

Vauxhall School
Our Vision



*Building on
the strengths
of every child.*



Our Values

*Whanaungatanga,
Responsibility,
Resilience & Respect*



Vauxhall School Strategic Plan 2025-2027 Strategic Plan
Vision: Building On The Strengths Of Every Child

Roadmap

Strategic Goal	Initiative	2025				2026				2027			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Increase the success of children facing barriers to learning.	Create and implement learning intervention plans	Identify the target group of students with barriers to learning. Identified as tier 2 or tier 3.	Review current 'child support plan' and 'Behaviour Plan' procedures with all staff. Include tier 1 and 2 support in intervention plans. Review of external and internal support.	Clarify our process for identifying and classifying tier 1 and 2 students a process to identify Collaborate with external agencies and experts.	Confirm which behaviour incidents are recorded and how these are recorded for consistency throughout the school	Make necessary adjustments and begin training staff on the improved procedures	Identify the target group of students with barriers to learning. Identified as tier 2 or tier 3.	Continue to implement tier two and tier three interventions , monitoring progress closely.	Make adjustments to intervention plans as needed, based on student performance and feedback	Monitor and Additional professional development as needed			
Children cultivate respect for themselves, each other, their community and property.	Create and implement a comprehensive schoolwide plan for teaching and developing respect	Decide on the structure of a comprehensive schoolwide plan for teaching and developing respect.				Write a comprehensive schoolwide plan for teaching and developing respect. Introduce 'circle time' to all staff	Share draft plan with stakeholders for feedback. Pilot 'circle time' and review it's	Implement 'respect' teaching plan. Whole school to implement 'circle time' if the pilot was successful.	Continue to implement 'respect' teaching plan and circle time monitoring progress closely. Make adjustments, based on student	Involve students in leadership roles to promote respect among peers	Monitor and Additional professional development as needed		
				Agree on how we measure Respect via Hero									

							success		behaviour and feedback.				
Strategic Goal	Initiative	2025				2026				2027			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Teachers use best practice when teaching maths and writing	Engage all staff in writing professional development.	Compare the new English curriculum to what we do.	Sharing of schoolwide successful writing programme/s Writing moderation at staff meetings	Hero goals reviewed and updated	Confirm our writing progression. Writing moderation at staff meetings	Write a schoolwide writing overview Additional professional development as needed		Writing moderation at staff meetings		Implement schoolwide writing overview	Make adjustments to programme and overview as needed. Additional professional development as needed.	Writing moderation at staff meetings	
	Engage all staff in mathematics professional development.	Access MNP PLD - Scope and sequence, lesson structure	Trial MNP program in class.	Decide on a schoolwide maths overview linked associated programme Identify PLD needs.		Finalise Vauxhall Maths overview and curriculum delivery structure.	Whole staff mathematics sharing and professional development	Full maths curriculum implementation.		Make adjustments to programme and overview as needed. Additional professional development as needed.			

Measurement Plan

Strategic Goal	What Success Looks Like and sounds like	Baseline Measure	Midpoint Measures	Endpoint Measures
<p>Increase the success of children facing barriers to learning.</p>	<p>Our children facing barriers to learning achieve success that relates to their emotional, social or academic needs.</p>	<p>2025 Term 1</p> <ul style="list-style-type: none"> Staff Survey on understanding and perceived effectiveness of support for children facing barriers to learning. Parent survey 	<p>2026 Term 2</p> <ul style="list-style-type: none"> Hero milestones for target group. 	<p>2026 Term 4</p> <ul style="list-style-type: none"> Staff Survey on understanding and perceived effectiveness of support for children facing barriers to learning. Parent survey . Hero milestones for target group.
<p>Children cultivate respect for themselves, each other, their community and property.</p>	<p>Children demonstrate self-respect, kindness towards others, engage in community activities, and take care of school property, creating a respectful school environment.</p>	<p>2025 Term 2</p> <ul style="list-style-type: none"> Student voice 'Respect Survey'. Staff 'Respect Survey'. 	<p>2026 Term 4</p> <ul style="list-style-type: none"> Student voice 'Respect Survey'. Staff 'Respect Survey'. Hero behaviour incidents 	<p>2027 Term 4</p> <ul style="list-style-type: none"> Student voice 'Respect Survey'. Staff 'Respect Survey'. Class records of respect incidents. Hero behaviour incidents. Sick bay visits.
<p>Teachers use best practice when teaching maths and writing</p>	<p>Our maths and writing programmes are comprehensive, cohesive and well-understood by all staff. Our children are highly engaged in maths and writing and we see improvements in individuals achievement</p>	<p>2025 Term 1</p> <ul style="list-style-type: none"> Staff Survey. Student voice survey. Hero milestones data and other relevant student assessment data 	<p>2026 Term 1</p> <ul style="list-style-type: none"> Hero milestones data and other relevant student assessment data 	<p>2027 Term 4</p> <ul style="list-style-type: none"> Staff Survey. Student voice survey. Hero milestones data and other relevant student assessment data PLD involvement.

Annual Plan

P=Principal, DP=Deputy Principal, LT=Leadership Team, AS=All staff, T=Teachers

Goal 1: Increase the success of children facing barriers to learning.		Initiative: Create and implement learning intervention plans				
What success looks like: Our children facing barriers to learning are building on their individual strengths and achieving success.		Measures: 2025 Term 1 <ul style="list-style-type: none"> • Staff Survey on understanding and perceived effectiveness of support for children facing barriers to learning. • Parent survey. 				
Key actions	Account able	Respon sible	Resources	Start by	Complete by	St atu s
Create and administer staff survey measure	Principal	Principal	3 hours (P)	Term 1 Week 1	Term 1 Week 7	
Create and administer parent survey measure to parents of children in the target group	Principal	Principal	3 hours (P)	Term 1 Week 1	Term 2 Week 1	
Identify the target group of students with barriers to learning. Identified as tier 2 or tier 3. Create Hero group	Principal	SENCo Teachers		Term 1 Week 5	Term 1 Week 9	
Lead 2+ staff meetings that review the 'child support plan', 'behaviour plan' procedures and external agency support. P.M.I. the plans and support. Include tier 1 and 2 interventions in intervention plan processes.	Principal	Principal Deputy Principal	- 2-3 staff meetings - 2 hours prep (P,DP) - 4 hours review (P,DP)	Term 2 Week 3	Term 2 Week 6	
Liaise with external agencies for feedback regarding our reviewed procedures.	Deputy Principal	Deputy Principal	6 hours (DP)	Term 1 Week 10	Term 3 Week 8	
Make the changes to our child support and behaviour plans so that there is a clear and explicit process for identifying tier	Principal	Principal Deputy Principal	- 6 hours (P,DP) - Leadership review meeting	Term 3 Week 1	Term 3 Week 10	

1 and 2 students. Share changes with teaching staff and get agreement.			time 3 hours (LT)			
Lead a staff meeting with the outcome of creating a flowchart or set of criteria or benchmarks that guide staff when deciding whether to record a behaviour incident on Hero	Principal	Principal Deputy Principal	- 1 staff meeting - 3 hours (P)	Term 4 Week 2	Term 4 Week 5	

Goal 2: Children cultivate respect for themselves, each other, their community and property.		Initiative: Create and implement a comprehensive schoolwide plan for teaching and developing respect				
What success looks like: Children demonstrate all our school values in their behaviour towards themselves, each other, their community, and property.		Measures: <ul style="list-style-type: none"> • Student voice 'Respect Survey'. • Staff 'Respect Survey'. • Hero behaviour incidents (2024 term 3 and 4). • Sick bay visits (2024 term 3 and 4). 				
Key actions	Accountable	Responsible	Resources	Start by	Complete by	Status
Create and administer student voice respect survey	Principal	Principal	3 hours (P)	Term 2 Week 1	Term 2 Week 10	
Create and administer staff respect survey	Principal	Principal	3 hours (P)	Term 2 Week 1	Term 2 Week 10	
Lead a staff meeting that reviews the initiative and forms agreement of what the teaching respect programme will look like in practice.	Principal	Principal	1 staff meeting - 2 hours prep (P) - 3 hours review (P)	Term 2 Week 5	Term 2 Week 10	
Lead a staff meeting with the outcome of creating a flowchart or set of criteria or benchmarks that guide staff when deciding whether to record a 'respect' incident on Hero	Principal	Principal Deputy Principal	-1 staff meeting - 2 hours prep (P) - 3 hours review (P)	Term 3 Week 2	Term 3 Week 8	

Goal 3: Teachers use best practice when teaching maths and writing		Initiative 1: Engage all staff in writing professional development.				
What success looks like: Our maths and writing programmes are comprehensive, cohesive and well-understood by all staff. Our children are highly engaged in maths and writing and we see improvements in individuals achievement		Measures: 2025 Term 1 <ul style="list-style-type: none"> • Staff Survey. • Student voice survey. • Hero milestones data and other relevant student assessment data 				
Key actions	Account able	Respon sible	Resources	Start by	Complete by	Sta tus
Create and administer staff survey measure	Principal	Principal	3 hours (P)	Term 1 Week 1	Term 1 Week 7	
Each syndicate feedback a comparison on English NZC content and what is delivered in their programme	Lit. leader Junior & Senior leaders	Teachers	- 2 staff meetings - 4 hours preparation (LT) - 4 hours review (LT)	Term 1 Week 3	Term 1 Week 8	
Identify Schoolwide gaps between what English NZC and what we do	Principal	Teachers Lit. leader Leadership team	- 1 staff meeting - 2 hours preparation (LT) - 2 hours review (LT)	Term 1 Week 5	Term 1 Week 10	
Sharing of writing programmes with staff and collecting feedback	Principal	Teachers Lit. leader Leadership team	- 2 staff meetings - 4 hours preparation (LT) - 4 hours review (LT)	Term 2 Week 1	Term 2 Week 10	
Teachers observe others as they teach writing, trialling writing programmes.	Junior & Senior leaders	Teachers	- 2 hours per teacher - Funding for release and any associated costs to writing programmes	Term 2 Week 4	Term 3 Week 10	

Moderate children's writing at staff meetings	Principal	Teachers	- 4 staff meeting - 6 hours preparation (LT) - 3 hours review (LT)	Term 2 Week 6	Term 4 Week 6	
Confirm our writing progression through the school eg syntax project model.	Principal	Teachers Lit. leader Leadership Team	- 1 staff meeting - 2 hours preparation (LT) - 1 hours review (LT)	Term 4 Week 5	Term 4 Week 6	

Goal 3: Teachers use best practice when teaching maths and writing		Initiative 2: Engage all staff in mathematics professional development.				
What success looks like: Our maths and writing programmes are comprehensive, cohesive and well-understood by all staff. Our children are highly engaged in maths and writing and we see improvements in individuals achievement		Measures: 2025 Term 1 <ul style="list-style-type: none"> • Staff Survey. • Student voice survey. • Hero milestones data and other relevant student assessment data 				
Key actions	Accountable	Responsible	Resources	Start by	Complete by	Status
Create and administer staff survey measure	Principal	Principal	3 hours (P)	Term 1 Week 1	Term 1 Week 7	
Create and administer student survey measure	Principal	Principal	3 hours (P)	Term 1 Week 1	Term 1 Week 7	
Compare Maths No Problem programmes to NZC - looking for scope and sequence.	Principal	Teachers Leadership team	- 1 x MOE TOD - 6 hours prep	Term 1 Week 1	Term 1 Week 10	
Access MNP PLD - Online, lesson observations at schools currently using MNP	Principal	Teachers	- CRT - Teacher only day - 1-2 staff meetings 5-10 hours planning and review	Term 1 Week 1	Term 1 Week 10	
Use the MNP programme lesson structure and scope and sequence in class	Junior & Senior leaders	Teachers	- CRT time for teachers to observe each other	Term 1 Week 1	Term 2 Week 10	
Identify gaps in teacher knowledge and source PLD.	Principal	Leadership team	- 3 hours planning and review, in conjunction with teachers	Term 3 Week 4	Term 3 Week 10	

Confirm maths programme and create schoolwide mathematics overview.	Principal	Teachers Leadership team	<ul style="list-style-type: none"> - 2 staff meetings - 4 hours preparation - 10 hours review and finalising overview. 	Term 3 Week 1	Term 4 Week 6	
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