



# **VAUXHALL SCHOOL STRATEGIC PLAN 2024-2025**



## MISSION STATEMENT

'ONWARD - moving forward together' to provide a secure, caring environment where the unique potential of each student is fostered so that they develop into confident, open-minded thinkers with a positive attitude to lifelong learning.

## WE VALUE

Respect, Responsibility, Resilience, Whanaungatanga

## ERO REPORT

25 January 2019

### Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- highly effective, collaborative and courageous leadership
- school-wide commitment to a child-centred, strengths-based and value-focused curriculum, designed to provide equitable and excellent learning and wellbeing opportunities
- highly skilled and professional teaching team who create authentic learning connections with the community
- capable stewardship that is focused on improvement, and assured through robust internal evaluation processes that children and families are very well served by the school.

### Next steps

For sustained improvement and future learner success, priorities for further development are in:

- extending current good practices to enhance the play-based learning and bicultural aspects of the school's curriculum.

### ERO's next external evaluation process and timing

ERO is likely to carry out the next external evaluation in 2023-2024.

## BOT AIMS AND PURPOSE

Vauxhall School Board of Trustees undertakes to take all reasonable steps to achieve the goals, targets and actions in this Strategic Plan. This Strategic Plan has been developed in the context of community consultation and taking into account the National Education Guidelines and all statutory obligations.

## **STRATEGIC PLAN CONTENTS**

- School Profile
- 2024 Annual Plan

We acknowledge NZ's cultural diversity and the unique position of Māori culture and will provide enhanced levels of Tikanga and Te Reo Māori as appropriate and when requested. Vauxhall School will lodge a copy of the Strategic Plan with the MOE each year.

## DESCRIPTION OF VAUXHALL SCHOOL

Vauxhall School is situated in the historic Devonport area on the North Shore of Auckland. It is one of six primary schools on the Devonport peninsula and is located off Vauxhall Road between Narrow Neck and Cheltenham beaches. The school's seaside location creates a relaxed atmosphere. Many children walk or bike to school.



Vauxhall School is a U4 primary school, currently employing 13 FTTE teachers with a roll in the 200's. Students are drawn from a 10km radius and include a range of cultures. A number of children are from families originating from the United Kingdom; others have connections with European countries, the United States, South Africa and Asia. This cultural diversity is explored by the children in class and enriches their school life.

Vauxhall School has been a variable space school since the 1970s. Vauxhall's classes are grouped together to share teaching spaces, teachers and resources. Variable spaces are used to create the best possible learning situations, to cater for individual needs and to encourage children to develop independence, interpersonal skills and responsibility.

Vauxhall's buildings, grounds and surroundings are well maintained and attractive. Vauxhall School has been acknowledged in the Education Gazette for its modern learning environments and variable space philosophy. Vauxhall School is an 'Enviro School' and planted a native garden in 2020 comprising 300 native plants. As part of this commitment to sustainability 2014 saw the purchase of a 15KW solar array. At the time of installation this was the largest solar array of any school in the north island and provides significant learning opportunities for our children as well as power savings for our school. Astro turf outside the year 2 and 3 classrooms and new playground outside the hall was installed in 2022. The student toilets have recently been upgraded in 2021. A second all weather astro turf area was installed in 2020 to enable more outdoor learning and play. The grounds consist of an adventure playground, two ball court areas, two sandpits, a large grassed playing field and a swimming pool. The Board of Trustees works hard to maintain and enhance these valuable amenities. The school also utilises the nearby beaches and the open space of Fort Takapuna for school events.

Key to the philosophy of teaching at Vauxhall School is our Vauxhall Pathway. The Vauxhall Pathway shows that, as children move through their time at Vauxhall School from year 1 to year 6, the delivery of the curriculum shifts from an 'exploratory play' focus to the 'application of knowledge, understanding and skills to investigations'. This is at the heart of our age-appropriate education.

A strong community spirit exists within the area. Vauxhall parents and the wider Devonport community are keenly interested in school life, and enthusiastic supporters of working bees, sporting and cultural events, fundraisers and other occasions. The school maintains a [website https://www.vauxhall.school.nz/](https://www.vauxhall.school.nz/) as a means of keeping families informed and it also emails parents a fortnightly newsletter. Many parents assist in the classrooms, particularly in the junior syndicates. The fundraising committee are an enterprising and well-organised group who raise impressive sums to support the school.

Vauxhall School values the Arts as a means of supporting students in their learning, and creating a vibrant and stimulating school culture. The school is fortunate to have a number of artistic teachers and parents in the school community. They come up with original ideas to inspire and encourage the children in their creative efforts. Projects and events that celebrate creativity are a feature of the school – Sculpture on the Shore, the Fine Arts Festival (involving installations made by the children and art workshops), drama performances and ongoing creations in the classrooms throughout the year. Parents enjoy these events too, and they contribute to the community spirit.

2020 was Vauxhall School's centenary. In a challenging year due to Covid-19 school closures, the year was packed with learning opportunities for the students that connect the centenary with the 2020 schoolwide learning theme of 'changes'. As part of the centenary past pupils, teachers and principals connected with the school, time capsules were opened and new ones laid for future years, centenary merchandise was created, a native bush planted and schoolwide art created. The centenary culminated with a celebratory weekend in November.

In 2021 the school commissioned a significant brick sculpture by renowned New Zealand artist Peter Lange. The sculpture is made of bricks, including locally sourced Duder bricks' and tiles. It is a place for children to sit and eat, talk, play and watch basketball at the front of the school. All the children in the school designed and created a ceramic tile that sits around the base of the sculpture.



In 2021 the school was also the successful recipient of a 'creatives in schools' grant. We were able to commission local parent and artist to complete a large mural that works its way around three outside walls of our school. The striking colours, images of nature and geometric shapes are viewable from the road and front of the school. The artwork represents the different syndicates children move through in our school. A group of senior children also contributed to part of the mural.

The school acknowledges the unique position of the Maori culture in New Zealand and aims to develop school policies, procedures and practices to reflect this. Our aim is to ensure all reasonable steps are taken to include Tikanga Maori and Te Reo Maori as evident through our 2024 annual target 1b.



**Vauxhall School  
Strategic Plan 2024-2025**

**Strategic Goal 1**  
Grow curious and engaged children who reach their learning potential.

Children will be enthusiastic about coming to school. They will have a sound foundation in numeracy and literacy (achievement aligned with progress outcomes for the end of year 6) and be able to use this foundation as a springboard for whichever direction they wish to take their future education.

Continue to implement our school wide structured literacy programme. As our 2023 year 1 children progress through the school we will begin to see the impacts of the structured Literacy programme with a cohort that has had this delivery since they started school.

Children will have confidence in themselves and resilience when they face challenges at school.

Responding to Ministry of Education direction following the government of the day whilst maintaining the core pedagogy and belief set that is unique to Vauxhall School: Age appropriate curriculum design and implementation based upon stages of cognitive development.

Various assessment techniques that align with Ministry of education and community expectations e.g. Teacher OTJ's Running records, Gloss tests, J.A.M. tes, P.A.T tests, structured literacy assessments, e-asTTle.

Play areas throughout the school that engage children in age appropriate ways.

Develop the empty play area left following the removal of the old senior playground.

**Strategic Goal 2**  
Drive our innovative learning environment.

Teachers sharing best practice with each other:  
-Teachers holding formal and informal professional conversations.  
-External professional development.

Through the Vauxhall School Teachers Professional Growth Cycle teachers will utilise: professional learning groups, learning from each other practices, school systems and support networks, external professional development and student voice (culture) to develop and improve their practice in areas that are specific to their individual needs or schoolwide professional development initiatives.

Engage in professional learning and development that supports our behaviour plan and accommodates neurodiversity.

A decrease in reported challenging behaviours identified through the hero behaviour portal.

'Refreshed Curriculum' implementation that meets the varied needs of the children in the classroom and incorporates the interests and cultural perspectives of the children in the class.

Create multicultural artwork and displays through the school.

A decrease in the level of stress teachers experience when managing challenging behaviours.

Incorporate mindfulness into everyday programmes.

**Strategic Goal 3**  
Whakawhanaungatanga: We strive to connect our children within our school and with our local and wider community

Parents will understand how their child's learning is progressing in reading, writing and mathematics and have insights into the learning experiences and achievements in the wider curriculum.

Up to date online real time reporting to parents in plain language.

Children will apply their learning, individual skills, talents and passions to serve and support the community through a range of environmental and social avenues.

'Beyond the Gate' initiatives in every classroom.

Engaging with Kahui Ako initiatives and achievement challenges.

Connect with the Kahui ako through:  
WSL  
ASL  
Conference  
Hui  
Tuaka Teina



# Vauxhall School (1541) Strategic Plan

**Vision Statement:**

'ONWARD - moving forward together' to provide a secure, caring environment where the unique potential of each student is fostered so that they develop into confident, open-minded thinkers with a positive attitude to lifelong learning

Refer Regulation 7 (a)

**Summary of the information used to develop this plan/How did you create this plan**



When creating this plan we included feedback from the following:

- Staff professional learning group discussions
- Staff 'Teaching and School Practices Survey' results
- Staff meeting reflection and planning sessions
- Board of Trustees reflection and planning sessions
- Parent biennial community Survey
- Parent feedback at parent information evenings (reflective boards placed at the meeting for parents to leave ideas and reflections as well as feedback from one on one parent interview meetings with teachers)
- Student voice - reflections form children in class.
- NZCER 'Student Wellbeing at School' survey

Goals were priorities by determining which areas had the greatest scope and need for improvement or development.

Refer Regulation 7 (c)

<p><b>Strategic Goals</b> <i>These are your priorities for improvement which have been identified through your community</i></p>	<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b> <i>These are set out</i></p>	<p><b>Links to Education requirements</b> <i>This includes National Education Learning</i></p>		<p><b>What do you expect to see?</b> <i>What is the anticipated result of successful completion of your Objectives -</i></p>		<p><b>How will we achieve or make progress towards our strategic goals?</b> <i>What high-level tangible steps will</i></p>		<p><b>How will you measure success?</b> <i>You might want to consider: How will you know how well you have achieved your</i></p>
--	---	--	--	--	--	--	--	--

<p>consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need. Refer Regulations 7(1)(b)</p>	<p>in <a href="#">Section 127 of the Education and Training Act 2020</a>. Refer Regulations 7(1)(b)</p>	<p>Priorities, education strategies or plans and curriculum statements. Refer Regulations 7(d)</p>		<p>at the end of 3 years.</p> <p>What evidence will you see of this?</p> <p>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take? Refer Regulations 7(g)</p>		<p>you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</p> <p>These must be based on the identities, needs and aspirations or your school community.</p> <p>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.  Refer Regulations 7(e), 7(f)</p>		<p>goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence? Refer Regulations 7(g)</p>
<p>Grow curious and engaged children who reach their</p>	<p>Every student at the school is able to attain their highest possible standard in</p>	<p>Identify and respond to learner/ ākonga strengths, progress and</p>		<p>Children will be enthusiastic about coming to school. They will have a sound</p>		<p>Responding to Ministry of Education direction following the</p>		<p>Various assessment techniques that align with Ministry of</p>



<p>learning potential.</p>	<p>educational achievement</p> <p>Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</p> <p>The school gives effect to <a href="#">Te Tiriti o Waitangi</a>, including by achieving equitable outcomes for Māori students</p>	<p>needs, and learner/ākonga and whānau aspirations</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and</p>		<p>foundation in numeracy and literacy (achievement aligned with progress outcomes for the end of year 6) and be able to use this foundation as a springboard for whichever direction they wish to take their future education.</p> <p>Children will have confidence in themselves and resilience when they face challenges at school.</p> <p>Play areas throughout the school that engage children in age appropriate ways.</p>		<p>government of the day whilst maintaining the core pedagogy and belief set that is unique to Vauxhall School: Age appropriate curriculum design and implementation based upon stages of cognitive development.</p> <p>Continue to implement our school wide structured literacy programme. As our 2023 year 1 children progress through the school we will begin to see the impacts of the structured Literacy programme with a cohort that has had this delivery since they started school.</p> <p>Develop the</p>		<p>education and community expectations e.g. Teacher OTJ's Running records, Gloss tests, J.A.M. tes, P.A.T tests, structured literacy assessments, e-asTTle.</p>
----------------------------	--	---	--	--	--	---	--	--



		supports, including seeking additional support from specialists				empty play area left following the removal of the old senior playground.		
Drive our innovative learning environment.	<p>Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</p>	<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>		<p>Teachers sharing best practice with each other:</p> <ul style="list-style-type: none"> <li>Teachers holding formal and informal professional conversations.</li> <li>External professional development.</li> </ul> <p>'Refreshed Curriculum' implementation that meets the varied needs of the children in the classroom and incorporates the interests and cultural perspectives of</p>		<p>Through the Vauxhall School Teachers Professional Growth Cycle teachers will utilise: professional learning groups, learning from each other practices, school systems and support networks, external professional development and student voice (culture) to develop and improve their practice in areas that are specific to their individual needs or schoolwide professional development initiatives.</p>		<p>Wellbeing at School surveys.</p> <p>Teaching and School Practices Survey.</p> <p>Community Survey and feedback sessions.</p> <p>Feedback from sharing Vauxhall's curriculum with our Kahui Ako and the wider Auckland and New Zealand community.</p> <p>A decrease in reported challenging behaviours identified through the hero behaviour portal.</p>

				<p>the children in the class.</p> <p>A decrease in the level of stress teachers experience when managing challenging behaviours.</p>		<p>Engage in professional learning and development that supports our behaviour plan and accommodates neurodiversity.</p> <p>Incorporate mindfulness into everyday programmes.</p> <p>Create multicultural artwork and displays through the school.</p>		
<p>Whakawhanaungatanga: We strive to connect our children within our school and with our local and wider community.</p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>The school is inclusive of, and caters for, students with differing needs</p>	<p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Identify gaps in teaching</p>		<p>Parents will understand how their child's learning is progressing in reading, writing and mathematics and have insights into the learning experiences and achievements in the wider curriculum.</p>		<p>Up to date online real time reporting to parents in plain language.</p> <p><u>'Beyond the Gate'</u> initiatives in every classroom.</p> <p>Connect with the Kahui ako through:</p> <ul style="list-style-type: none"> <li>• WSL</li> </ul>		<p>Community Survey and feedback sessions.</p> <p>Reporting examples of Beyond the Gate on our website.</p>

		<p>capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Support learners/ākonga to see the connection between what they're learning and the world of work</p>		<p>Children will apply their learning, individual skills, talents and passions to serve and support the community through a range of environmental and social avenues.</p> <p>Engaging with Kahui Ako initiatives and achievement challenges.</p>		<ul style="list-style-type: none"> <li>● ASL</li> <li>● Conference</li> <li>● Hui</li> <li>● Tuaka Teina</li> </ul>		
--	--	---	--	---	--	---	--	--



# Annual Implementation Plan

## Summary of the plan

(This is optional but would be useful for communicating to your community a brief summary of what you are working on this year)

## Where we are currently at:

(This is a high-level overview of where your starting place is. Include what has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year. This could also be a link to your statement of variance or videos/comms on progress)

Regulation 9(1)(e)

## How will our targets and actions give effect to Te Tiriti o Waitangi:

Regulation 9(1)(g)

Your plan needs to include how the teaching and learning strategies and programmes of your school support students to progress and achieve with a particular emphasis on literacy and mathematics, and [SAC1] [KR2] te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.

You may like to include this in one or more of your Annual Targets/Goals or your Actions or you could write a summary to sit on this page.

Regulation 9(1)(f)



## Vauxhall School Annual Plan 2024

Strategic Goal 1  
Grow curious and engaged children who reach their learning potential.

Create a sensory room

Engage with the curriculum refresh and common practice model (or any new government mandates), particularly English, Mathematics and Social Sciences.

Teach 'zones of regulation' in class

Strategic Goal 2  
Drive our innovative learning environment.

Engage in PLD opportunities that present themselves that meet the current needs of our students.

Topics may include: neurodiversity, IYT, play, structured lit, mathematics.

Review the Vauxhall School Behaviour Plan to ensure we are all following the same procedures.

Engage 'Child Behaviour Service' in staff professional development with a focus on the 'function of behaviour'.

Senior students create a multicultural welcome display in the office.

Strategic Goal 3  
Whakawhanaungatanga: We strive to connect our children within our school and with our local and wider community

Develop 'beyond the gate' and tuakana teina connections between year groups and the community.

Through the ANZC children will learn about our local history and engage with our community through local trips.

Engage with our Kahui ako through the annual conference, focused hui, and wider shared achievement goals.

<b>Strategic Goal 1</b> Grow curious and engaged children who reach their learning potential. Regulation 9(1)(a)				
<b>Annual Target</b>	<b>Who is Responsible</b> Regulation 9(1)(c)	<b>Resources Required</b> Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template</i> Regulation 9(1)(d)
Create a sensory room	Leadership	Various sensory activities- games, puzzles etc, calm music playing, furniture to relax on, weighted blankets etc.	Term 1	Attendance in the room. Observe changes in behaviour patterns. Reports of changes in the main classroom as a result of the withdrawal space.
Teach 'zones of regulation' in class	Teachers	Wall displays. Lesson activities.	Each term	Evidence in the classroom displays. Use of zones of regulation in the classroom. Planning documents. Curriculum integration - e.g. through Art, writing and drama.
Engage with the curriculum refresh and common practice model (or any new government mandates),	Leadership team and teachers	CRT - planning and observations PLG time	Ongoing	Reflections on how our curriculum delivery has changed and stayed the same in relation to the refreshed curriculum and common



particularly English, Mathematics and Social Sciences.				practice model.

<b>Strategic Goal 2</b> Drive our innovative learning environment. Regulation 9(1)(a)				
<b>Annual Target</b>	<b>Who is Responsible</b> Regulation 9(1)(c)	<b>Resources Required</b> Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template</i> Regulation 9(1)(d)
Engage in PLD opportunities that present themselves that meet the current needs of our students. Topics may include: neurodiversity, IYT, play, structured lit.	Leadership team and teachers	Both external PLD (courses, online workshops etc.) and internal PLD (PLG's, observations)		Report all PLD term by term to the BoT and highlight impacts of this PLD
Review the Vauxhall School Behaviour Plan to ensure we are all following the same procedures.	Leadership team and teachers		Term 1 prior to 'Child Behaviour Service' PLD.	Use of the resources in the behaviour plan such as the 'restorative conversations' and the 'children of concern' document.
Engage 'Child Behaviour Service' in staff professional development with a focus on the 'function of behaviour'.	Leadership team and teachers		Term 1	A decrease in the level of stress teachers experience when managing challenging behaviours.  A decrease in reported challenging behaviours in 2024 compared to 2023, identified through the hero behaviour portal for individually





				identified children. Sharing of learning experiences between syndicates.
Senior students create a multicultural welcome display in the office.	Senior school	Art supplies	2023	Our school reflects it's awareness of the different cultures present in the school through a welcoming message in the office.

**Strategic Goal 3**

Whakawhanaungatanga: We strive to connect our children within our school and with our local and wider community

Regulation 9(1)(a)

<p><b>Annual Target</b></p>	<p><b>Who is Responsible</b> Regulation 9(1)(c)</p>	<p><b>Resources Required</b> Regulation 9(1)(c)</p>	<p><b>Timeframe</b> <i>This is optional however is useful to help with your planning</i></p>	<p><b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template</i> Regulation 9(1)(d)</p>
<p>Develop 'beyond the gate' and tuakana teina connections between year groups and the community.</p>	<p>Leadership team and teachers for driving the beyond the gate programme. Children for taking action.</p>	<p>None</p>	<p>Review initiatives from each syndicate term by term to ensure discussions are occurring with children and actions are being taken.</p>	<p>We will actively seek new 'beyond the gate' initiatives in our local community, drawing on the connections we have with parents, local businesses and local council and environmental organisations.</p> <p>Each syndicate to develop a reflection process before and after initiatives for children to reflect on the personal reasons they have taken action.</p> <p>Record kept of activities - Develop an overview of activities by year group for teachers to reference over time.</p> <p>Create a BTG planning template.</p>



				Create a BTG picture board to showcase the ways children are supporting our community.
Through the ANZC children will learn about our local history and engage with our community through local trips.	<p>Leadership: Oversee and promote engagement with the Kahui Ako learning pathway</p> <p>Teachers: Identify and include unique, age appropriate and motivating ANZC units that align to the Kahui Ako learning pathway into their programmes</p>	Varied depending on planned units. Local trips, reading books, wall displays etc.	Syndicates will include ANZC into a yearly overview. Some terms will have greater ANZC content than others.	<p>Share our ANZC planning through a newly established Kahui Ako ANZC document that provides an ANZC learning pathway for the children in our Kahui ako. As participants of this group we will also apply new learning opportunities from the pathway to include on our teaching programme.</p> <p>Use ANZC to provide authentic contexts to apply and develop reading, writing and mathematics knowledge and skills.</p>
Engage with our Kahui ako through the annual conference, focused hui, and wider shared achievement goals.	<p>Leadership team to promote, including Vauxhall Across School Leaders</p> <p>Teachers to engage, participate and share learning.</p>	<p>Minimal - depending on activity. If we host hui there are catering expenses.</p> <p>May be some travel or presentation expenses depending on the conference content from Vauxhall School.</p>	ongoing	<p>Kahui ako achievement challenge progress data.</p> <p>Engage with the Kahui Ako ANZC Learning Pathway (above).</p> <p>Present at the Kahui Ako annual conference.</p> <p>Promote and engage in focused hui like the literacy Hui Vauxhall hosted in 2023.</p>