



School Charter

Strategic and Annual Plan for

Woodlands Full Primary School

2021 - 2023

Principals' endorsement:	Aloma Williams
Board of Trustees' endorsement:	Lisa Stuart
Submission date to Ministry of Education:	

Woodlands Full Primary School 2021 – 24 Introductory Section - Strategic Intentions

Mission Statement	Grow curious learners who are collaborative, critical thinkers and problem solvers . Learners who will grow into resilient individuals who are able to make a positive contribution to their own and others local and global futures .
Vision	is to enable all learners through the provision of: <ul style="list-style-type: none"> • Local, differentiated, cohesive learning programmes which challenge and engage learners • Strong school values to foster all round development • Highly effective teachers, focused on improving student outcomes through their commitment to ongoing professional development, quality teaching and collaboration • Quality inclusive learning environment providing excellence & equity for all
Values	Caring – Manaakitanga Respect – Whakaute Courage - Kaha
Principles	The Principles of the NZC are considered in curriculum planning. At WFPS we are committed to providing an education that is future focussed with a particular focus on Learning outside the classroom, utilising the local environment to explore local and global issues. We have high expectations and are committed to excellence and equity for all. The school is well supported by community and whānau. In 2020 WFPS is continuing to explore pedagogy and local curriculum to embed a school wide ‘Learning to Learn’ model which will develop students ability to reflect on their own learning, make links and open up individual learning pathways. In 2021 WFPS will continue to delve deeper into rich tasks. We will develop learning capabilities and transition points to ensure seamless coherent pathways for learning.
Māori Dimensions and Cultural Diversity	The school is committed to maintaining and building an environment where Māori, Pasifika and students of other nationalities feel comfortable, valued and affirmed. We are committed to the goal of achieving equitable outcomes for Māori students and developing policies and curriculum to reflect local tikanga Māori, mātauranga Māori and te ao Māori. We are committed to providing instruction in Te Reo Māori.

Baseline Data or School Context EOY 2021

Students' Learning

NZC Level	Year Level %							
Mathematics	1	2	3	4	5	6	7	8
1b	16.7							
1p	50							
1a	27.8	64.3	11.1					
2b	5.6	35.7	22.2					
2p			55.6	33.3				
2a			11.1	41.7	11.1			
3b				16.7	27.8	7.1		
3p				8.3	33.3	14.3	50	100
3a					11.1	35.7	50	
4b					16.7	21.4		
4p						14.3		
4a						7.1		

NZC Level	Year Level %							
Reading	1	2	3	4	5	6	7	8
1b	3.33							
1p	44.4							
1a	16.7	28.6	5.6					
2b	5.6	57.1	22.2					
2p		7.1	50.0	33.3	5.6			
2a		7.1	22.2	41.7				
3b				16.7	16.7		50	
3p				8.3	44.4	14.3	25	
3a					16.7	57.1		100
4b					11.1	21.4	25	
4p					5.6			
4a								
5b						7.1		

NZC Level	Year Level %							
	1	2	3	4	5	6	7	8
Writing								
1b	16.7							
1p	72.2	7.1						
1a	5.6	28.6	5.5					
2b		57.1	27.8					
2p	5.6	7.1	50	50				
2a			16.7	33.3	16.7			
3b				8.3	38.9	7.1	50	
3p				8.3	22.2	14.3	25	
3a					11.1	35.7		100
4b					5.6	28.6	25	
4p					5.6	7.1		
4a						7.1		

Summary

86% of all students are at or beyond expected levels for Reading at the end of 2021 compared to 73% at the end of 2020

85% of all students are at or beyond expectation for Writing at the end of 2021 compared to 79% at the end of 2020

85% of all students are at or beyond expectations for Mathematics at the end of 2021 compared with 88% at the end of 2020

*(All students includes students who have only recently arrived at WFPS)

14% of learners are Māori of those:

71% are at or beyond expected level for Reading 29% are working towards expected levels

79% are at or beyond expected levels for Writing 21% are working towards expected levels

71% are at or beyond expected levels for Mathematics and 29% are working towards expected levels

70% of learners are European / Pakeha, of those:

82% are at or above expected levels for Reading 18% are working towards expected levels

86% are at or beyond expected levels for Writing 14% are working towards expected levels

81% are at or beyond expected levels for Mathematics 19% are working towards expected levels

Student Engagement	<ul style="list-style-type: none"> • Attendance data reviewed regularly (BOT informed of attendance rates each meeting) and issues discussed with Learning support, Truancy Service and whānau. School works hard to remove barriers and ensure all children have access to school. E.G. supporting with transport to school, supplying devices, uniform and lunches for those in need. • Developing students as kaitiakitanga, understanding their relationship with and responsibilities for the protection of the land. • Kapa Haka Tutor appointed term 3 2021. Student voice: <i>“Kapa Haka has given us the opportunity to represent who we are”, “I feel like I can connect to my whakapapa with kapa, I sense my grandfather’s spirit in me”.</i> • Transition to school from ECE has consistency and close relationship with Longbush Kindy enables the NE teacher to engage with whānau early and a programme has been developed to enhance the experience of children when they shift into the school space. Positive start to schooling.
School Organisation and Structures	<ul style="list-style-type: none"> • Regular health and Safety meeting held with BOT representative • RAMS for all off site activities and any new activities which may pose risks, completed and signed by Principal and BOT member • Regular property walkthroughs to ensure buildings and site is well maintained • Programmed Maintenance Contract renewed • Engaged Southern Quantity Surveyors as Project Managers for capital works • Systems in place to ensure health and wellbeing priority, including monitoring pastoral and wellbeing issues using PB4L criteria and SMS recording • Subscription to School Docs to ensure all school policies and procedures are up-to-date and well advised. • NZSTA Membership renewed annually • Advice sought on all Employment contracts and concerns • Regular review of COVID-19 protocols to ensure mandates are met and consistency of procedures are in place to keep children safe.
Review of Charter and Consultation	<ul style="list-style-type: none"> • Parent Curriculum Focus Group engaged and contributing to the development of local curriculum bi annually • NZ Histories Curriculum consulted with whānau information evening in Term 1 2022 before implementing into local curriculum • Community health curriculum consultation Term 2 2021 Opportunity to share thoughts and or concerns regarding Health Curriculum. Full review of health and PE curriculum and Relationships and Sexuality incorporated into Health programme. Full community information evening planned but put off due to COVID-19 restrictions. • Poutama Pounamu and Core Education engaged to support whole school PLD • Māori Student voice Term 4 2021. Māori learners shared their views of learning at Woodlands and their experience of being Māori at Woodlands school. • Student voice gathered on student well-being, classroom practice and school leadership (term 3 2021) • Board engaged in completing Hautū Review of Governance, giving consideration to Te Tiriti and Māori succeeding as Māori. • Principal member of Māori Achievement Collaborative using Measurable Gains Framework to build strategic direction for growing cultural competence and ensuring sustainable success for Māori at Woodlands School

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2022 - 2024
Students' Learning	Highest Level of Individual Educational Achievement	<ul style="list-style-type: none"> • Mathematics Lead Teacher cluster • HERO SMS to monitor progress throughout the curriculum, setting clear goals and giving ākongā and their whānau a clear pathway for learning. • Grow cultural competence and ensure that Te Tiriti o Waitangi underpins the design of the local curriculum • Review local curriculum ensuring it is future focussed for learners, identifying clear learning pathways to support progress across the Technology strands, weaving the Digital Technologies curriculum throughout all aspects of the local curriculum. • Develop Transition vision statements for key school transition points, strengthening learning pathways and including growing development of kaitiakitanga • Build understanding and knowledge of the learning capabilities and embed into local curriculum • Junior school to continue exploring and developing Play based opportunities to develop oral language, grow vocabulary and ensure effective transitions into school from ECE • Integrate elements of Te Whāriki into local curriculum to support transition into school from ECE
Student Engagement	High level of Students Engagement and broader Education success	<ul style="list-style-type: none"> • Modernise learning environment (MLE) utilise hallway space as additional learning area • Cultural Competence PLD contract – Poutama Pounamu focus on developing adaptive experts driving deliberate acts to grow equity, excellence and belonging • Clear achievement goals and progress mapped across the curriculum using SMS system • Review assessment processes • Teachers use Cultural Tool kit from Tātaiako to reflect on practice and to examine own pedagogy. Undertake deliberate teaching actions to engage in Culturally responsive practices. • Students have access to Goals on Hero in order to understand their next steps and to self-monitor progress • Establish relationship and continue to grow relationship with Waihopai Runanga, develop clear avenue for iwi input into local curriculum • Develop school haka as part of kapa haka work. Kapa kaka students to lead school wide haka development through inter house haka (tuakana teina)

<p align="center">School Organisation and Structures</p>	<p align="center">2022</p> <p>Policy Review; Hautū strategic Goals used to improve governance: Develop a shared understanding of the importance of Māori identity, culture and how this impacts on the schools culture, teaching practice and Māori student success.</p> <p>Introduce School docs - Tailor Policies and procedures</p>	<p align="center">2023</p> <p>Policy Review School Docs will generate a policy review cycle for the Board Work with a range of people from the Māori community to determine what effective Māori input into governance looks like. (Quality teaching and Leadership NELP Objective 3.5)</p>
<p align="center">Personnel</p>	<p>2022 0.1 BOT funded teacher (Principal to cover CRT) 2021 Reading Recovery teacher retired will need to look at recruitment (2022) 2022 Appointment of New Principal (Term 2 2022)</p>	
<p align="center">Property</p>	<ul style="list-style-type: none"> • Modernise learning environment (MLE) utilise hallway space as additional learning area, 10YPP • Junior Playground development to grow play based opportunities • Look at best use of veranda to facilitate play based learning • Clear light veranda roof and pool roof to be replaced • Increase the visual representation of Māori, Te Ao, Te Reo and Mātauranga Māori across the school (creatives in schools partnership) 	
<p align="center">Finance</p>	<ul style="list-style-type: none"> • Facilitate the cost of a Kapa Haka Tutor (\$150 per week) • Cyclical Maintenance Contract reviewed and renewed. • Continue using Monty and Xero to manage and monitor finances, budget control increased through application of Approval Max. • Maintain vigilance with budget spending and continue to reduce deficit (2022 indicated a 0 budget) • Grant applications for junior playground development 	

Annual School Improvement Plan – Annual Aims and Targets 2022

TARGET	ACTION	RESOURCING	LED BY
Highest Level of Academic Achievement			
<ul style="list-style-type: none"> Graduate profiles or capabilities at key points for learners; End of Year 3,6 and 8. Students develop strategies for self-review Māori distributions of performance are similar to or better than non Māori learners (MGF) Māori learners previously identified as achieving below curriculum expectations are making a useful rate of accelerated progress. (MGF) <p><i>(MGF – Measurable Gains Framework)</i></p>	<ul style="list-style-type: none"> Identify key capabilities for transition points. ECE to School, End Of Year 3, 6 and 8 (ongoing from 2021) Introduce Story Hui to develop students ability to self-reflect and celebrate PLD hours with Cyclone to up skill teacher capability using Google Suites Grow capability in digital technologies to support literacy Goal setting function used in HERO SMS, learners to help clearly identify learning pathways. Move from Seesaw to Hero for Student Portfolio (2022) Provide guidance for parents when commenting on student work Provide opportunity for ākonga to excel and lead others when participating in Te Ao Māori , Kapa Haka, Kaitiaki activities. Recognise the knowledge and perspective of Māori when learning Kapa Haka and visual art to raise the profile of Te Ao Māori at WFPS Perform at Polyfest 2022 Provide limited funding for programmes that may impact on Māori students achieving success as Māori (Hautū) Set clear expectations to move students to higher proficiency and curriculum levels (Hautū) using goal setting function on HERO SMS tying in with local curriculum pathway expectations 	<ul style="list-style-type: none"> PLD with SMS system. Time allocated for moderation. Cross-school moderation. 	<ul style="list-style-type: none"> Principal DP Office Administrator
<p>Writing</p> <ul style="list-style-type: none"> 95% learners in years 3 – 8 are at or beyond expected levels for writing Disparity of Māori achievement in Writing is eliminated with 95% achieving at or beyond expected levels. 	<p>Writing</p> <ul style="list-style-type: none"> Use language experiences for authentic writing opportunities Moderate writing across the school 1 Staff meeting per term to discuss school wide approaches to writing Implement Sheena Cameron tools for writing Explore ways Digital Technologies will support and enhance writing Cultural contexts to help to engage learners with writing, e.g. re tell stories of Ngāi Tahu and of early migration 	<ul style="list-style-type: none"> Small focussed writing groups PLD opportunities 	<ul style="list-style-type: none"> Teachers Principal

<ul style="list-style-type: none"> • 100% of learners make progress of 1 or more sub levels <p>Mathematics</p> <ul style="list-style-type: none"> • 95% of all learners year 3 and up are at or beyond expected levels for Mathematics • 95% of Māori learners are at or beyond expected levels for Mathematics (there is no disparity in the achievement for Māori learners) • All learners will make progress in Mathematics 	<ul style="list-style-type: none"> • Culturally responsive pedagogies engage learners through whanaungatanga, ako and manaakitanga <p>Mathematics</p> <ul style="list-style-type: none"> • Lead teacher to regularly attend Lead Teacher cluster PLD • Regular moderation of Mathematics assessment • Open ended problems for mixed ability groups, staff PLD for classroom organisation and effective teaching (eliminate streaming) • Mathematics Staff meeting focus 2 meetings per term • Look at MST development for lead teacher in 2023 • Explore Jo Boller structure for developing Mathematical thinking and problem solving 		
<p>Digital Technologies</p> <ul style="list-style-type: none"> • Increase teacher level of digital fluency and consequently students levels of digital fluency • Community regards Digital Literacies a strength at WFPS <p><i>Barrier free Access</i></p> <ul style="list-style-type: none"> • Ensure all learners have ongoing opportunities to develop key capabilities including communication, problem solving, critical thinking and interpersonal skills. (NELP 2.4) 	<ul style="list-style-type: none"> • 80 PLD hours allocated, to be used with Cyclone. • Develop teacher capability when using Google classroom and Google Suites • Develop teacher understanding of the role of Digital Technologies and how they enhance learning in particular in Literacy • Using digital technology to make a heightened change to learning for students who are aiming to achieve in writing. Explore tools to support literacy across the curriculum. • Digital leadership team to run fortnightly staff meetings of professional development in digital fluency. • Use digital technologies in a range of contexts, teach children how to be independent when selecting the right tool for the job. • Engage with NetSafe Tools build understanding and knowledge of safe digital practices. • Inform and share learning with community 	<ul style="list-style-type: none"> • Teacher computers • Netsafe 	<ul style="list-style-type: none"> • Joyce Wakelin
<p>Engagement and Broader Student Success</p>			
<ul style="list-style-type: none"> • Facilitate opportunities for Play based learning • Play is the Way Behaviour Education is embedded at WFPS 	<ul style="list-style-type: none"> • Facilitate opportunities for gross, fine motor skills development through: construction, art and role play in the junior classes. (ongoing) • Create the “Play Shed” to develop free and creative play during break times 		<p>Vicky Mirffin Tina Tuliau</p>

<p>and is an integral part of emotional intelligence (Learners at the centre)</p>	<ul style="list-style-type: none"> • Incorporate design for play into 5ypp, transform veranda area to be more flexible and secure for play based activities. • Apply for Creatives in Schools Funding (Mid 2022, for 2023). Shan Parkinson Creatives partner. Application will focus on growing sense of identity and creating an environment that is representative of our bi-cultural NZ, it will help develop children’s understanding of Ngāi Tahu values and grow their knowledge of traditional stories. • Weave Whakapapa me te Whanungatanga (ANZH) into the curriculum through health, literacies (English, Te Reo, Digital, The Arts) • Revisit PITW games to build empathy and maintain an environment that is safe and inclusive where diversity is valued. • Undertake student well-being survey (NELP 1.1 Learners at the centre) 		
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Culturally Sustaining Practice

<ul style="list-style-type: none"> • Teachers use pedagogies that are known to be highly effective for Māori learners (MGF) • All teachers provide opportunities for Māori learners to bring what they know to their learning and express themselves as Māori through topics or contexts of learning which are culturally responsive. (MGF) • Students have a clear understanding of being kaitiakitanga and use their connection with their environment to develop sense of self and their ability to access the curriculum. • Teachers have correct pronunciation of Māori words 	<ul style="list-style-type: none"> • Complete PLD with Poutama Pounamu (Quality teaching and learning NELP Use development opportunities for teachers and leaders to build their capability, knowledge and skills in te reo and tikanga) • DP to undertake PLD Blended learning with Poutama Pounamu and continue to challenge own thinking and feedback to other staff. • Grow understanding of ako and explore deliberate acts to develop culturally responsive practice • Mātauranga Māori is considered at planning phase of Inquiry and then is integral part of student inquiry (Quality Teaching and Learning) • Increase the use of incidental Te Reo Māori around the school • All staff engage in Te Reo lessons first 30 mins of staff meetings • Build and develop a relationship with komatua who will help the community grow an identity and relationship with Māori • Consult locally to ensure the school has a visual / symbolic representation of it’s commitment as treaty partners • Continue to engage with Waihopai Runanga, listening to their perspective and ideas about growing the cultural capacity of Woodlands School (Learners at the Centre) • Turangawaewae me te kaitiakitanga to grow understanding of individuals relationship with the land. Incorporating this aspect of ANZH across the curriculum areas. 	<ul style="list-style-type: none"> • PLD Hours • RTM • 	<ul style="list-style-type: none"> • DP • Principal • Class teachers • Principal and BOT
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(NELP Quality Teaching and learning)			
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**Strategic Aim 1:
Highest level of Individual Academic Achievement**

Target	Actions	Analysis of Variance
<p>Academic Achievement Assessment</p> <ul style="list-style-type: none"> • Establish Coherent Pathways for learning. • Review Health and PE curriculum with focus on PE skills development and Reviewed Relationships and Sexuality Education Document • Students develop strategies for self-review • Effectively monitor and record progress of each student 	<ul style="list-style-type: none"> • Identify key capabilities for transition points. ECE to School, End Of Year 3, 6 and 8 • Introduce Story Hui to develop students ability to self-reflect and celebrate • Review if teacher and school capability of Digital Technologies • Introduce new SMS systems, change over from Assembly SMS to Hero. (Start of 2021) • Move from Seesaw to Hero for Student Portfolio (2022) • Provide guidance for parents when commenting on student work 	<ul style="list-style-type: none"> • Work has begun on creating clear pathways throughout our local curriculum. Key capabilities are identified and the progressions through the curriculum levels are clearly defined, in local curriculum documentation. Next step would be to continue developing the pathways and establish graduate profiles for the end of year 8. Work with whānau and ākongā to develop the graduate profile. By having clear pathways, learners will be able to see the learning journey they are on. • Health and PE curriculum reviewed. PE to focus more explicitly on skill development and the health curriculum developed to ensure children are given the best opportunity to develop sense of self, an understanding of keeping themselves and others safe, understanding of their bodies. • Implemented Hero in Term 1 of 2021. All parents supported to access Hero. Parents able to access Hero for notices, permissions, accounts and to view student progress. • Hero used to monitor progress of learners. Clear indicators for where learners are at and how much progress is being made. In 2022 teachers will use Hero for goal setting. • Currently on-track for learners to use Hero for recording learning progress in 2022. • Story hui yet to be introduced – PLD required and was hindered by lockdown and subsequent restrictions.
<p>Writing</p> <ul style="list-style-type: none"> • Accelerate the progress of students In year 5 and 6 who are currently working below expected curriculum levels . All students will be at Level 3b or above in Years 5 and 6 by the end of 2021. 	<ul style="list-style-type: none"> • Students achieving below expected curriculum levels at the end of 2020 will be identified and targeted. Students will be tracked throughout 2021 and progress checked and reviewed once a term. 	<ul style="list-style-type: none"> • School wide focus on writing, children enjoying writing more in the junior years by being given rich experiences in which they can develop their vocabulary. • Writing being assessed across the curriculum, teachers looking for opportunity to give authentic reasons for writing. • Moderation of writing indicates that all teachers are able to assess effectively and identify features of writing and next steps.

	<ul style="list-style-type: none"> • Provide opportunity for rich authentic contexts for writing e.g. Outdoor learning Area • Identify opportunities for writing across the curriculum areas • Ensure vocabulary development through shared and guided writing experiences • In the junior classes, teachers and support staff Introduce new vocabulary through experiential learning and play based opportunities • Identify additional barriers to learning and develop individual learning pathways • Embed new phonics programme to achieve consistency across junior Classrooms • Regularly share narratives of success for writing • Whole school moderation of writing • Engage with RTLB to train buddy writers • Introduce Story Hui, find practicing school and arrange visit to see in action. (PLD) 	<ul style="list-style-type: none"> • Consistency of assessment for writing across the school ensures progress can be accurately monitored and interventions put in place if necessary. • Jolly Phonics has increased children’s sound awareness, has potential to create a consistent flow through, children applying sound awareness to reading and writing. <p>100% of students have made progress in writing in year 5 and 6 of one sub level or more: 34.38% of students in year 5 and 6 made progress of one sub level 43.75% of students in year 5 and 6 made progress of two sub levels 9.38% of students in year 5 and 6 made progress of three sub levels 12.5% of students in year 5 and 6 made progress of 4 sub levels</p> <p>90.6% of learners in year 5 and 6 are at level 3b or above. 9.4% remain at Level 2 of these 33.3% made progress of one sub level from 2p to 2a and 66.6% made progress from 2b to 2a.</p> <p>School wide 96.11%of learners made progress in writing of the 3.9% who have made no progress, 75% are in year 1.</p> <p>100% of Māori learners made progress in writing 79% of Māori learners school wide are achieving at expected curriculum levels in writing. Of the 19% who are working towards expected levels, 100% have made progress of 2 sub levels in writing. There significant disparity of achievement between Māori learners and others.</p>
<p>Digital Technologies</p> <ul style="list-style-type: none"> • Weave digital technologies into curriculum 	<ul style="list-style-type: none"> • Teachers to access Kia Takatu pūkai to support knowledge and just in time learning • Establish where we are at with DT by completing group review (online tool) • Determine PLD focus and apply for regionally funded PLD 	<ul style="list-style-type: none"> • Lead teacher applied and received 80 hours DT PLD for 2022 now contracted to CORE Education. • Kia Takatu pūkai was being accessed but has since been taken offline. <p>2021 Baseline Data Digital technologies survey completed by teachers. Shared are the percentages and areas where teachers are working at pre-emerging and emerging stages: - 50% - Digital Literacy embedded in the curriculum. 66% - Control and choice in Digital fluency.</p>

		<p>50% - Addressing the specific needs of learners.</p> <p>Digital technologies survey completed with 2 classes of students. Shared are the percentages and areas where students are working at pre-emerging and emerging stages: -</p> <p>56% - Digital Literacy embedded in the curriculum. 50% - A clear focus on student achievement. 55% - Addressing specific needs of student learning.</p> <p>50% of those whanau who responded to survey felt WFPS had a strength in Digital Technology</p>
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Strategic Aim 2

High levels of Student Engagement and Broader Education Success

“the opportunity to maximise their potential abilities in all areas “WFPS Mission and NZC Vision

- Embed inquiry based learning into local curriculum, continued whole school approach. Collaborative planning to ensure consistency across the school
- Completed Tier 2 PB4L training. Implementing a team approach to supporting children presenting Tier 2 behaviours
- Play is the way behaviour education bringing a consistent language across the school when dealing with issues regarding behaviour. Children able to articulate their behaviours and make stronger decisions regarding the way they treat others.
- Pastoral and attendance data analysed and appropriate actions taken
- High level of engagement at all levels In Outdoor learning Area
- Te Whāriki used to develop transition process from ECE to school
- Strong relationship with Longbush Kindy helping to support the transition to school.
- Year 7 and 8 Sport and Recreation Programme
- Development of Outdoor Junior Area
- School Production in term 2 involved every learner
- Specialist Science Year 7 and 8
- ANZH Community consultation evening

- Teacher student relationships fostered and nurtured throughout COVID-19 Lockdown
- All students returned to school post lockdown feeling safe and without issues
- Year 7 and 8 inter zone surfing (all other events cancelled due to Covid-19 restrictions)
- Participation in wide range of after school sports – managed well under Covid-19 Restrictions. Highly supportive community
- Teachers participated in second Cath Murdoch workshop
- Principal engaged in Māori Achievement Collaborative
- Kapa Haka tutor appointed but at risk due to vaccination mandate
- Trial school for Aotearoa New Zealand Histories Curriculum – all Kaiako and ākonga enjoyed using ANZH curriculum and completed successful inquiries. Work has been ongoing and is ANZH is becoming woven into Local Curriculum
- GATE highly successful Social Science Fair entries 5 winners including year 5 Supreme Winner
- Money Matters Financial Literacy – Major Prize Winners (year 2/3)
- GATE Science Fair Winner
- School garden involving all learners with each class planting and caring for a crop, mahinga kai
- Year 3 running effective business with Worm Pee
- Market day highly successful with all students making and selling products

Strategic Goal 3

Cultural Responsiveness

“Recognise all learners as individuals who require different levels and styles of teaching” WFPS Vision and Preferred practice, NZC Principles

- Te Reo Lessons for all teachers first 30 mins of Staff Meeting
- Office Administrator and Teacher Aid completed Te Reo Māori introductory course
- All staff attended Hikoi with Waihopai Runanga – deepening knowledge of local history in particular Māori history and the history of Ngai Tahu in the south pre-Europeans
- PLD Contract with Poutama Pounamu 100 hours
- Kapa Haka re-introduced after a period of 5 years 40 students signed up and engaged “ kapa gives us a way to represent who we are” (Māori student voice)
- Principal completed Anne Milne’s online course – developing knowledge and understanding of the history of Te Tiriti o Waitangi and understanding how to lead school into a culturally sustainable place
- Concept of Kaitiakitanga becoming embed, discussion with Waihopai Runanga to inform of key ideas. Māori perspective becoming increasingly embedded in the local curriculum with key knowledge and understandings being identified and the pathway to Kaitiakitanga made clear through specific pathway goals established on SMS
- Māori student voice gathered
- Creatives in Schools Partner working on creatives project for 2023 to increase the visibility of Māori and for Māori throughout the school.
- All classes teaching basic Te Reo Māori phrases and kupu, increase in use of incidental Reo Māori throughout the school

- Board completed Hautū review of Governance and developed strategic goals to move forward. Board meetings developing more culturally sustainable practices including karakia and whakawhanungatanga being an integral part of every agenda
- Māori representation co-opted onto Board
- Pathway for Kaitiakitnanga being developed on SMS for introduction in 2022
- ANZH trialled at school in Term 2 and implemented into school planning
- All teachers reflecting on practice using Tātaiako as a guiding document

