



VAUXHALL SCHOOL STRATEGIC PLAN 2022-2024

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

STRATEGIC PLAN CONTENTS

- School Profile
- 2022 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 13 teachers with a roll in the 250'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 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 (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.

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 Sparrow Phillips (Component) 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 2022 annual target 1b.

Vauxhall School Annual Plan 2022

Strategic aim:

Grow curious and engaged children who reach their learning potential.

Annual Target 1a:

To review and refresh the way we teach mathematics in order to improve student outcomes in mathematics.

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 maintain high aspirations for every learner by responding to the changing learning needs of individuals and groups of children as they present themselves throughout the year.

Baseline data:

| When: | Actions | Who: | Outcomes |
|----------------|--|--------------------------|--|
| 1a All year | <p>The whole staff will read, reflect and discuss the NZPF presentation by Dr Audrey Tan: Restoring confidence in mathematics education in New Zealand.</p> <p>Reduce the emphasis on mental strategies- reduce cognitive overload.</p> <p>Increase focus on:</p> <ul style="list-style-type: none"> ● students recall of basic facts ● refer year 1-4 and year 5-8 foci in the Audrey Tan report Pg 16. ● more (not all) whole class teaching to increase teacher feedback ● explicit teaching ● regular review of past learning <p>Reduce and where possible remove ability grouping in mathematics.</p> <p>Updates on our approach to teaching mathematics will be shared with our community to enable them to be connected to their child's learning.</p> | All teachers and leaders | <p>Achievement in mathematics will improve.</p> <p>Student confidence in mathematics will improve.</p> <p>Student engagement in mathematics will improve.</p> <p>Student enjoyment of mathematics will improve.</p> <p>Baseline data will be established to enable us to track improvements in the above outcomes and note trends over time.</p> |

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| <p>1b All year</p> | <p>We will engage with professional learning and development with 'Future Learning Solutions' at The University of Auckland.</p> <p>The facilitator will work alongside teachers within classrooms. The focus would be the implementation of our Maori Learning Progressions.</p> | <p>All teachers, leaders</p> | <p>By the end of 2022 teachers will have embedded our Maori Learning Progressions. This will be evident in the classroom through integrated language and ways of being in daily life.</p> <p>By the end of 2022 the frequency and use of Te reo Maori will be increasingly normalised in all areas of the Curriculum. This will be measured through self, peer and teacher rubrics based on our Maori learning progressions.</p> |
| <p>1c All year</p> | <p>Support student learning and wellbeing through identification of areas of stress or disengagement through age appropriate class discussions and anonymous surveys in Term 1/2 and Term 3/4.</p> <p>The surveys may focus on:</p> <ul style="list-style-type: none"> ● Attitudes towards school in general ● Attitudes towards individual subjects ● Learning styles ● Feelings around health and safety ● Perceptions about learning <p>We will incorporate mindfulness techniques into daily patterns.</p> | <p>All teachers and leaders</p> | <p>Targeted teaching and lessons to address learning needs and perceptions.</p> <p>Modifications to routines, expectations, behaviours and communication to improve student wellbeing.</p> |

Strategic aim:

Drive our innovative learning environment.

Annual Target 2a:

To review our local curriculum document 'The Vauxhall Curriculum' and ensure it reflects our teaching philosophy and practice, particularly in numeracy and literacy.

Annual Target 2b:

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

Baseline data:

| When: | Actions | Who: | Outcomes |
|----------------|---|--------------------------|---|
| 2a All year | <p>Review and update the Vauxhall Curriculum</p> <p>Proactively respond to national curriculum initiatives such as the revised NZC. As the draft revised NZC becomes available, incorporate the framework and specific learning content into the Vauxhall Curriculum. This will require careful consideration of what we do now and what is expected under the revised NZC.</p> | All teachers and leaders | <p>Teachers will be able to refer to the Vauxhall Curriculum for up to date guidance on why, how and when we deliver the curriculum the way we do to meet the needs of our students.</p> <p>As a result of incorporating the revised NZC into the Vauxhall Curriculum, children will receive an engaging, age appropriate curriculum delivery that meets their individual and community needs, as well as fits the revised national guidelines of learning content and achievement.</p> |
| 2b All year | <p>Teachers will promote learning opportunities (through curiosity, play and inquiry) that include all curriculum learning areas.</p> <p>Particular attention will be paid to the development of numeracy and literacy abilities.</p> <p>Through a 'Universal Design for Learning' UDL approach, all children will be provided equal opportunities to learn and barriers to learning will be reduced.</p> | All teachers and leaders | <p>Teachers will engage in age appropriate, play-based and inquiry learning, professional development. This will be through staff professional discussions and observations.</p> <p>Children will have obstacles (such as writing, mental calculation, time constraints...) removed (e.g. through the use of technology or materials) to make learning progress in a variety of areas, but particularly numeracy and literacy.</p> |

Strategic aim:

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

Annual Target 3a:

To engage in Tuakana Teina activities within our Kahui Ako

Annual Target 3b:

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

Annual Target 3c:

To gather and respond to student and community voice regarding student learning and engagement

Baseline data:

| When: | What: (examples) | Who: | Outcomes: |
|--------------------|---|--------------------------|--|
| 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 supporting our school value 'whanaungatanga'. |
| 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 here . |

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| <p>3c Term 1</p> | <p>Survey parents regarding their child's needs, particular attention will be paid to the impact of lockdown and student's cultural needs and parents views on their children's learning needs.</p> <p>Ask parents to share expectations and requests at events such as parent interviews and meet the teacher evening - consistent questions for parents from teachers e.g.:</p> <p>What do you see are the priorities for your children in 2022?</p> <p>Is there something you would like from us that would help you connect more with your child's learning?</p> | <p>All teachers and leaders</p> | <p>Adjustments will be made to how and when we communicate with parents.</p> <p>We will also adjust our approach for individual children based on their wellbeing and cultural needs.</p> <p>We will reflect on similarities and differences between parents' perceptions and our perceptions of children's learning needs. As a result we may change how we communicate with parents or some of our learning focuses.</p> |
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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.

