

Strategic Plan & Goals 2024-2025

Our Vision: Stand tall and branch out for success

Woodlands Full Primary School is a New Entrants to Year 8 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.

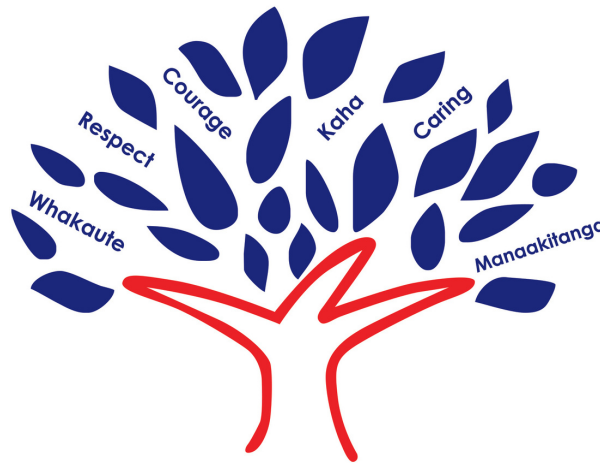
We will stand tall

In 2024 by:

- Using our school wide Kaitiakitanga pathway ^{2,3}
- Grow our own and others wellbeing (hauora)^{1,2,3}

In 2025 by:

- Embedding and consolidating our Kaitiakitanga pathway ^{2,3}
- Reviewing and analysing our wellbeing initiatives ^{1,2,3}



WOODLANDS
FULL PRIMARY SCHOOL

We will branch out for success

In 2024 by:

- Achieving to our highest potential ^{1,2,3}
- Strengthening and reviewing our core curriculum and classroom programmes in English & mathematics ^{2,3}
- Continuing to strengthen our whānau & community engagement ^{1,3}

In 2025 by:

- Reviewing and refining science, technology & the arts curriculum areas ^{2,3}
- Analysing whānau engagement in learning and our school environment ^{1,3}

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 2024

Goal 1: To stand tall

Goals	Outcomes Expected	
	Akonga (students) will	Kaiako (teachers) will
Using our school wide Kaitiakitanga pathway	<ul style="list-style-type: none"> increase their use of te reo have a clear understanding of their role as a kaitiaki self-reflect where they are on the pathway and identify next steps 	<ul style="list-style-type: none"> increase their use of te reo provide explicit opportunities to grow kaitiakitanga integrate kaitiaki principles into teaching and learning programmes
Grow our own and others wellbeing (hauora)	<ul style="list-style-type: none"> know and demonstrate the school values experience and benefit from tuakana/teina opportunities use Play is the Way skills and language 	<ul style="list-style-type: none"> follow the school wide PITW annual plan and use consistent language provide opportunities to use tuakana/teina in classroom programmes
Actions	Use of school documentation; Play is the Way review and professional learning;	

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

Goal 2: To branch out for success

Goals	Outcomes Expected	
	Akonga (students) will	Kaiako (teachers) will
Achieving to our highest potential	<ul style="list-style-type: none"> be empowered to achieve to the best of their ability 	<ul style="list-style-type: none"> discuss and share best practice support all learners to achieve to their highest potential and provide differentiated learning as needed
Strengthening our core curriculum & classroom programmes	<ul style="list-style-type: none"> experience teaching and learning programmes that align with Te Mataiaho expectations 	<ul style="list-style-type: none"> actively participate in Assessment for Learning professional learning review current school systems for reading, writing and maths implement any changes identified include Understand, Know & Do as a teaching model
Continue to strengthen our whānau and community engagement	<ul style="list-style-type: none"> talk and show whānau their learning whānau will be encouraged to attend school events 	<ul style="list-style-type: none"> support ākonga in presenting learning to whānau talk with whānau about what they can support and offer to help with at school
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	

Annual Targets 2024








Strategic Goal	To stand tall
Strategy	Using our school wide Kaitiakitanga pathway
Outcomes Expected	<p>Akonga will: increase their use of te reo; have a clear understanding of their role as a kaitiaki; self-reflect on where they are on the pathway</p> <p>Kaiako will: increase their use of te reo; provide explicit opportunities to grow kaitiakitanga; integrate kaitiaki principles into teaching and learning programmes.</p>











Baseline Data	Achievement Target
Teaching staff completed a self reflection of our te reo progressions.	That staff will build their confidence in te reo and at the end of the year, see an improvement in their own knowledge in reo and tikanga.
Unable to get baseline data due to the complex nature of the pathway	That our kaitiakitanga pathway is clear and easy for follow and a tool for teachers to use

Strategic Goal	To branch out for success
Strategy	Achieve to our highest potential
Outcomes Expected	<p>Akonga will be empowered to achieve to the best of their ability.</p> <p>Kaiako will: discuss and share best practice; support all learners to achieve to their highest potential and provided differentiated learning as needed</p>

Baseline Data	Achievement Target
14% of our students are writing below where they need to be	That all students that are writing below will make more than one years progress in 2024.
15% of our students are on our Needs Register	Those on the Needs Register can access additional support that they require and make progress to the best of their ability

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
LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education			
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		
BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner			
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		
QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau			
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		
FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives			
7	Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work		