

# Strategic Plan & Goals 2025

## Our Vision: Stand tall and branch out for success

Woodlands Full Primary School is a New Entrants to Year 6 school in rural Southland that has served its local community since 1871. It has a proud history and boasts a number of sustainability initiatives across the school, including an Outdoor Learning Area plus an onsite pool. We are a rural school but lucky to be close enough to the amenities that Invercargill can offer.

### We will stand tall

#### In 2025 by:

- Embedding and consolidating our Kaitiaki pathway <sup>2,3</sup>
- Reviewing and analysing our wellbeing initiatives <sup>1,2,3</sup>



**WOODLANDS**  
FULL PRIMARY SCHOOL

### We will branch out for success

#### In 2025 by:

- Implementing Te Mataiaho English and Mathematics curriculum with fidelity <sup>2,3</sup>
- Analysing whānau engagement in learning and our school environment <sup>1,3</sup>

These goals are based on our school vision and the same process will be used for goals across 2024 and 2025.

These goals have been formulated through:

Community Consultation; Rongohia te hau feedback; Whānau voice; Staff voice; Student voice; Biennial health consultation; Stakeholder meetings; Self review processes (including board); ERO evaluation process

The numbers next to the goals represent Te Tiriti o Waitangi - Article 1 - Kāwanatanga/Governance; Article 2 - Rangatiratanga/Agency; Article 3 - Oritetanga/Equity

# Annual Plan 2025

## Goal 1: To stand tall

Goals	Outcomes Expected	
	Akonga (students) will	Kaiako (teachers) will
Embedding and consolidating our Kaitiaki Pathway	<ul style="list-style-type: none"> <li>increase their use of te reo</li> <li>use the Outdoor Learning Area with a focus on the environment around them</li> <li>use at school systems such as recycling, the worm farm correctly</li> </ul>	<ul style="list-style-type: none"> <li>increase their use of te reo</li> <li>Utilise the Outdoor Learning Area as a space to grow Kaitiaki Leaders of the future</li> <li>Use the kaitiaki pathway to plan learning experiences for akonga</li> </ul>
Review and analyse our wellbeing initiatives	<ul style="list-style-type: none"> <li>know and demonstrate the school values</li> <li>know and reflect on the Play is the Way life skills (including the self mastery questions)</li> <li>Experience and benefit from tuakana/teina opportunities</li> <li>understand the Whare Tapa Wha model of holistic wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>follow the school wide PITW annual plan and use the same consistent language across the school</li> <li>provide opportunities to use tuakana/teina in classroom programmes</li> <li>gather and use student voice within classroom spaces</li> <li>learn and use the Whare Tapa Wha model of wellbeing for themselves and their ākonga.</li> </ul>
Actions	Use of school documentation; Play is the Way review and professional learning;	

## Goal 2: To branch out for success

Goals	Outcomes Expected	
	Akonga (students) will	Kaiako (teachers) will
Implementing Te Mataiaho English and Mathematics curriculums with fidelity	<ul style="list-style-type: none"> <li>follow and learn from a clear scope and sequence in English and Mathematics</li> <li>Experience teaching and Learning programmes that are aligned with the expectations</li> </ul>	<ul style="list-style-type: none"> <li>participate in PLD for Structured English and mathematics</li> <li>develop and follow a clear scope and sequence across the phases (English &amp; Maths)</li> <li>develop clear assessment practices in line with this</li> </ul>
Analysing our whanau engagement in learning and in our school environment	<ul style="list-style-type: none"> <li>talk and show their learning to their whānau</li> <li>whānau engagement at school events</li> </ul>	<ul style="list-style-type: none"> <li>communicate regularly with whānau about ākonga learning at school</li> <li>support ākonga to present learning to whānau</li> </ul>
Actions	Use of school documentation; ākonga surveying; sharing and feedback of best practice; Professional Learning; Data Analysis; progress tracking; Reading Recovery; Priority Learners identification; Accelerated Learning in Literacy; Whānau sessions planned and set up	

**Timelines** - all actions will run all year **Resourcing** - budget, staffing & M unit allocation prioritised to meet actions above **Priority** given to learner's whose needs have not yet been met within the actions and resourcing above

Blue writing denotes targets

# Annual Targets 2025








<b>Strategic Goal</b>	<b>To stand tall</b>
Strategy	Review and analyse our wellbeing initiatives
Outcomes Expected	<p>Akonga will: know and demonstrate the school values; know and reflect on the PITW skills; experience and benefit from tuakana/teina opportunities; understand the Whare Tapa Wha model of holistic wellbeing</p> <p>Kaiako will: follow the school wide PITW plan and use the same language; provide opportunities for tuakaka/teina; use student voice; learn and use the Whare Tapa Wha model of wellbeing for themselves and their ākonga</p>












<b>Baseline Data</b>	<b>Achievement Target</b>
Unable to get specific baseline, but around 30% of the school know the Play is the Way language (mainly those older than Year 4)	That 100% of ākonga and kaiako are able to use the Play is the Way language consistently. That is is clearly embedded in everyday restorative conversations

<b>Strategic Goal</b>	<b>To branch out for success</b>
Strategy	Implementation of Te Mataiaho English and Mathematics curriculum with fidelity
Outcomes Expected	<p>Akonga will: follow and learn from a clear scope and sequence in English and Mathematics; experience teaching and learning programmes that are aligned with the expectations</p> <p>Kaiako will: participate in PLD in Structured English and Maths; develop and follow a clear scope and sequence across the phases; develop clear assessment practices in line with this.</p>

<b>Baseline Data</b>	<b>Achievement Target</b>
11% of ākonga are not achieving where they need to be	That all students who are not achieving where they need to be in English (reading and writing) will make more than one years progress in 2025
10% of ākonga are not achieving where they need to be	That all students who are not achieving where they need to be in Mathematics will make more than one years progress in 2025.

# Appendices

s127 - Objectives of boards in governing schools	Goal 1	Goal 2
Every student at the school is able to attain their highest possible standard in education achievement		
The school is a physically and emotionally safe place for all students and staff gives effect to relevant student rights takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school		
The school is inclusive of and caters for students with differing needs		
The school gives effect to Te Tiriti o Waitangi including by: working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori achieving equitable outcomes for Māori students.		

National Education Learning Priorities		Goal 1	Goal 2
<b>LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education</b>			
1	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying		
2	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures		
<b>BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner</b>			
3	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs		
4	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy		
<b>QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau</b>			
5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning		
6	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
<b>FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives</b>			
7	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work		