



# **VAUXHALL SCHOOL STRATEGIC PLAN 2021-2023**

## MISSION STATEMENT

'ONWARD - moving forward together'

To provide a secure, caring environment where the unique potential of each student is fostered so that they will 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 four-to-five years.

## 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 regular community consultation and taking into account the National Education Guidelines and all statutory obligations.

## **STRATEGIC PLAN CONTENTS**

- School Profile
- 2020 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 four 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 17 teachers with a roll in the 280'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 1970's. 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 natives 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. The student toilets have recently been upgraded. 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, a sandpit, 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 (appendix 1). 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.

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 2021 annual target.

## Draft Vauxhall School Annual Plan 2020

### **Strategic aim:**

Grow curious and engaged children who reach their learning potential.

### **Annual Target 1a:**

To improve engagement in learning through curiosity, play and inquiry learning.

### **Annual Target 1b:**

To create an environment where children are motivated to learn and engage in Te reo and Tikanga Maori.

### **Annual Target 1c:**

To improve student well-being via our Positive Behaviour for Learning (PB4L) behaviour plan.

### **Strategic aim:**

Drive our innovative learning environment.

### **Annual Target 2a:**

To develop school wide teacher understanding of how the Vauxhall Pathway (Appendix 1) represents curriculum delivery at each year level.

### **Annual Target 2b:**

To ensure meaningful progress reporting to parents across the curriculum through the 'Hero' portal.

### **Strategic aim:**

Our school and children strive to support our local and wider community.

### **Annual Target 3a:**

To improve tuakana teina practices throughout the school

### **Annual Target 3b:**

To engage children in meaningful 'Beyond the Gate' initiatives in the wider community.

### **Annual Target 3c:**

To develop connections between the school, children and parents

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**Baseline data:**

<b>When:</b>	<b>Actions</b>	<b>Who:</b>	<b>Outcomes</b>
1a All year	<p>Teachers will promote learning opportunities (through curiosity, play and inquiry) that include all curriculum learning areas.</p> <p>Teachers will explicitly identify these learning areas and teach the knowledge, skills and key competencies that sit behind the achievement intentions of these learning areas.</p> <p>Particular attention will be paid to the development of numeracy and literacy abilities.</p>	All teachers and leaders	<p>Achievement in mathematics will improve and align more closely with literacy achievement levels: A lower proportion of students below expected achievement levels and a higher proportion of children above expected levels in 2021 achievement data when compared to 2020.</p> <p>By the end of 2021 all year 4, 5 and 6 students will have made progress in reading, writing and mathematics that either matches or exceeds their previous academic growth rate.</p>
1b All year	<p>We will engage with professional learning and development with 'Future Learning Solutions' at The University of Auckland.</p> <p>A facilitator will work alongside teachers within classrooms. The focus would be: developing a trust relationship with the facilitator, having activities modeled, guidance when delivering Tikanga and Te reo lessons, support with incorporating Tikanga and Te reo into planning.</p> <p>In term 2 the facilitator will work with the staff and board to set goals for the remainder of the year to embed Tikanga into Vauxhall School way of life.</p>	All teachers, leaders and BoT	<p>By the end of 2021 teachers will have embedded Tikanga and Te reo Maori into their planning. This will be evident in the classroom through integrated language and ways of being in daily life.</p> <p>By the end of 2021 the frequency and use of Te reo Maori will be increasingly normalised in all areas of the Curriculum.</p>

	<p>We will also embark on the following initiatives:</p> <ul style="list-style-type: none"> <li>• Invite Maori whanau at Vauxhall together</li> <li>• Seek advice, from a Maori perspective on development of the new playground</li> <li>• Contact the local marae to further develop and strengthen relationships</li> <li>• Use the TKI link <a href="https://hereoora.tki.org.nz/Teachers-notes/Useful-language-for-the-classroom">https://hereoora.tki.org.nz/Teachers-notes/Useful-language-for-the-classroom</a> that has useful words and phrases in te reo</li> <li>• Increase Maori stories/non-fiction books and puzzles within the school</li> <li>• Relook at the shared folder in Admin Shared Drive, Curriculum, Te Reo</li> <li>• Staff to know some Devonport Maori history so this can be referred to at 'teaching moments'</li> <li>• <a href="http://www.visitdevonport.co.nz/maori-history-trail">http://www.visitdevonport.co.nz/maori-history-trail</a></li> </ul>		
<p>1c All year</p>	<p>Support student wellbeing through identification of areas of stress or disengagement through class discussions and anonymous surveys.</p> <p>In term 1 implement a small group boys programme led by an external facilitator to support boys to manage their own wellbeing.</p> <p>Using the NZCER Me and My School survey, identify areas of stress or disengagement.</p> <p>Incorporate mindfulness techniques into daily patterns.</p>	<p>All teachers and leaders</p>	<p>Fewer behaviour instances in 2021 than 2020, particularly hitting/pushing and defiance/disrespect.</p> <p>An improvement in engagement levels as compared to previous NZCER Me and My School survey data.</p> <p>A noticeable improvement in respectful play and interactions between children in the playground.</p>

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Drive our innovative learning environment.

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**Annual Target 2b:**

To ensure meaningful progress reporting to parents across the curriculum through the 'Hero' portal.

**Baseline data:**

<b>When:</b>	<b>Actions</b>	<b>Who:</b>	<b>Outcomes</b>
2a All year	<p>Teachers will engage in internal school, school, age appropriate, play-based and inquiry learning, professional development. This will be through staff professional discussions and observations.</p> <p>Improvements will be made to the implementation and delivery of the Vauxhall Pathway throughout the school.</p> <p>Staff will attend the Nathan Wallis community presentation in March to address that we have a play and inquiry focus to meet the age appropriate developmental stage of our children's learning.</p>	All teachers and leaders	<p>The Vauxhall Pathway model will be updated to better visually reflect our practice.</p> <p>Teachers will be able to articulate the different approaches to play and inquiry as the children move from year 1 to 6.</p> <p>All teachers will be able to explain how the wider curriculum is addressed through play and inquiry.</p>
2b Term 1 and 2	<p>Set minimum standards regarding goal updates and learning stories for parents.</p> <p>Utilise Hero's learning goals as a formative assessment tool.</p> <p>Teachers and leaders to register for termly webinars that we have subscribed to in 2022 to gain first hand knowledge of how to best utilise HERO and to share learning stories and achievement data.</p> <p>Provide informal Hero drop-in information sessions for parents to come in and ask questions about using Hero and interpreting the information.</p>	All teachers and leaders	<p>Accurate numeracy and literacy goal information reported to parents at any time of the year.</p> <p>Parents are connected to the wider curriculum and their child's strengths through learning stories.</p> <p>Parents are familiar with the Hero portal, how to interpret the data and learning goals and how their child is progressing.</p>

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**Baseline data:**

<b>When:</b>	<b>What: (examples)</b>	<b>Who:</b>	<b>Outcomes:</b>
3a  All year	Engage with Kahui Ako tuakana teina initiatives  Tuakana Teina activities every third Friday last block throughout the school - Years 4 and 1, 5 and 2, 6 and 3 groups or as numbers permit  Buddy reading: older students reading with younger students.	All teachers and leaders	Vauxhall children are engaging with children throughout the Kahui Ako. Learning is being shared and a sense of community established.  Younger students will be engaged in reading and more motivated by the buddy reading process.  Younger and older children will know each other throughout the school
3b  All year	Through 'beyond the gate' our children will be learning some of the most important lessons in life: to be a good citizen, to contribute to our society, to think about other people and issues that are beyond our immediate lives.  Help children to be aware of ways to engage in sustainability focused 'beyond the gate' initiatives that enable children to contribute to the wider community.  Where possible Integrate 'beyond the gate' into numeracy, literacy and general curriculum planning to enable children to connect their learning with meaningful experiences.	All teachers and leaders	Children will be taking action either within our community or to address a national or global issue that they have identified.  Because our children are thinking like this and taking action, they will hopefully start to think this is normal and the way to live life.  The outcomes of 'beyond the gate' will be displayed through the ways children interact with their initiatives. This relates directly to the vision of the New Zealand Curriculum which is to foster confident, connected, actively involved, life long learners.  Examples of past initiatives can be found <a href="#">here</a> .
3c	To develop a schoolwide distance learning plan and platform to enable a	All staff and	A distance learning procedure with associated folders and resources will be in place. The procedure will set expectations around distance learning purpose, content

Term 1	smooth transition to distance learning during school closures	board members	and communication expectations from teachers with parents and students.  Procedures for the sharing of school owned computers and resources will also be included.
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## Appendix 1

The Vauxhall Pathway provides a visual representation for parents and staff of how we deliver the curriculum at Vauxhall School.

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.

The layered rectangles explain the support and learning contexts : Group and individual instruction - Curriculum learning areas (eg English, Science, etc) - Key competencies (Managing self, etc) - School values.

