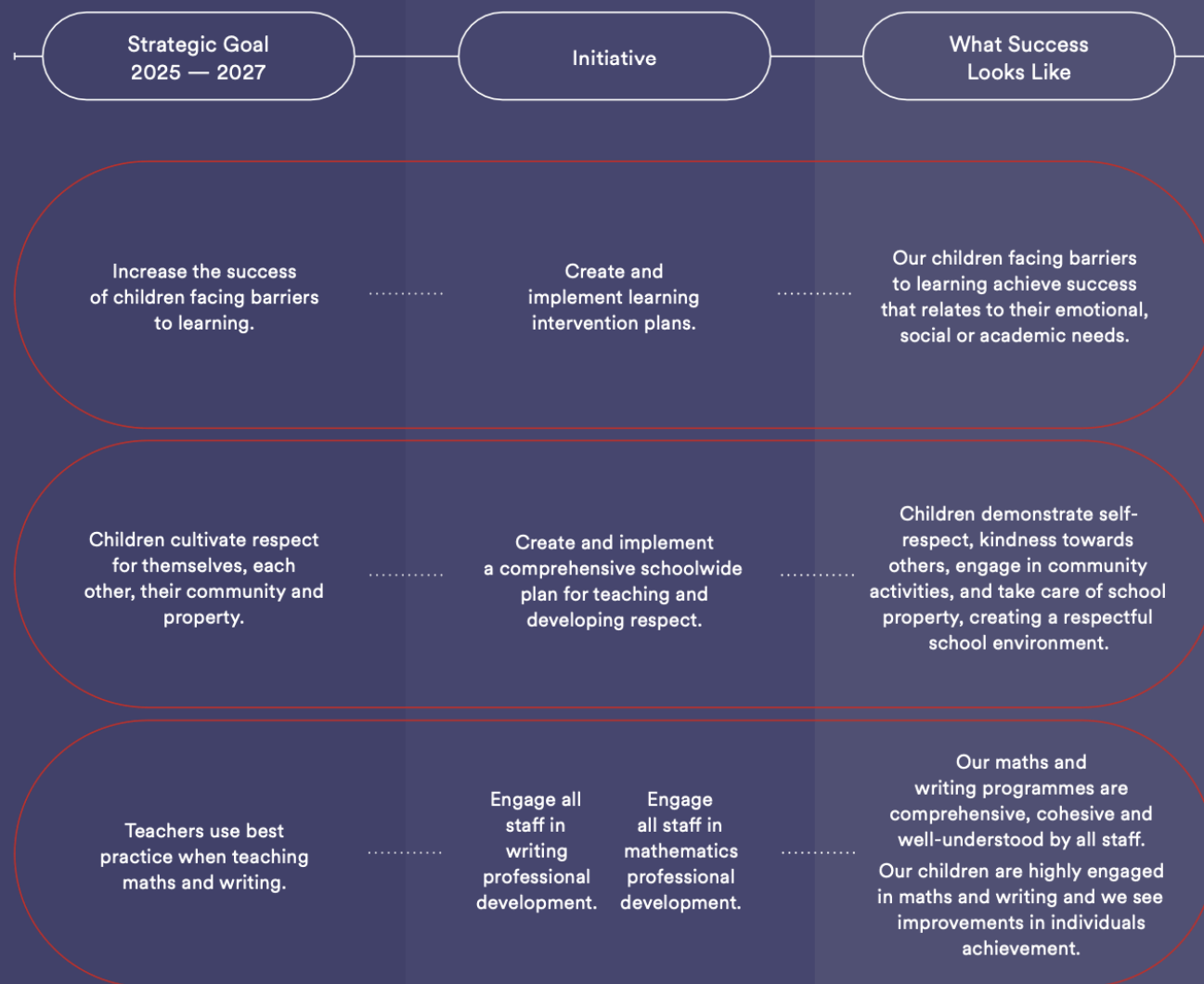


Vauxhall School Our Vision



*Building on
the strengths
of every child.*



Our Values

*Whanaungatanga,
Responsibility,
Resilience & Respect*

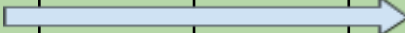
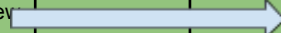
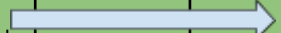
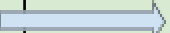
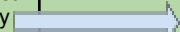
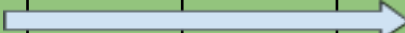
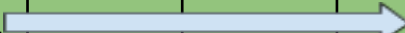


Vauxhall School Strategic Plan 2025-2027 Strategic Plan

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 'LSC support notification' and 'Behaviour Plan' procedures with all staff.	Clarify our process for identifying and classifying tier 1, 2 and 3 students for support 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 to the behaviour plan	Share with teachers for review and implementation			Monitor and Additional professional development as needed			
			Include tier 1 and 2 support in intervention plans. Review of external and internal support.			Seek RTLB feedback.	Review Hero behaviour report effectiveness						
						Share plan with teachers for review							
						Tier 2 and 3 support groups in place monitoring progress closely.	Additional PLD as required						
Children cultivate respect for themselves, each other, their community and property, through	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.				Review our respect plan for teaching respect		Involvement students in designing respect initiatives		Involve students in leadership roles to promote respect among peers	Monitor and Additional professional development as needed		
						Introduce 'circle time' to all staff	Gather feedback on respect plan and circle time		Make adjustments to the respect plan.				

daily interactions that uphold principles of tika, pono, and aroha.				Hero									
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. Develop school wide handwriting overview	Sharing of schoolwide successful writing programme/s Writing moderation at staff meeting Trial school wide handwriting overview	Trial schoolwide successful writing programme/s Investigate PLD needs Hero goals reviewed and updated	Confirm our writing progression/ benchmarks. Writing moderation at staff meetings	Engage all staff in thinksSRSD PLD Compare and contrast our delivery with the the curriculum	 Additional professional development as needed	Writing moderation at staff meetings	Adjustments to the Vauxhall Curriculum as required	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.		Confirm Vauxhall Maths overview and curriculum delivery structure. Compare and contrast our delivery with the the curriculum	Whole staff mathematics sharing and professional development 		Curriculum delivery review	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
Increase the success of children facing barriers to learning.	Our children facing barriers to learning achieve success that relates to their emotional, social or academic needs.	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 	2026 Term 2 <ul style="list-style-type: none"> Hero milestones for target group. 	2026 Term 4 <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.
Children cultivate respect for themselves, each other, their community and property.	Children demonstrate self-respect, kindness towards others, engage in community activities, and take care of school property, creating a respectful school environment.	2025 Term 2 <ul style="list-style-type: none"> Student voice 'Respect Survey'. Staff 'Respect Survey'. 	2026 Term 4 <ul style="list-style-type: none"> Student voice 'Respect Survey'. Staff 'Respect Survey'. Hero behaviour incidents 	2027 Term 4 <ul style="list-style-type: none"> Student voice 'Respect Survey'. Staff 'Respect Survey'. Class records of respect incidents. Hero behaviour incidents. Sick bay visits.
Teachers use best practice when teaching maths and writing	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	2025 Term 1 <ul style="list-style-type: none"> Staff Survey. Student voice survey. Hero milestones data and other relevant student assessment data 	2026 Term 1 <ul style="list-style-type: none"> Hero milestones data and other relevant student assessment data 	2027 Term 4 <ul style="list-style-type: none"> Staff Survey. Student voice survey. Hero milestones data and other relevant student assessment data PLD involvement.

Status icons: Complete 

On track 

At risk of falling behind 

Behind programme 

Annual Plan 2026

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	Status
Make the changes to our child support and behaviour plans so that there is a clear and explicit process for identifying tier 1, 2 and 3 students.	Principal	Principal Deputy Principal, LSC	- 6 hours - Leadership review meeting time 3 hours (LT)	Term 1 Wk 2	Term 1 Wk 10	
Seek feedback from RTLB on behaviour plan	Principal	Principal Deputy Principal, LSC	3 hours	Term 1 Wk 5	Term 2 Wk 4	
Share revised behaviour plan with teachers for review and implementation	Principal	Principal Deputy Principal, LSC	1 Staff meeting, 3 hours prep	Term 1 Wk 6	Term 2 Wk 5	
Continue implementing tier 2 and tier 3 interventions, monitoring progress closely	Principal	LSC, Teachers	Release time for LSC	Term 1 Wk 2	Term 4 Wk 10	
Adjust intervention plans and behaviour plan as needed based on student performance and feedback	Principal	LSC, Teachers	Leadership review meetings	Term 2 Wk 1	Term 4 Wk 10	
When required provide additional professional development on behaviour management and inclusive practices	Principal	DP, LSC	PLD hours, MOE support	Term 2 Wk 5	Term 3 Wk 8	
Review and refine Hero data entry for consistency in recording interventions and incidents	Principal	Principal, Teachers	1 staff meeting, 3 hrs prep	Term 2 Wk 3	Term 2 Wk 7	
Strengthen collaboration with external agencies through termly case reviews	LSC	LSC	6 hrs per term	Term 1 Wk 4	Term 4 Wk 9	

Goal 2: Children cultivate respect for themselves, each other, their community and property, through daily interactions that uphold principles of tika, pono, and aroha. <i>The Māori concepts of tika, pono, and aroha are interconnected principles guiding ethical behavior and decision-making within Māori culture. Tika refers to doing what is right, correct, and just, encompassing fairness and righteousness. Pono emphasizes truth, honesty, and integrity, requiring genuineness and sincerity in actions and words. Aroha embodies affection, compassion, love, and empathy, promoting kindness and care for others. Together, these principles encourage a holistic approach to life, where actions are guided by truth, integrity, and love</i>				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	Account able	Responsi ble	Resources	Start by	Compl ete by	Status
Review our respect plan for teaching respect	Principal	DP, LT	2 staff meetings, 6 hrs prep	Term 1 Wk 2	Term 1 Wk 9	
All staff PLD on circle time and introduce and trial “circle time” across all classes	Principal	Teachers	CRT release, modelling sessions	Term 1 T.O.D.	Term 2 Wk 10	
Gather feedback from staff, students, and whānau on circle time and schoolwide respect plan effectiveness	Principal	Teachers	Student voice surveys	Term 2 Wk 4	Term 3 Wk 5	
Involve students in designing respect-promoting initiatives (e.g., peer mentoring, assemblies)	Leadership Team	Student Leaders	Leadership mentoring time	Term 3 Wk 2	Term 3 Wk 10	
Adjustments made to school implementation of respect plan and circle time (if pilot successful)	Principal	Teachers	1–2 staff meetings, monitoring templates	Term 4 Wk 1	Term 4 Wk 10	

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	Compl ete by	Status
Enrol staff in 'Releasing Writers' (formally thinkSRDS) PLD who have not yet started the PLD	Principal	Lit. Leader, LT		Term 1 Wk 1	Term 1 Wk 5	
Compare and contrast the English curriculum with the Vauxhall Curriculum	Principal	LT, teachers	Ongoing PLD and CRT time	Term 1 Wk 5	Term 2 Wk 10	
Work through 'Releasing Writers' PLD online modules, teachers sharing progress and feedback.	Lit. Leader	Teachers	2 staff meetings per term CRT release ongoing	Term 1 Wk 5	Term 4 Wk 10	
Ongoing writing moderation at staff meetings	Principal	Teachers	2 meetings, 4 hrs prep	Term 1 Wk 4	Term 4 Wk 9	
Provide targeted PLD for teachers as required	Principal	DP, LSC, Lit. Leader	MOE PLD support CRT time	Term 2 Wk 1	Term 3 Wk 10	
Adjust writing programme based on student progress and teacher feedback. Upload to the Vauxhall Curriculum	Lit. Leader	LT, Teachers	Leadership review	Term 3 Wk 1	Term 4 Wk 10	

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
Confirm Vauxhall Mathematics overview and curriculum delivery structure	Principal	Principal, DP, LT, teachers	1 staff meetings, 5 hrs review	Term 1 Wk 3	Term 1 Wk 10	
Compare and contrast the mathematics curriculum with the Maths No Problem framework	Principal	Principal, DP, LT, teachers	Ongoing PLD and CRT time	Term 1 Wk 5	Term 2 Wk 10	
Mathematics moderation/sharing at staff meetings	DP	Principal, DP, LT, teachers	4 meetings, 4 hrs prep	Term 1 Wk 5	Term 4 Wk 9	
Provide targeted mathematics PLD to address identified gaps as required	Principal	Principal, DP, LT, teachers	MOE PLD hours, CRT	Term 2 Wk 5	Term 3 Wk 9	
Evaluate and refine maths programme through teacher and student voice	Principal	Principal	Surveys, Hero data review	Term 4 Wk 1	Term 4 Wk 9	