26/64 (41%) of Māori ākonga reached expected achievement levels. 3/64 (4%) were well below the National Standard for their year.

Teachers' reflection: Writing samples showed students in the group often struggled to use language that is appropriate to the topic, audience and purpose. This indicates the need to inquire into to the effective teaching of expressive, academic and subject specific vocabulary.

Tuhituhi Targets:
All Māori ākonga 26/62 (42%) who were *below* the standard at the end of the year will make *more than* one year's progress in relation to the tuhituhi standard at the end of the next year.

Term 1:	Term 2:	Term 3:	Term 4:
Implementation / Action **(What we will do)**		**Evaluation** **(How will we know if we are succeeding?)**	

Action:	Resources:	By when? By whom?	Outcome: Success criteria/behaviour	Output: Success criteria/process or product	Monitoring :
1. Continue to develop and embed formative assessment practices across the team	NMKOW Te Reo Matatini documentation Lead kaiako for Te Reo Matatini Formative Assessment folder TWA	Principal Leadership team Kaiwhakahaere o NMKOW Kaiako Staff & team hui SAF hui PLD provider	• Kaiako understand and use the main elements of formative assessment • Ākonga are engaged in their learning and know where and how they are going and where to next	• Training and effective use of TWA as a tool to support formative assessment practices • Update NMKOW Mahere Aromatawai Tuhituhi	
2. Monitoring/inquiry hui to discuss progress of target students.	Time allocated in Team/Staff hui	Termly Kaiwhakahaere Kaiako PLD provider	• Leaders know how to facilitate conversations with teachers to build capability in relation to using assessment evidence collected for target students to inform planning for teaching and learning	• Tracking system using TWA • Teachers ongoing judgement • Evidence informing judgements • Minutes from tracking hui	

3. Develop strong whakaputa i te reo (oral language) programmes across NMKOW to run in conjunction with our tuhituhi programme	• Access quality Māori medium professional development including Te Reo o te Kaiako & Te Reo Matatini	Team hui & PLD days Kaiwhakahaere Kaiako PLD provider	• Kaiako make explicit links between kōrero & tuhituhi • Ākonga make connections between what they are learning in kōrero and what they are learning in tuhituhi	• Use of Second Language Acquisition strategies • Vocabulary enrichment • Explicit teaching of grammatical structure • Timetabled into daily programme • Modelling correct & regular use of te reo Māori by kaiako & kaiāwhina	
4. Consolidation of Tuakana/Teina Tuhituhi programme	Tuakana/Teina booklet Kaiako to lead this project	RTM RTLB PLD Provider Kaiako Te Reo Matatini lead kaiako Term 2 & 3	• Accelerated engagement and achievement of target students * Academic and social benefits for both Tuakana and Teina	• Programme run 3 x weekly • Tuakana/Teina programme routines established & embedded	
Evaluation: Action 1: Action 2: Action 3:					

Strategic Goal 1: To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in relation to National Standards/Ngā Whanaketanga.

Nelson City Community of Learning (CoL) Achievement Challenges - Pāngarau:
Pāngarau: At the end of 2015, 79% (115/145) Māori ākonga/students achieved at or above Ngā Whanaketanga. Our challenge is to raise Māori ākonga/student achievement from 79% achieving at or above to 85% in 2017.

Victory Primary School Annual Objective(s): Pāngarau

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga

What evidence data shows
Baseline data: Analysis of school wide pāngarau data in November identified 13/64 (20%) Māori ākonga achieving below expectation. Of the total cohort of Māori ākonga, 50/64 (78%) of Māori ākonga reached expected achievement levels. 1/64 (1%) were well below the National Standard for their year.
Evaluation of evidence data identifying aspect to focus on

Pāngarau Target:
All Māori ākonga 12/62 (19%) who were *below* the standard at the end of the year will make *more than* one year's progress in relation to the pāngarau standard at the end of the next year.

Term 1:	Term 2:	Term 3:	Term 4:

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action:	**Resources:**	**By when?** **By whom?**	**Outcome:** Success criteria/behaviour	**Output:** Success criteria/process or product	**Monitoring :**
1. Mahere Aromatawai Pāngarau schedule to be revised and implemented; - Basic Facts checker	Management Unit - Pāngarau lead teacher Allocate time in PLG	Pāngarau/Maths team End of term 3	Staff have identified required changes	• Consistency - Knowing the maths stages for your students and the stage above and below • Training to use TWA as a tool to support teaching and learning	
2. Continue to develop and embed formative assessment practices across NMKOW in pāngarau	NMKOW Pāngarau documentation Lead kaiako for Pāngarau	Principal Leadership team Kaiwhakahaere o NMKOW	• Kaiako understand and use the main elements of formative assessment	• Training and effective use of TWA as a tool to support formative assessment practices • Training in and translation of the	

	Formative Assessment folder TWA	Kaiako Staff & team hui SAF hui PLD provider	• Ākonga are engaged in their learning and know where and how they are going and where to next	talk moves	
3. Continue to and embed the use materials to support pāngarau teaching and learning across <u>all</u> levels	Pāngarau Materials	Kaiako Pāngarau Lead teacher Kaiwhakahaere MST	Evidence of daily use of materials in pāngarau programme - planning & walk-throughs	• Share ideas and examples within the team • Audit of materials in akomanga	
4. Use of rich learning activities and problem solving to enhance pāngarau learning across NMKOW	Team planning hui	Pāngarau leader Classroom teachers	Evidence of rich learning activities and problem solving will be visible in all classes & planning	• Share ideas and examples within the team • Walk-throughs	
5. Develop kaiako knowledge at stages 4, 5 and 6 to increase understanding of the strategies and knowledge required at these stages	PLD NMKOW Pāngarau documentation	Pāngarau leader Classroom teachers Kaiwhakahaere MST Senior syndicate	• Increased kaiako confidence and understanding of stages 4 - 6 • Improved teaching & learning at stages 4 - 6	• PLD provided through internal & external providers	
Evaluation: Action 1: Action 2: Action 3:					

Annual Objectives:

2.1 Develop our school-wide beliefs through the Treaty of Waitangi. Identify our principles through Ka Hikitia, Pasifika Education Plan and Tātaiako practice criteria

ERO Indicators - Domain 3: Educationally powerful connections and relationships
Parents, families and whānau have a primary and ongoing influence on the development, learning, wellbeing and self-efficacy of children and young people.

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action	**Resources**	**When?** **Whom?**	**Outcome:** **Success criteria/behaviour**	**Output:** **Success criteria/process or product**	**Monitoring**
1.Embedding the VPS vision for the school's direction going forward	NZC TMoA VPS Curriculum guide VPS ERO Report 2014 CoL	BoT Leadership Team Staff Term 1	Leaders will effectively drive change by instilling a sense of urgency; drawing together a team to drive the change (including educators, iwi, parents, families and whānau); getting buy-in to the change vision We will prioritise resources and drive through change to realise the vision	Distributed leadership and succession planning will ensure that the focus on accelerating achievement will be embedded in the kura long term	
2. Use the vision to inform and develop the graduate profile in practice	NZC TMoA VPS Curriculum guide VPS ERO Report 2014 Student/whānau/ staff voice	Term 2	There is a focus on learners, a sense of ownership and belonging within the school or kura. This stems from strong leadership and management that ensures everyone is clear about the kura's identity, vision/aspirations and strategy and has the opportunity to play their part in reaching the	The VPS english medium graduate profile will be implemented during 2017 Evaluation to be undertaken in Term 4	

			collective goals. Teachers work toward achieving the targeted outcomes for learners and the overall vision for the kura.		

Evaluation:

Strategic Aim 3: Use high quality teaching pedagogy to provide the best learning outcomes so that students achieve to their potential

Annual Objectives:

3.1 Developing and consolidating kaiako knowledge and use of assessment for learning strategies to raise achievement

3.2 Use SWPB4L to develop consistent behaviour expectations across the school

3.3 All kaiako in Ngā Mana Kākano o te Wairepo consolidate Marautanga development

ERO Indicators - Domain 4: Responsive curriculum, effective teaching and opportunity to learn
The New Zealand Curriculum and *Te Marautanga o Aotearoa* set out the valued education outcomes for New Zealand students, as well as their entitlement in terms of breadth and depth of learning opportunities in compulsory schooling.

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action	**Resources**	**When? Whom?**	**Outcome: Success criteria/behaviour**	**Output: Success**	**Monitoring**

				criteria/process or product	
Use the inquiry process - focusing on formative assessment practices	Formative Assessment Folder TKI VPS curriculum guide Effective literacy Practice - ELP National Standards Literacy Learning progressions NZ maths Team conversation Collaborative review of teaching practice Playbased learning	SLT Team Leaders Class Teachers	All teachers across the kura have (1) strong curriculum content knowledge and pedagogical skills for what they teach, as well as in the foundational areas of literacy and numeracy; (2) sound knowledge and skills in formative assessment practices and the use of OTJs; Pl	Collaborative review of teaching practice Collaborative ongoing inquiries with identification of successful strategies	
2. Co-construct criteria for SWPB4L tier 2	SWPB4L PLD Restorative Practice Incredible Years Circle Time	PB4L team Staff RTLB	Lessons will be delivered. Lesson plans will be developed in teams. Identify teaching strategies to reinforce tier 1 behaviours	Expectations will be revisited DVD's will be produced by different teams and presented at assemblies.	
3. Investigate Play Based Learning Environments and Innovative Learning Pedagogy	Play based Hui PD TKI School visit	Team leaders Class teachers	Collaboration between teachers Higher levels of student agency	Findings and outcomes shared Successful strategies/process implemented in 2018	
Evaluation: Action 1:					

National Standards/Ngā Whanaketanga/ELLP Reporting table

School No	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
3231	**Victory Primary School**	**March annual charter update**	**48**	**64**

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	32	11%	70	24.1%	127	43.6%	62	21.3%	291
Maori	8	15.4%	9	17.3%	25	48.1%	10	19.2%	52
Pasifika	1	16.7%			4	66.7%	1	16.7%	6
Asian	19	14.2%	39	29.1%	54	40.3%	22	16.4%	134
NZE/Pakeha/Other European	4	4.3%	21	22.3%	41	43.6%	28	29.8%	94

	Number	%	Number	%	Number	%	Number	%	Total
Male	16	10.5%	33	21.7%	75	49.3%	28	18.4%	152
Female	16	11.5%	37	26.6%	52	37.4%	34	24.5%	139

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	7	13%	24	44.4%	18	33.3%	5	9.3%	54
After 2 years at school	2	4.8%	11	26.2%	18	42.9%	11	26.2%	42
After 3 years at school	7	14.6%	8	16.7%	24	50%	9	18.8%	48
End of year 4	3	6%	4	8%	33	66%	10	20%	50
End of year 5	4	7.8%	16	31.4%	22	43.1%	9	17.6%	51
End of year 6	9	19.6%	7	15.2%	12	26.1%	18	39.1%	46

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	35	12%	103	35.4%	136	46.7%	17	5.8%	291
Maori	7	13.5%	23	44.2%	20	38.5%	2	3.8%	52
Pasifika	1	16.7%	1	16.7%	4	66.7%			6
Asian	17	12.7%	48	35.8%	62	46.3%	7	5.2%	134
NZE/Pakeha/Other E	9	9.6%	30	31.9%	48	51.1%	7	7.4%	94

	Number	%	Number	%	Number	%	Number	%	No.
Male	23	15.1%	63	41.4%	59	38.8%	7	4.6%	152
Female	12	8.6%	40	28.8%	77	55.4%	10	7.2%	139

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	3	5.6%	16	29.6%	34	63%	1	1.9%	54
After 2 years at school	2	4.8%	17	40.5%	22	52.4%	1	2.4%	42
After 3 years at school	5	10.4%	21	43.8%	19	39.6%	3	6.3%	48
End of year 4	1	2%	18	36%	25	50%	6	12%	50
End of year 5	12	23.5%	16	31.4%	19	37.3%	4	7.8%	51
End of year 6	12	26.1%	15	32.6%	17	37%	2	4.3%	46

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	20	6.9%	89	30.6%	159	54.6%	23	7.9%	291
Maori	6	11.5%	9	17.3%	34	65.4%	3	5.8%	52
Pasifika			4	66.7%	2	33.3%			6
Asian	8	6%	46	34.3%	67	50%	13	9.7%	134

	Well below		Below		At		Above		Total
NZE/Pakeha/Other European	5	5.3%	28	29.8%	55	58.5%	6	6.4%	94

	Well below		Below		At		Above		Total
Male	11	7.2%	40	26.3%	86	56.6%	15	9.9%	152
Female	9	6.5%	49	35.3%	73	52.5%	8	5.8%	139

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	1	1.9%	13	24.1%	39	72.2%	1	1.9%	54
After 2 years at school	1	2.4%	12	28.6%	26	61.9%	3	7.1%	42
After 3 years at school	4	8.3%	22	45.8%	19	39.6%	3	6.3%	48
End of year 4	6	12%	6	12%	29	58%	9	18%	50
End of year 5	2	3.9%	21	41.2%	24	47.1%	4	7.8%	51
End of year 6	6	13%	15	32.6%	22	47.8%	3	6.5%	46

Ethnicity - Kōrero		Manawa toa	Manawa ora	Manawa āki	Manawa taki	Total
	Male	0	5	13	3	21
Māori	Female	0	10	18	1	29
	All	0	15	31	4	50

	Male	0	1	1	0	2
Pacifika	Female	0	0	2	0	2
	All	0	1	3	0	4
	Male	0	1	1	0	2
European/Pākehā	Female	0	1	2	1	4

	All	0	2	3	1	6
	Male	0	0	0	0	0
Asian	Female	0	0	0	0	0
	All	0	0	0	0	0
	Male	0	0	0	0	0
Other	Female	0	0	0	0	0
	All	0	0	0	0	0
	Male	0	7	15	3	25
Totals	Female	0	11	22	2	35

	All	0	18	37	5	60

Ethnicity - Tuhituhi		Manawa toa	Manawa ora	Manawa āki	Manawa taki	Total
	Male	0	5	15	1	21
Māori	Female	0	15	12	2	29
	All	0	20	27	3	50
	Male	0	1	1	0	2

Pacifika	Female	0	0	2	0	2
	All	0	1	3	0	4
	Male	0	1	1	0	2
European/Pākehā	Female	0	2	2	0	4
	All	0	3	3	0	6
	Male	0	0	0	0	0

Asian	Female	0	0	0	0	0
	All	0	0	0	0	0
	Male	0	0	0	0	0
Other	Female	0	0	0	0	0
	All	0	0	0	0	0
	Male	0	7	17	1	25
Totals	Female	0	17	16	2	35
	All	0	24	33	3	60

Ethnicity - Pānui		Manawa toa	Manawa ora	Manawa āki	Manawa taki	Total
Māori	Male	4	8	8	1	21
	Female	13	8	6	2	29
	All	17	16	14	3	50

	Male	1	1	0	0	2
Pacifika	Female	1	0	1	0	2
	All	2	1	1	0	4
	Male	0	1	0	1	2
European/Pākehā	Female	3	1	0	0	4
	All	3	2	0	1	6
	Male	0	0	0	0	0
Asian	Female	0	0	0	0	0
	All	0	0	0	0	0
	Male	0	0	0	0	0
Other	Female	0	0	0	0	0
	All	0	0	0	0	0
	Male	5	10	8	2	25
	Female	17	9	7	2	35

Totals						
	All	22	19	15	4	60

	Male	0	0	0	0	0
Māori	Female	0	1	0	0	1
	All	0	1	0	0	1
	Male	0	0	0	0	0
Pacifika	Female	0	0	0	0	0
	All	0	0	0	0	0
	Male	0	0	0	0	0
European/Pākehā	Female	0	0	0	0	0
	All	0	0	0	0	0
	Male	0	0	0	0	0
	Female	0	0	0	0	0

Asian						
	All	0	0	0	0	0
	Male	0	0	0	0	0
Other	Female	0	0	0	0	0
	All	0	0	0	0	0

Ethnicity - Te Tau me te Taurangi		Manawa toa	Manawa ora	Manawa āki	Manawa taki	Total
	Male	0	3	3	0	6
Māori	Female	0	4	4	1	9
	All	0	7	7	1	15
	Male	0	1	0	0	1
Pacifika	Female	0	1	0	0	1
	All	0	2	0	0	2

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	Male	0	0	0	0	0
European/Pākehā	Female	0	3	1	0	4
	All	0	3	1	0	4
	Male	0	0	0	0	0
Asian	Female	0	0	0	0	0
	All	0	0	0	0	0

	Male	0	4	3	0	7
Totals	Female	0	8	5	1	14
	All	0	12	8	1	21

NAG2A - Ngā Whanaketanga Reporting
NAG2A(b)(i) - Strengths and identified areas for improvement   Panui & Pangarau are both areas that have shown high levels of attainment

We need to continue to develop our teaching and learning practices in Reo Whakaputa - Korero me te Tuhituhi and building our capability in teaching as inquiry in a Maori medium setting

Continue to seek professional learning development opportunities for Te Reo Matatini

In 2016 we worked on aligning our Korero programme with our Tuhituhi

In 2017 we will continue to develop and use formative assessment practices and aromatawai tools consistently In 2017 we will aim to use TWA across all strands including all 3 in pangarau

NAG2A(b)(ii): The basis for identifying areas for improvement

Data

Strategic aims of the kura

Whanau & community need for development of te reo Maori Termly syndicate analysis of AoV

Mid/End of year syndicate evaluation

Teacher feedback

Nelson CoL

NAG2A(b)(iii): Planned actions for lifting achievement

Participation in the CoL

Teaching Inquiry - Tuhituhi target group

Tuakana/Teina tuhituhi group
Collaborative teaching practices
Formative assessment practices - SAF
2nd Language Acquisition teaching strategies i.e. vocabulary development, grammar, uency, Use of technology to enhance teaching & learning
Explicitly linking tuhituhi & korero programmes
Whanau engagement - Wananga Takitoru, Storypark, Runanga Matua, Whanau Curriculum evenings (termly),

The school population includes a number of students who are English Language Learners (ELL) who may not yet be making marked progress in relation to *The New Zealand Curriculum* National Standards.

This reporting provides further information about ELL progress in relation to the ELL Progressions for reading, writing, speaking or listening.

			Listening	*Reading*	*Speaking*	*Writing*
ELLP Stage End 2016						
	18 (3%)	Stage 4	4	6	4	4
	74 (12%)	Stage 3	22	23	17	12
	133 (22%)	Stage 2	33	46	35	19

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	230 (39%)	Stage 1	66	49	62	53
	145 (24%)	Foundation Stage	25	26	32	62
Total Number of Students 150			150	150	150	150
			Foundation Stage	Stage 1	Stage 2	Stage 3
ELLP Stage End 2014	Total no. of students **110**		31%	37%	27%	2%
ELLP Stage End 2015	Total no. of students **117**		113 (24%)	167 (36%)	129 (27%)	5 (2%)

The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.

Additional Comments: 2016

- **Our 150 ELL group is comprised of 134 (90%) Asian students mainly from refugee backgrounds and NZ Born students of parents from Refugee backgrounds**
- **This group has steadily increased from 85 (29%) students in 2013 to 134 (46%) in 2016 - our school roll has remained around 300 students**
- **The percentage of foundation students has remained at a similar level, however numbers have increased significantly - 32 additional foundation students**
- **The percentage of Stage One (early literacy) has risen slightly, however again numbers have increased significantly - 70 more in the early stages of literacy dev.**
- **Stage 2 remains at similar numbers and percentages**
- **We have made big gains in Stage 3 with 74 (12%) students having mastered some aspects of literacy disciplines**

Reporting commentary on students in years 1 to 8 that use *The New Zealand Curriculum*.

Date: 24 /2 /2017

School name: Victory Primary School | **School number: 3231**

NAG2A (b)(i) Areas of strength

Reading (2017)

Discussion:

65% (189/291) are achieving at or above the National Standard for Reading.

Achievement at this level has remained at a similar level during the past 4 years (2013 (65%), 2014 (62%), 2015 (66%), 2016 (65%) as we continue to track towards the NZ national profile - 2015 (78%), which represents a drop of 4% from 2014 profile of (82%).

 Our school profile has shown a significant increase in the numbers of students where English is their second language during this time - 2013 - 85 students (29%), 2014 - 105 students (35%), 2015 - 121 students (41%) and 2016 - 134 students (46%). The majority of our ELL are from refugee

backgrounds or students born in NZ to parents from refugee backgrounds. Our data confirms high levels of these students are working in the foundation or early stages of literacy learning requiring expert teaching to accelerate progress to meet the demands of the curriculum at the appropriate levels.

While a student in the senior part of the school may be considered not to have met the National Standard appropriate to their year group, they may have only been in a formal education system and learning English for a short time and have achieved the standard for three or four years at school. This level of achievement indicates accelerated progress and is seen as a success.

End of Year 4 data showed: At and Above students - NZE 13/15 (87%), Māori 12/14 (85%), Asian 17/20 (85%)

End of Year 5 data showed: At and Above students - NZE 11/14 (79%), Māori 7/9 (78%), Asian 9/24 (37%)

In 2017 we will continue to consolidate our practice in the following ways:

- On going collaborative evaluation of classroom programmes which are designed to
- Senior team will complete MOE funded On-Line PLD teaching ELL
- ELL PD through CoL
- Target a group of Year 6 ELL through teacher inquiry process

NAG2A (b)(i) Areas for improvement

Writing (2017)

Discussion:

53% (154/289) of our EM students are At or Above.

This percentage has remained similar over the last several years, but is tracking down from (54% in 2015)

We note the NZ profile based upon 2015 data has also tracked down (2014 (79.2%) and 2015 (72%) and we believe the implementation of the PaCT tool across the country maybe impacting upon this national result.

In 2017 Class teachers will participate in the collaborative review of their classroom writing programmes using a template evaluated by teams in 2016. This evaluation is aimed to strengthen professional knowledge, conversations and pedagogy, including formative assessment development.   We will continue to ensure all teachers are familiar with and are confident using the progressions documents relevant to their areas ie either EM or MM. We will also obtain PD through CoL to support teaching and learning of our early stage English Language Learners. The senior team will participate in on-line ELL PD to support their ELL students, particularly those at early stage of literacy development.

Regular teaching as inquiry monitoring meetings (termly tracking hui) to discuss progress of target students as part of regular team meetings will continue to be the catalyst for the sharing of effective practice across the whole school. Strategies identified as being successful will be incorporated into ongoing classroom practice evaluation template.

 The PaCT tool will continue to support consistent and reliable teacher OTJ's, along with building teacher capability as they develop greater familiarity with the aspects and stages

In 2017 we are targeting All Year 4 Boys 12/22 (55%), All Year 5 Māori Boys 8/12 (67%), All Year 6 ELL 10/24 (42%) who were below the standard at the end of 2016

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

We are not satisfied with the writing levels of achievement that our data shows, particularly for the following cohorts:

 •Boys who have been at school for 3 years, with only 7/22 (32%) at or above. We will target a group of 12 boys who achieved below the expected standard (Māori 2/4 (50%), Asian 4/6 (67%), NZE 6/11 (55%).

•Boys who had been at school for 4 years show 18/32 (56%) at or above. We will target a group of 8 Māori boys who achieved below the expected standard 8/12 (67%)

•ELL Year 5 students showed 9/24 (38%) at or above. We will target a group of 10/24 (42%) students who achieved below the expected year group standard. All of these students are from the refugee background with having arrived within the past years

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

•All teachers are participating in ongoing Collaborative Evaluations of their classroom programmes - Team leaders

•Teacher inquiries to focus on formative assessment strategies

•Termly tracking of target students

•Use of BLW to support communication between school and home in awareness of student goals and ways to help at home - individual goals with feedback from whānau and students termly for ELL target students

•MOE on line ELL PD for senior team

•Teachers working together in Pods in senior school - Innovative Learning Environment approach - collaborative planning and teaching

•Introduce PaCT reading Tool

•RTLB to support Tuakana/Teina programme development as necessary

•Target group to be monitored, achievement actions to follow inquiry process

NAG2A (b) (iv) Progress Statement

Discussion:

Our student achievement result for the National Standard in writing shows this is an area we need to focus on. However students still made progress towards achieving the standard. 153/291 (53%) have achieved the standard, 138/291 (47%) have not achieved the standard. This remains a target for our school.

Analysis of Variance - Tātaritanga Raraunga

Tātaritanga Raraunga/Analysis of Variance 2016

Ingoa o te kura/School Name: Victory Primary School   **Te kura nama/School Number:** 3231

Whāinga rautaki/Strategic Aim: Ako
  To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in relation to National Standards/Ngā
  Whanaketanga.

1. Annual Objective(s):

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga in reading

What evidence data shows

Baseline data: Analysis of school wide reading data in November identified 36/121 (29.8 %) of English Language Learners (ELL) achieving below expectation. Of the total cohort of ELL (2015) ākonga, 67/121 (55.4%) reached expected achievement levels. 18/121 (14.9%) were well below the National Standard for their year.

Analysis of school wide reading data in November identified 5/20 (25%) Year 5 ELL ākonga achieving below expectation.
Of the total cohort of Year 5 (2015) ākonga, 8/20 (40%) reached expected achievement levels. 7/20 (35%) were well below the National Standard for their year.

Evaluation of evidence data identifying aspect to focus on

Teachers' reflection: Four of the well-below students had arrived in NZ within the last year. All of them are from refugee backgrounds. None of them have been born in NZ.
Reading Target:
All Year 6 ELL ākonga 5/20 (25%) who were *below* the standard at the end of the year will make *more than* one year's progress in relation to the reading standard at the end of the next year.

Actions (what did we do?)	Evaluation Why did it work? How do we know?	Evaluation Why didn't it work? How do we know?	Evaluation (where to next?)	Action Points (planning for next year)
1. Develop a Tuakana/Teina programme. Year 6 students are trained to work with Year 3 students for daily reading.	•Reading programmes utilised and promoted interaction with peers. •Students received consistent guided reading every day, with the teacher listening to students reading aloud. •Use of Bilingual workers to assist reading to translate concepts	•Formal tuakana/Teina programme was not developed formally	PaCT reading will be utilised - Transfer the skills learnt into the writing model	•Introduce PaCT Reading tool for schoolwide use to: -develop teacher capability -support consistency in OTJ in reading •Continue to upskill the students to work collaboratively and supportively each other (KIA TOA) and Formative Assessment Strategies •Use RTLB to deliver appropriate Tuakana Teina programme training to class teachers as required

| | | | •Identify specific reading goals for ELL target students to enable BLW to support, obtain feedback from students and whānau (Individual plans in log books)

•BLW to support reading by translating concepts |
|---|---|---|---|
| 2. Strengthening whānau engagement with learning at home | •Bilingual Workers helping whānua to support learning at home under teacher direction
•Online reading programmes Sunshine Classics and RAZ reading enabled whānau to support reading at home
•Term 1 goal setting hui with their students, parents and whānau..
•Term 3 conferences also
•Teachers gathered information about their students' interests to develop long term plans.
•Reading Together Programme | •Individual smart goals for ELL target students requiring student, and whānau feedback/voice

•Strengthen information and communication with/from whānau to support student learning and outcomes and encourage partnership with school | •Continue to establish powerful relationships with whānau - include this dimension in inquiry into teaching practices template

•Specific SMART learning goals for ELL target students shared with whānau

•Online reading support - RAZ and Sunshine

•Continue with 3 way goal setting conferences in Term 1 and again in Term 3

•Develop school ELL blog where BLW/teachers can post -encourage whānau to comment in first language

•Develop list of useful site/apps to support learning at home - link to blog

•ELL Whānau information hui termly

•Reading Together Programme |
| 3. Consolidate student voice considered in reading topics and materials. | RAZ reading enables students to self select and check comprehension levels.

Student feedback has been 100% positive, they are able to self select material. | Ensure students understand the links between reading and writing | •Deliberate teaching of reading across curriculum and using student responses to reading and their ability to organise their thinking as indicators of mastery.

•Continue subscription to RAZ reading for senior ELL students and some middles as |

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| 4. Formative Assessment Practice | •Clear learning goals shared with students along with time to unpack the text over several days to explore vocabulary, meanings and structure

•Classroom teachers are using modelling books to record observations and to record the students' thinking.

• Student work samples gathered | Target students not always clear of the learning intention or success criteria. | •1:1 supports for target students to understand and use LI, SC and goal setting so they know where they are going and can recognise their successes

•Responses in writing be used to monitor progress and understanding in both reading and writing. | •Continued consolidation of formative assessment practice - esp writing clear LI and SC. Teacher to use the inquiry process to focus on an area/strategy of choice to strengthen their teaching practice
•Ensure learners understand the links between reading and writing
•Explicit teaching of reading comprehension strategies including use of think alouds to model desired comprehension behaviours.
•1:1 support for target students to help know where they are going and recognise their success.
•Teachers to:
- participate in collaborative sharing of Classroom Reading Programme evaluation
-provide daily guided reading for ELL foundation students
-focused teaching vocab, meaning, structur
-Razz Reading/Sunshine to support mileage, phrasing, fluency and pronunciation for foundation ELL akōnga
- use of modelling books to record observations and to record the students' thinking and voice |

Ingoa o te kura/School Name: Victory Primary School   **Te kura nama/School Number:** 3231

Whāinga Rautaki/Strategic Aim: Ako

All students are able to effectively access the New Zealand Curriculum / Te Marautanga as evidenced by improvements in achievement and progress against National Standards / Ngā Whanaketanga Rūmaki Māori

Nelson City Community of Learning (CoL) Achievement Challenges - Writing:

1. Writing: At the end of 2014, 20.89% (226/1082) of boys achieved below and well below the National Standard. Our challenge is to raise boys' achievement from 79.11% achieving at/above, to 85.11% in 2017.
2. Writing: At the end of 2014, 37.94% (129/340) of Māori ākonga/students achieved below and well below the National Standard. Our challenge is to raise Māori ākonga/student achievement from 62.06% achieving at/above, to 85% in 2017.

1. Victory Primary School Annual Objective(s):

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga.

What evidence data shows

Baseline data: Analysis of school wide writing data in November identified 75/162 (46.3%) boys achieving below expectation. Of the total cohort of (2015) boys, 69/162 (42.6%) of boys reached expected achievement levels. 18/162 (11.1%) Māori ākonga were well below the National Standard for their year.
Analysis of school wide writing data in November identified 20/55 Māori ākonga (36.4%) boys achieving below expectation. Of the total cohort of (2015) boys, 31/55 (55.3%) of boys reached expected achievement levels. 4/55 (7.3%) Māori ākonga were well below the National Standard for their year.

Evaluation of evidence data identifying aspect to focus on
Teachers' reflection: Consistency of writing moderation across the syndicate needs development in 2015.

Writing Target:
All Boys 50/138 (36%) who were *below* the standard at the end of the year will make *more than* one year's progress in relation to the writing standard at the end of the next year.

Actions (what did we do?)	Why did it work? How do we know?	Why didn't it work? How do we know?	Evaluation (where to next?)	Action Points (planning for next year

1. Analyse and reflect on the year-end data to inform progress and planning for this year.	•Data analysed, targets developed with input from teams. •Shared with teams at the beginning of term 1 •Targets on display		•Implementation of specific teaching/learning strategies to support target students achievement-class teachers	•Curriculum/MIddle leaders to provide resources/reading to support teaching/learning/achievement of target group. •Leadership to regularly monitor target group progress-inquiry process
2. Monitoring meetings to discuss progress of target students.	60 % of whole school target group Progress tracked and reported on termly Targeted teaching is happening with a specific focus. Teachers are monitoring their student's' progress on tracking sheets. Syndicate Leaders are regularly reporting back to the Syndicate Leadership Team regarding the progress of the target students. Target students know their learning goal and next steps for learning. Therefore, they are more focused and motivated to write and progress. Teachers are providing students with the opportunity to share and celebrate their writing. For example, classroom blogs, school newsletter, syndicate assemblies. Teachers are explicit in their learning intentions and have co-constructed the success criteria with their students. Teachers are evaluating their own own teaching and making the necessary changes to ensure accelerated learning occurs.	•Achievement of 40 % students was not part of termly tracking •Specific PD not delivered to support teaching/learning of whole target group	• Leadership to provide PD, readings to support teaching/learning for target area	•Second language acquisition strategies Col PD •Progress of target students to be monitored by leadership

3. Inquiry into effective teaching of writing and ensure the development of pedagogy is consolidated into practice.	•Termly tracking meetings •Successful and unsuccessful strategies discussed within teams	•Sharing successful and unsuccessful strategies across teams	•Develop sharing system and opportunities for cross team conversations •Successful strategies captured and developed into VPS writing practice expectations • Ongoing collaborative evaluation of Classroom Programme Evaluations •Continue to consolidate formative assessment practices through teacher inquiry process. Teachers monitor their target student's' progress on tracking sheets. Syndicate Leaders report back to the Senior Leadership Team regarding the progress of the target students. Teachers are providing students with the opportunity to share and celebrate their writing. For example, classroom blogs, school newsletter, syndicate assemblies.
4. Collaborate with team/across team to inform inquiries		More time is required	•Inquiries shared at team meetings 2x per term. •Successful strategies shared across teams
			•Share inquiry framework W3 - T1 2017 •Teams develop timelines for sharing inquiries - 3 times per term •Develop school wide expectations for writing by evaluating Classroom writing programme templates annually Term 4
5. Portfolio of evidence to inform writing judgments developed	•Modelling books recorded observations and student thinking •Cross curriculum examples obtained		•Teachers using Aromatawai schedule •Writing modelling books to record observations and student thinking •Cross curriculum examples to be obtained •PaCT writing tool to used to inform OTJ's and teaching/learning programme

•PaCT tool introduced to staff
 - unpacked the curriculum content of
   writing
- Prompted teachers to notice how
students use reading and writing to
support learning across the curriculum;
- Illustrated the significant steps that
learners took as they progressed in
writing;
· Supported moderation;
· Informed teaching programmes;
· Supported consistent overall
judgments of student progress and
achievement;

Teachers have completed a survey
about PaCT.

Ingoa o te kura/School Name: Victory Primary School   **Te kura nama/School Number: 3231**

Whāinga Rautaki/Strategic Aim: Ako
 To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in
 relation to National Standards/Ngā Whanaketanga.

Nelson City Community of Learning (CoL) Achievement Challenges - Mathematics:

 4. Maths: At the end of 2014, 23.18% (249/1074) of girls achieved below and well below the National Standard. Our challenge is to raise girls'
 achievement from 76.82% achieving at/above, to 85.82% in 2017.

 5. Maths: At the end of 2014, 31% (41/133) Māori ākonga/students achieved below and well below the National Standard. Our challenge is to raise
 Māori ākonga/student achievement from 69% to 85% in 2017.

 Victory Primary School Annual Objective(s):

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga in maths

What evidence data shows

Baseline data: Analysis of school wide maths data in November identified 43/121 (35.5%) ELL ākonga achieving below expectation. Of the total cohort of ELL ākonga 2015, 72/121 (59.5%) of ELL ākonga reached expected achievement levels. 6/121 (5 %) were well below the National Standard for their year.

Baseline data: Analysis of school wide maths data in November identified 12/55 (22%) Māori ākonga achieving below expectation. Of the total cohort of Māori ākonga 2015, 38/55 (69%) of Māori ākonga reached expected achievement levels. 5/55 (9 %) were well below the National Standard for their year.

Evaluation of evidence data identifying aspect to focus on

Teachers' reflection: All teachers will teach reading comprehension strategies within maths contexts to support students understanding of maths problems. All teachers will specifically teach required maths vocab. Focus on conceptual language (prepositions, ordinal vocab, etc).

Mathematics Targets:

All Year 5 ELL girls 7/12 (58%) who were *below* the standard at the end of the year will make *more than* one year's progress in relation to the maths standard at the end of the next year.

All Māori ākonga 4/40 (10%) who were *below* the standard at the end of the year will make *more than* one year's progress in relation to the maths standard at the end of the next

   Year.

Actions (what did we do?)	Why did it work? How do we know?	Why didn't it work? How do we know?	Evaluation (where to next?)	Action Points (planning for next year
1. Maths Assessment schedule to be implemented with what/when we need it	•Kaiako used the aromatawai schedule. •Teachers trialling Basic Fact checker adapted by MST and PLG Leader - both these staff collecting at the end of each term to track strengths and Next Learning Steps		•Consistency in teachers knowing the maths stages for their students along with the knowledge and skills needed for the stage above and stage below.	•All Teachers using aromatawai schedule •Teachers using the basic facts checker •Teachers trial number tracking sheet
2. Ensure developing pedagogy is consolidated into practice.	•Teachers shared classroom maths programmes to collaborate and share professional knowledge and pedagogy Year 5 ELL girls - All but one student received MST instruction in 2016. Of the		•Teachers are confident in preparing and delivering an effective class maths programmes including displaying their rich tasks	•Teachers sharing classroom maths programme evaluation with team for collaboration, pedagogy development and sharing professional knowledge. Successful strategies to support students include:

MST students, 2 have made a years' progress, 2 have made two years progress and the final 2 students have made an amazing four years progress in one year. All but one of these students has a PATm difference score of 8.1 to 14.5. These scores are well over the 6-6.9 that is identified as a year's growth. The student who did not get MST has made two years progress through classroom targeted teaching.

Maori ākonga

All these students participated in the MST intervention in Term 3&4. The Year 3 student's OTJ was made before the MST intervention was finished and they are now working At the standard. 2 of the other students have made 2 years progress in one year and the remaining student has made little progress over the year and is now Well Below peers. Strategies used to support students included:

- Exploring mathematical language and making connections to first language.
- Launching problems effectively and allowing students to understand / act out / draw the problem before solving the maths
- Using 'open' tasks that cater for a range of starting points or strategies
- Tasks that interest students and connect to real life
- Having materials free to use
- Developing a 'growth mindset' with students so they are will to try

- Exploring mathematical language and making connections to first language.
- Launching problems effectively and allowing students to understand / act out / draw the problem before solving the maths
- Using 'open' tasks that cater for a range of starting points or strategies
- Tasks that interest students and connect to real life
- Having materials free to use
- Developing a 'growth mindset' with students so they are will to try and develop self belief
- Using materials to solve mathematical problems

- Develop language support dictionaries for easy use in the classroom

- Continue developing a bank of 'open' tasks that teacher can use in the classroom

- 2017 MST2 intervention as appropriate

3.Walkthroughs by MST & Lead Teacher. Peer observations across classes	MST teacher worked in rooms with high numbers of MST students. Working in the class, supported the students in connecting MST work with class work and	Lack of time for walkthroughs - to be rescheduled in 2017	Teachers to be motivated to share their practice and have professional conversations to support student achievement	•Maths walkthroughs timetabled 2017

gave them an opportunity to seek more support in classroom activities.

4. Work with whānau around ways to support students' learning especially target students.

•Maths whānau hui twice
•Maths pack to support learning at home
B•LSWs have been participating in the MST groups which has helped break down language barriers. ªBLSW who runs Saturday School has transferred knowledge learnt to her teaching here - hasn't been the need for visits to Saturday School.

•Classroom teachers adding links to Maths sites on class blogs, school reports for whānau to access

•School Newsletter Maths corner
- ● Maths challenges for whānau to comp
- ● Information for parents to help their child's mathematics

•Information booklet given to parents at Hui that details the stage strategies and other key knowledge students need in Mathematics at each year level as well as games and ways parents can help at home.

•BLW to support ELL target maths students with MST

• Maths sites on class blogs

School Newsletter Maths corner
- ● Maths challenges for whānau to comp
- ● Information for parents to help their child's mathematics

•Maths whānau hui to provide Information booklet that details the stage strategies and other key knowledge students need in Mathematics at each year level as well as games and ways parents can help at home.

Ingoa o te kura/School Name: Victory Primary School

Te kura nama/School Number: 3231

Whāinga rautaki/Strategic Aim: Ako

To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in relation to National Standards/Ngā Whanaketanga.

Nelson City Community of Learning (CoL) Achievement Challenges - Tuhituhi:

3. Tuhituhi: At the end of 2014, 51% (40/79) of ākonga/students achieved below and well below Ngā Whanaketanga. Our challenge is to raise ākonga/student achievement from 49% to 85% achieving at/above, to 85% in 2017.

Victory Primary School Annual Objective(s):

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga

What evidence data shows
Baseline data: Analysis of school wide tuhituhi data in November identified 29/69 (42%) Māori ākonga achieving below expectation. Of the total cohort (2015) Māori ākonga, 35/69 (51%) of Māori ākonga reached expected achievement levels. 5/69 (7%) were well below the National Standard for their year.
Evaluation of evidence data identifying aspect to focus on
Teachers' reflection: Writing samples showed students in the group often struggled to use language that is appropriate to the topic, audience and purpose. This indicates the need to inquire into to the effective teaching of expressive, academic and subject specific vocabulary.
Tuhituhi Targets:
All Māori ākonga 29/69 (42%) who were *below* the standard at the end of the year will make *more than* one year's progress in relation to the tuhituhi standard at the end of the next year.

Actions (what did we do?)	Why did it work? How do we know?	Why didn't it work? How do we know?	Evaluation (where to next?)	Action Points (planning for next year)
1. Analyse and reflect on the year-end data to inform progress and planning for this year.	Kaiako use the aromatawai schedule. The aromatawai that is to be assessed is discussed at syndicate hui. Term 4 the whānau syndicate using the maths checklist developed by Glenda. Miranda inputted the Māori aromatawai. Kaiako using taumata pāngarau		Assess to all whenu	Putting data into the Waharoa for all whenu

2. Monitoring/inquiry hui to discuss progress of target students.	We will develop this in 2017. Our focus was tuhituhi in 2016		To develop in 2017
3. Develop consistency of practice across the team in tuhituhi. Consolidate the links between kōrero and tuhituhi. Embed second language acquisition strategies		Develop kaiako use of resources at stage 4 to 5	Develop stage 4 to 5 teaching strategies & knowledge Use EM basic facts tracker Use pāngarau checklist - teaching & learning strategies Kaiako to track on the Aromatawai schedule

Ingoa o te kura/School Name: Victory Primary School　　　　　　　　　　**Te kura nama/School Number: 3231**

Whāinga rautaki/ Strategic Aim: Student Learning-Engagement, Progress and Achievement : Ako

Strategic Goal 1: To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in relation to National Standards/Ngā Whanaketanga.

Whāinga ā Tau/ Annual Objective:
Nelson City Community of Learning (CoL) Achievement Challenges - Pāngarau:

6. At the end of 2014, 35% (21/60) Māori ākonga/students achieved below and well below. Our challenge is to raise Māori ākonga/student achievement from 65% to 85% in 2017.

Victory Primary School Annual Objective(s):

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga

What evidence data shows

Baseline data: Analysis of school wide pāngarau data in November identified 16/69 (23%) Māori ākonga achieving below expectation. Of the total cohort of Māori ākonga, 51/69 (74%) of Māori ākonga reached expected achievement levels. 2/69 (3%) were well below the National Standard for their year.

Evaluation of evidence data identifying aspect to focus on

Pāngarau Target:

All Māori ākonga 16/69 (23%) who were *below* the standard at the end of the year will make *more than* one year's progress in relation to the pāngarau standard at the end of the next year.

Actions (what did we do?)	Evaluation Why did it work? How do we know?	Evaluation Why didn't it work? How do we know?	Evaluation (where to next?)	Action Points (planning for next year)
1. Analyse and reflect on the year-end data to inform progress and planning for this year.	Pāngarau - Target Rōpū 6 tamariki from the initial 14 target students working at manawa āki in term one now at manawa ora in pāngarau 50 - 78.2% of tamariki working at manawa toa or ora	Taumata 1e & 2e higher number of tamariki working at manawa āki	PLD for teachers working at stages 4-5 Support with resources	OTJs and input all whenu into waharoa for 2017 Use the basic facts tracker to info teaching
2. Monitoring meetings to discuss progress of target students.	Kaiako used the aromatawai pāngarau schedule Pāngarau checklist trailed W4 and discussed at syndicate hui		Follow up aromatawai pāngarau schedule at syndicate hui Develop pāngarau checklist further Trial basic facts tracker	Put Whenu into the waharoa Provide a time during weekly syndicate hui to ensure pāngarau aromatawai is up to date.
3. Use of materials	Raewyn PLD in 2015 focus on materials and provided with a variety of resources.		PLD for pāngarau Pāngarau lead teacher	Materials used at all levels
4. Inquiry into effective teaching of pāngarau and ensure the development of pedagogy is consolidated into practice.	Focus for 2017		Teacher use of resources and knowledge of these stages	Inquiry into effective teaching of pāngarau and ensure the development of pedagogy is consolidated into practice.

Ingoa o te kura/School Name: Victory Primary School   **Te kura nama/School Number: 3231**

Whāinga Rautaki/Strategic Aim: Ako

To develop adaptive, creative thinkers who apply their learning throughout their schooling and beyond, in order to achieve to their potential in relation to National Standards/Ngā Whanaketanga.

Annual Objectives:

1.1 Accelerate the progress and achievement of students below National Standards/ Ngā Whanaketanga

1.2 Ensure the progress and achievement of students who are achieving well below National Standards/ Ngā Whanaketanga

Whāinga ā tau/ Annual Objective:

Actions (what did we do?)	Evaluation **Why did it work?** **How do we know?**	Evaluation **Why didn't it work?** **How do we know?**	Evaluation (where to next?)	Action Points (planning for next year)
1. Teachers identify which students need priority support	ELL Student Support Register - 118 students entered, monitored and supports recorded. Target students tracked throughout the year at classroom & leadership level			Class descriptions/summaries will identify students and resources needed to support them at class level Our Student Support Register and ELL Student Support Register will continue
2. Termly progress tracking meetings to discuss progress of target students	Students identified for supports have been identified and discussed at team hui and a process for next steps has been created and shared		Continue this system at the team level.	Continue this system at the team level. This will be discussed and actioned at SLT termly
3. In-school inquiry into effective teaching writing across the curriculum			Regular updates regarding target students at team hui	Having more opportunities to share in-school inquiries across teams (3 times per term within teams)

Actions (what did we do?)	Evaluation — Why did it work? How do we know?	Evaluation — Why didn't it work? How do we know?	Evaluation (where to next?)	Action Points (planning for next year)
4. The further development of Te Reo Māori being spoken in school settings	Use of te reo Māori advisor and a team to support classroom teachers.		Continue to develop LTPs and unit planning to support staff.	Staff will continue to develop ½ hourly daily sessions in te reo Māori.
5. Student voice and in particular Māori student voice considered in writing topics. Student voice monitoring surveys term 1		This will be developed in 2017		High priority target ELL students to have student and whānau voice collected termly as part of their Individual learning goals
6. Teachers will collaborate with whānau in relation to successful teaching strategies for target students	Educationally powerful connections with parents, family and whānau PLG 2016 Staff deliberately meeting whānau of target student's regularly to update them on their child's progress		Educationally powerful connections with parents, family and whānau PLG 2017	Staff to continue to meet whānau of target students - BLW to support this process as necessary

Ingoa o te kura/School Name: Victory Primary School   **Te kura nama/School Number: 3231**

Whāinga rautaki/Strategic Aim: Rangatiratanga, Kaitiakitanga

Highly effective educational leadership is evident, providing the pedagogical, administrative and cultural conditions necessary for successful learning and teaching

Whāinga ā tau/ Annual Objective:

Actions (what did we do?)	Evaluation — Why did it work? How do we know?	Evaluation — Why didn't it work? How do we know?	Evaluation (where to next?)	Action Points (planning for next year)
1.Consolidate the VPS vision for the school's direction going forward	Working on developing this with the BoT Putting the vision in front of key documents and on the agendas	Vision is possibly still too long	The vision needs to be made more succinct.	Tweak the vision with the BoT
2. Use the vision to inform and	Graduate Profile (GP) PLG		Share GP with whānau, staff & students	GP to be used in unit planning for english

develop the graduate profile

2016
The ideas of whānau, staff and
students inputted into the GP

medium - coverage tracked

Ingoa o te kura/School Name: Victory Primary School   **Te kura nama/School Number: 3231**

Whāinga rautaki/Strategic Aim: Rangatiratanga, Kaitiakitanga

Highly effective educational leadership is evident, providing the pedagogical, administrative and cultural conditions necessary for successful learning and teaching

Whāinga ā tau/ Annual Objective:

Actions (what did we do?)	Evaluation **Why did it work?** **How do we know?**	Evaluation **Why didn't it work?** **How do we know?**	Evaluation (where to next?)	Action Points (planning for next year)
1. Gather evidence of current reality to focus inquiry	Team leaders building capability of teams to do this		SLT to build capability further formative assessment Possible SAF project on Instructional Capability	Strengthen culture of continuous improvement Formative assessment practices across the school are to be developed further.
2. Co-construct criteria for behaviour expectations	PB4L team developed planning for behaviour lessons		Lessons created by teams from the Expectations Matrix. This has evolved, the expectations and lessons are now planned during a staff meeting at the start of the term. This will continue in 2017	Expectations and lessons to be developed further at staff hui
3. Identify teaching strategies to reinforce tier 1 behaviours	Deliberate teaching of PB4L behaviours		The lessons produced were introduced at the Kia Toa Assembly, via the daily notices and then taught in the classroom. During Term 4 PB4L coach & leader observed Kia Toa lessons being delivered in the classrooms.	Kia Toa tickets to be developed in all settings to reinforce expected behaviours. Staff meetings to be focused around teaching strategies to reinforce tier 1 behaviours. Staff meetings - PB4L/KIA TOA - Check In Check Out, PB4L - minor/major flow chart/Data input, active Supervision, rewards, minor, major behaviours.