



# 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:	3 December 2020

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

<b>Mission Statement</b>	Grow <b>curious</b> learners who are <b>collaborative, critical thinkers</b> and <b>problem solvers</b> . Learners who will grow into <b>resilient</b> individuals who are able to make a <b>positive</b> contribution to their own and others local and global <b>futures</b> .
<b>Vision</b>	is to enable all learners through the provision of: <ul style="list-style-type: none"> <li>• Local, differentiated, cohesive learning programmes which challenge and engage learners</li> <li>• Strong school values to foster all round development</li> <li>• Highly effective teachers, focused on improving student outcomes through their commitment to ongoing professional development, quality teaching and collaboration</li> <li>• Quality inclusive learning environment providing excellence &amp; equity for all</li> </ul>
<b>Values</b>	Caring – Aroha Respect – Whakaute Courage - Kaha
<b>Principles</b>	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.
<b>Māori Dimensions and Cultural Diversity</b>	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.



NZC Level	Year Level							
Writing	1	2	3	4	5	6	7	8
1b	46%	6%						
1p	54%	11%	7%					
1a		61%	20%					
2b		11%	40%	11%				
2p		11%	27%	22%	8%	14%		
2a			7%	39%	17%	14%		
3b				17%	25%	14%	33%	
3p				6%	33%	14%	33%	
3a				6%	8%	43%		
4b					8%			
4p								
4a							33%	100%

### Student Engagement

- Attendance data reviewed regularly (BOT informed of attendance rates each meeting) and issues discussed with Learning support, Truancy Service and whanau. 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.
- Student voice example commentary: *The teachers are one of the best things about our school, the Outdoor Learning Area is a good way of learning, we should do more in the outdoors. It's good that we help the community when we learn, we learn new skills and meet new people, we learn lots about Science, we can answer questions when we go; places like the Science roadshow, we would like to have music lessons and access to more after school sports.*

### School Organisation and Structures

- 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
- Engaged Southern Quantity Surveyors as Project Managers for capital works
- Systems in place to ensure health and well being priority, including monitoring pastoral and well being issues using PB4L criteria and SMS recording

**Review of Charter and Consultation**

- Parent Curriculum Focus Group engaged and contributing to the development of local curriculum bi annually
- Charter reviewed with above focus group Meeting 9/11/20 discuss parent aspirations and strategic direction
- Community survey Term 3 2020 whanau invited to comment on curriculum /. Reporting / Values / Well being
- External experts engaged to support whole school PLD
- Student voice Term 4 2020 review of learning to learn and learning opportunities.
- Well Being Survey Term3 2020
- Whanau invited to be involved in school wide events e.g. guiding kaitiakitanga in the outdoor learning area, encouraging tuakana teina.
- Successful inquiry learning developed school wide, high levels of student engagement
- Charter goals part of BOT workplan and reported to under Principals and other teachers reports to BOT.

## Strategic Section

<b>Strategic Goals</b>		<b>Core Strategies for Achieving Goals 2021 - 2023</b>
<b>Students' Learning</b>	<b>Highest Level of Individual Educational Achievement</b>	<ul style="list-style-type: none"> <li>• Focused Staff PLD in Writing to develop effective teaching for accelerated progress in writing, equity and excellence for all.</li> <li>• Mathematics Lead Teacher cluster</li> <li>• Commence PB4L Tier 2 training (Term 1 2021)</li> <li>• Implement new SMS (Hero) to track and monitor student progress over the year and over time</li> <li>• Grow cultural competence and ensure that Te Tiriti o Waitangi underpins the design of the local curriculum</li> <li>• 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.</li> <li>• Develop Transition vision statements for key school transition points, strengthening learning pathways and including growing development of kaitiakitanga</li> <li>• Build understanding and knowledge of the learning capabilities and embed into local curriculum</li> <li>• Review Health and PE curriculum</li> <li>• Junior school to continue exploring and developing Play based opportunities to develop oral language, grow vocabulary and ensure effective transitions into school from ECE</li> <li>• Integrate elements of Te Whāriki into local curriculum to support transition into school from ECE</li> </ul>
<b>Student Engagement</b>	<b>High level of Students Engagement and broader Education success</b>	<ul style="list-style-type: none"> <li>• Modernise learning environment (MLE) utilise hallway space as additional learning area</li> <li>• Junior Playground development to grow play based opportunities</li> <li>• PB4L Tier 2 training and implementation (2021)</li> <li>• Switch from Assembly SMS to Hero to develop clearer SMS tracking of progress and to help teachers with goal setting and coherent pathways for learning.</li> <li>• Cultural Competence PLD contract – Poutama Pounamu focus on developing adaptive experts driving deliberate acts to grow equity, excellence and belonging</li> </ul>

School Organisation and Structures		2021	2022	2023
<b>Personnel</b>		<p>2021 0.1 BOT funded teacher</p> <p>2021 Continue to focus on retention of year 7 and 8 cohort</p> <p>2021 BOT support of Reading Recovery</p> <p>2021 In-class support for year 8 students (ORS application to follow)</p>		
<b>Property</b>		<ul style="list-style-type: none"> <li>• Modernise learning environment (MLE) utilise hallway space as additional learning area, 10YPP</li> <li>• Junior Playground development to grow play based opportunities</li> <li>• Look at best use of junior spaces to facilitate play based learning</li> <li>• Clear light veranda roof and pool roof to be replaced</li> <li>• Increase teacher and student breakout spaces by re-modelling of current workspaces.</li> </ul>		
<b>Finance</b>		<ul style="list-style-type: none"> <li>• Apply for PLD hours to support cultural competence teacher development (Feb 2021)</li> <li>• Cyclical Maintenance painting contract ends June 2021, explore different options for maintenance of paint works.</li> <li>• Continue using Monty and Xero to manage and monitor finances</li> <li>• Maintain vigilance with budget spending and continue to reduce deficit</li> <li>• Grant applications for junior playground development</li> </ul>		

## Annual School Improvement Plan – Annual Aims and Targets 2021

SG	TARGET	ACTION	RESOURCING	LED BY
1	<p><b>Academic Achievement</b></p> <ul style="list-style-type: none"> <li>• Establish Coherent Pathways for learning.</li> <li>• Review Health and PE curriculum with focus on PE skills development and Reviewed Relationships and Sexuality Education Document</li> <li>• Students develop strategies for self-review</li> <li>• Effectively monitor and record progress of each student</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key capabilities for transition points. ECE to School, End Of Year 3, 6 and 8</li> <li>• Introduce Story Hui to develop students ability to self-reflect and celebrate</li> <li>• Digital Technologies embedded into Local Curriculum</li> <li>• Introduce new SMS systems, change over from Assembly SMS to Hero. (Start of 2021)</li> <li>• Move from Seesaw to Hero for Student Portfolio (2022)</li> <li>• Provide guidance for parents when commenting on student work</li> </ul>	<ul style="list-style-type: none"> <li>• PLD with SMS system.</li> <li>• Time allocated for moderation.</li> <li>• Cross-school moderation.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>
1	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide opportunity for rich authentic contexts for writing e.g. Outdoor learning Area</li> <li>• Identify opportunities for writing across the curriculum areas</li> <li>• Ensure vocabulary development through shared and guided writing experiences</li> <li>• In the junior classes, teachers and support staff Introduce new vocabulary through experiential learning and play based opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Small focussed writing groups</li> <li>• PLD opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Principal</li> </ul>



		<ul style="list-style-type: none"> <li>• Identify additional barriers to learning and develop individual learning pathways</li> <li>• Embed new phonics programme to achieve consistency across junior Classrooms</li> <li>• Regularly share narratives of success for writing</li> <li>• Whole school moderation of writing</li> <li>• Engage with RTLB to train buddy writers</li> <li>• Introduce Story Hui</li> </ul>		
1	<b>Digital Technologies</b> <ul style="list-style-type: none"> <li>• Weave digital technologies into curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to access <b>Kia Takatu pīkau</b> to support knowledge and just in time learning</li> <li>• Establish where we are at with DT by completing group review (online tool)</li> </ul>	<ul style="list-style-type: none"> <li>• Kia Takatu Pīkau</li> <li>• Teacher computers</li> <li>• Lap top for TA</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff</li> <li>• Teacher Aides</li> <li>•</li> </ul>
2	<b>Engagement and Broader Student Success:</b> <ul style="list-style-type: none"> <li>• Establish graduate profiles or capabilities at key points for learners; End of Year 3,6 and 8.</li> <li>• Facilitate opportunities for Play based learning</li> <li>• Play is the Way Behaviour Education</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Explore play based opportunities to ensure effective transition to school.</li> <li>• Play based oral language development and opportunities for vocabulary development</li> <li>• Facilitate opportunities for gross, fine motor skills development through: construction, art and role play in the junior classes.</li> </ul>		
3	<b>Cultural responsiveness</b> <ul style="list-style-type: none"> <li>• Weave cultural relationships for responsive pedagogy authentically into localised curriculum .</li> <li>• Students have a clear understanding of being kaitiakitanga and use</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in PLD with Poutama Pounamu</li> <li>• Teachers develop own understanding of Te Tiriti</li> <li>• Grow understanding of Ako and explore deliberate acts to develop culturally responsive practice</li> <li>• Establish a relationship with Ko matua who will help develop the vision of kaitiakitanga at Woodlands Primary School</li> <li>• BOT develop clear policy regarding Māori learners and identify their commitment to Te Tirity O Waitangi</li> </ul>	<ul style="list-style-type: none"> <li>• PLD Hours</li> <li>• RTM</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• DP</li> <li>• Principal</li> <li>• Class teachers</li> <li>•</li> <li>• Principal and BOT</li> </ul>

	<p>their connection with their environment to develop sense of self and their ability to access the curriculum.</p> <ul style="list-style-type: none"> <li>• Teachers show an understanding of the cultural competencies</li> <li>• WFPS is seen as a culturally incisive school and there is increasing evidence of commitment to Te Tiriti O Waitangi</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the use of incidental Te Reo Māori around the school</li> <li>• All staff engage in Te Reo lessons first 30 mins of staff meetings</li> <li>• Appoint kapa haka tutor</li> <li>• Build and develop a relationship with komatua who will help the community grow an identity and relationship with Māori</li> <li>• Consult locally to ensure the school has a visual /. Symbolic representation of it' commitment as treaty partners</li> <li>•</li> </ul>		
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**Strategic Aim 1:  
Highest level of Individual Academic Achievement**

Target	Actions	Analysis of Variance
<p><b>Academic Achievement Assessment</b></p> <ul style="list-style-type: none"> <li>Use curriculum levels to report accurately on student progress (post NS language)</li> <li>Develop students capacity for self-assessment.</li> <li>Use See Saw to report to parents in authentic and timely manner, sharing real time curriculum learning information.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings to establish assessment schedule and understanding of curriculum levels.</li> <li>Parent curriculum focus group to inform parents</li> <li>.Use rubriks to help students develop understanding of success criteria</li> <li>Implement Progress chart to report to parents on student progress in Reading, Writing and Maths</li> <li>See Saw Schedule to report on student learning implemented</li> <li>Community feedback on Seesaw reporting</li> <li>SMS Review</li> </ul>	<ul style="list-style-type: none"> <li>78% of parents say they are very well informed about their child's learning. 16% indicated a 3 out of 5 score. Parents commenting: <i>posts are a great way to see the children's learning progress and what they are currently learning. It is current and in real time.</i></li> <li>SMS change over to Hero in 2021</li> </ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Accelerate the progress of students who are currently working at level 2 for of the curriculum in Year 6 so that all students in year 6 are working at Level 3 or above by the end of 2020.</li> </ul>	<ul style="list-style-type: none"> <li>Moderation</li> <li>PLD</li> <li>Engaging students in writing across the curriculum</li> <li>Identifying key vocabulary development</li> </ul>	<ul style="list-style-type: none"> <li>28% (2 students) of Year 6 remain at level 2 of the curriculum for writing at the end of 2020. 50% of these students are Māori (1 student). 50% of these still at level 2 have made progress of one sub level and 50% of those still at level 2 have made progress of 2 sub levels.</li> <li>2020 writing programme has been heavily impacted by COVID-19</li> </ul>
<p><b>Reading</b> Eliminate disparity of progress for Māori learners</p>	<ul style="list-style-type: none"> <li>3 Maori students identified for Reading Recovery</li> <li>Embedded phonics programme into junior years</li> <li>Identify barriers to learning</li> <li>Support parents getting children to school when social/economic barriers arise</li> <li>Principal undertaken PLD to develop understanding of key cultural competencies and growing culturally sustainable school</li> </ul>	<ul style="list-style-type: none"> <li>All 3 Māori students at reading recovery made progress all finishing at level 17/18</li> <li>12% of all students schoolwide not achieving at expected levels in Reading. 3% of those not achieving at expected levels are Māori, 5% of those not achieving at expected levels in Reading are ESOL. 4% of those not achieving at expected levels are NZ European. There is <b>no</b> notable disparity between Māori learners and other learners,</li> <li></li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher PLD in Te Reo pronunciation focus on names in stories.</li> <li>• Use of cultural contexts for vocabulary development through oral language and text with cultural relevance for reading.</li> </ul>																															
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Year 7 and 8 students confidently work within level 3-4 of the Science Curriculum</li> <li>• Year 8 students are confident when transitioning to high school science programme</li> </ul>	<ul style="list-style-type: none"> <li>• Science class for year 7 and 8 every Wednesday</li> <li>• Lab skills developed and familiarity with scientific processes</li> <li>• Schoolwide focus on Scientific Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of all year 7 and 8 students working at Level 3 or 4 of the Science Curriculum</li> <li>• PAT Science showing significant shifts in Scientific thinking with evidence</li> </ul> <table border="1" data-bbox="1357 483 2134 767"> <thead> <tr> <th>Student</th> <th>Term 1 Scale Score</th> <th>Term 4 Scale Score</th> <th>Term 1 Reference Group</th> <th>Term 4 Reference Group</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>52.5</td> <td>78.8</td> <td>Middle</td> <td>High</td> </tr> <tr> <td>2</td> <td>44.3</td> <td>80.6</td> <td>Middle</td> <td>High</td> </tr> <tr> <td>3(m)</td> <td>54.4</td> <td>80.6</td> <td>Middle</td> <td>High</td> </tr> <tr> <td>4 (m)</td> <td>22.4</td> <td>39</td> <td>Low</td> <td>Low</td> </tr> <tr> <td>•</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Student	Term 1 Scale Score	Term 4 Scale Score	Term 1 Reference Group	Term 4 Reference Group	1	52.5	78.8	Middle	High	2	44.3	80.6	Middle	High	3(m)	54.4	80.6	Middle	High	4 (m)	22.4	39	Low	Low	•				
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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
- Completed Tier 1 for PB4L School Evaluation Tool indicating improvement from 78% to 96%
- Embed and teach new school values, making visible throughout the school and incorporate in to Play is The Way Behaviour Education.
- 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
- Year 7 and 8 Sport and Recreation Programme
- Development of Outdoor Junior Area
- Filipino Dance/cultural group
- Teacher student relationships fostered and nurtured throughout COVID-19 Lockdown
- Students struggling to return to school identified and URF funding used to support students with anxiety and resilience
- Year 7 and 8 Stuart Island Camp with zone schools
- Participation in wide range of after school sports
- All teachers participated in Inquiry online conference during lockdown
- Teachers participated in Cath Murdoch workshop

## 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
- Explored authentic ways to incorporate Tikanga at WFPS. e.g. harakeke weaving and tikanga for cutting in the Outdoor Learning Area.
- Principal enrolled and working through 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
- Introduction of the concept of Kaitiaki as integral to student capabilities and kaitiakitanga as a crucial part of local curriculum.
- Gathered student voice regarding their views on culture and identity
- Parent focus group
- Engaged Resource teacher for Māori and Poutama Pounamu to develop PLD proposal for 2021

