Annual Report 2025

Statement of variance: progress against targets

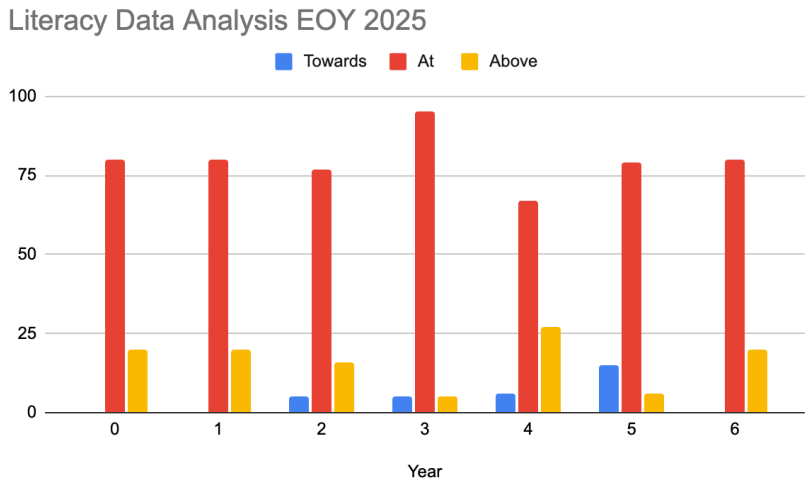
Strategic Goals: All ākonga will branch out for success with their learning and achieve to their highest potential.

Annual Target/Goal: implement a coherent and effective schoolwide structured literacy programme.				
Actions	**What did we achieve?** What were the outcomes of our actions? What impact did our actions have?	**Evidence** This is the sources of information the board used to determine these outcomes	**Reasons for any differences (variances) between the target and the outcomes.** Think about both where you have exceeded your targets or not yet met them	**Planning for next year - where to next?** What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan
Akonga will: • Build a knowledge bank of sounds and vocabulary to enhance cross curricula. achievement • Use sound and letter knowledge to encode and decode increasingly complex text. • Develop understanding of text styles and author purpose, through success in literacy	• Year 0 to 3 consistency of BSLA + balance approach • Greater success in sound and vocab knowledge for Year 0 to 3 • Students eager to read for learning and enjoyment	Reading achievement data improvement in Y 0-3. Priority students made accelerated progress. Y 0 - 3 teacher feedback indicates growing confidence levels with BSLA programme. BSLA training for Y4 - 6 teachers to start 2026. Teaching observations demonstrate a growing teacher capability and coherence across the school. Student feedback indicates	Year 0 to 3 Literacy data - 100% students at or above expectations. d All intervention students made a considerable shift. Year 0 to 3 students are able to talk confidently about sounds and vocabulary when encoding and decoding.	Full intervention plan 5 days per week. Additional intervention plan for ESOL students Year 4 to 6 cohorts will start BSLA Term 1 2026.
Kaiako will:	Coherent literacy progressions across		Year 0 to 3 teachers	Continue to embed BSLA practice.

• Increase their confidence and understanding of literacy attainment • Provide explicit opportunities for all students daily to experience literacy success • Integrate BSLA principles into teaching and learning programmes to gain balance for engagement	Y0 - 3 Plan and facilitate increasingly consistent and effective pedagogy across Y0 - 6. High quality literacy resources used effectively by teachers and students. Increasingly excellent and equitable outcomes for learners in literacy.	increased engagement with literacy learning. HERO used more effectively across the school for assessment and reporting requirements.	collaborating effectively to further develop skills and delivery alongside a balanced approach for engagement and student voice. Year 4 to 6 teachers trained Term 4 2025 BSLA. Tier 2 and 3 Intervention training Term 4 2025 - 2026 Junior Literacy lead - IFMU to further enhance consistency.	Unpack the English NZC (Oct 2025) for further understanding of scope and sequence.
To branch out for success: Achieve to our highest potential				
Akonga will: • Be empowered to achieve to the best of their ability	Differentiated learning programmes Benefits of a smaller school, staff know students and what they can and can't do and how to support them as a group of learners. Utilising Teacher Aides to support individuals and also clusters of ākonga. Reading Recovery - use of individual and also the small	Teaching planning - one hour of writing, reading and mathematics. Need register - maintaining this and updating as needed Wall displays of learning in the classroom Goal setting in Hero Assembly TA support - in classes both whole class; individuals,	Our ākonga are confident in their own ability to do the work that is given to them. They all ask questions and are active participants in their learning and are happy to engage and share this with their whānau.	
Kaiako will: • Discuss and share best practice • Support all learners to achieve to their highest potential			Reading Recovery teacher is supported by a tutor Staff know their learning and this is a huge advantage for us.	Use the new curriculum as a driver for staff PLD and then to develop what this will look like for Woodlands School and for our learners.

• Provide differentiated learning as needed	groups as a Tier 2 intervention Akonga are encouraged to make strong decisions to support their learning.	groups Reading Recovery - individual and small group interventions BSLA training - 2 x junior classes + TA Staff meeting and Teacher Only Day active participation. Hero posts of learning and work Mid year and end of year data shared with the board	BSLA teachers and TA are sharing and talking about what works etc for them.	Have added English and Mathematics to the plan for 2025 due to the significant changes that have occurred this year in this area and the gazetted aspects

Evaluation and analysis of the school's students' progress and achievement in 2025



Target students have been identified for 2026 intervention

How we have given effect to Te Tiriti o Waitangi

Whanau are a vital partnership, all cultures are welcomed to Woodlands School. We actively develop local curriculum to connect with people and place. Whole school kapa haka, commands in Te Reo and Tagalog for kapamilya. Building Te Reo into curriculum areas and enhance our kaitiaki pathway.

Kiwisport Funding

This year we received $1714.20 in KiwiSport Funding. This helped us pay for Life Education, Zone Sports Levy, REAP Swimming Lessons and other miscellaneous items related to sport.

Statement of Compliance with the Employment Policy

Woodlands School has met its obligations as per employment policies and equal employment opportunities.