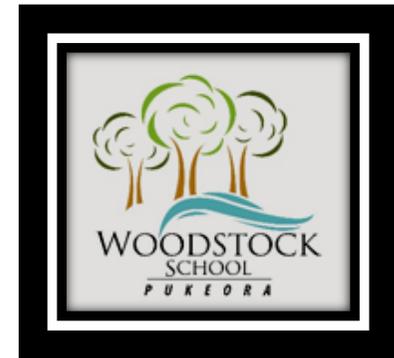


School Charter
Strategic and Annual Plan for
Woodstock School
2016 - 2020



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Section 1: Introductory Section - Strategic Intentions

This outlines the schools overarching aims for students at our school. It includes the principles that guide all our interactions and relationships

Woodstock School 2016 - 20

BRIEF DESCRIPTION OF WOODSTOCK SCHOOL COMMUNITY

Woodstock School is an inner city school Decile 5 (middle decile) situated close to the Waikato River and between the both high and low socio-economic areas i.e. predominately Woodstock, Chartwell and Fairfield suburbs. Consequently, we have large representation of this demography in our student enrolment pattern.

We have had an enrolment scheme in place for a number of years in order to avoid overcrowding at our school. Over 50% of our students are enrolled from in zone and the remainder are from an 'out of zone' situation. A large number of these students originate from the immediate Fairfield area (predominately a low decile area).

Ethnicity:

- 60 % NZ European/Other European
- 21 % Maori
- 5 % Pasifika
- 9 % Asian
- 4 % African
- 1 % Other

We have a specialised unit for the physically disabled (conductive education) as part of Woodstock School and these students have specialised programmes in their unit and are mainstreamed across the school for various reasons (curriculum and social needs). We also host two Patricia Avenue Satellite Units for the intellectually disabled on our school site. These students are also integrated into various aspects of Woodstock School's learning environment.

We have a very supportive community and this is reflected in the effectiveness of Board of Trustees governance of the school and also through the activities of PTA and Whaanau Awhina which enhance the school's effectiveness in catering for the needs of our students.

Mission Statement	<p style="text-align: center;">To ensure all of our tamariki achieve success within our culturally dynamic society.</p>
Vision	<p style="text-align: center;">We aim to help our students contribute positively to their own wellbeing, and that of society and the environment, through our example and our teaching and learning programmes.</p>
Values	<p style="text-align: center;">Respect, honesty, compassion, trust and integrity and</p> <ul style="list-style-type: none"> • Maanakitanga - welcoming all of our guests and new whanau • Whaanaungatanga - connecting with others through shared experience • Kotahitanga – promote unity by all working toward a common goal
Principles	<p><u>Building Positive Relationships (focus for 2016)</u></p> <ul style="list-style-type: none"> - developing empathy and respect for other people and cultures - developing a positive self-image - recognising the importance of relationships in the wider world e.g. Science, Environment. Education, the Arts, Technology - developing ability to communicate cooperatively - developing a sense of fairness and social justice <p><u>Participating and Contributing</u></p> <ul style="list-style-type: none"> - Leadership activities - including others - showing responsibility through thoughts and actions - showing citizenship - being community mindedness <p><u>Self-Managing</u></p> <ul style="list-style-type: none"> - being motivated to do our best - demonstrating perseverance in order to achieve - continually developing self-awareness and well-being - showing resilience in difficult situations - being resourceful in solving our own problems <p><u>Thinking Constructively (continual focus)</u></p> <ul style="list-style-type: none"> - being reflective - exploring knowledge - creating new knowledge - being innovative

	<ul style="list-style-type: none"> - being problem solvers - developing creativity <p><u>Being an Effective Communicator (continual focus)</u></p> <ul style="list-style-type: none"> - using the language of each curriculum area to express our knowledge and understandings of the world around us, access new knowledge and interact with others - using appropriate ICT skills to enhance learning and communication
<p>Māori Dimensions and Cultural Diversity</p>	<ul style="list-style-type: none"> • All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values. • Staff members will ensure that students from all cultures are treated with respect and dignity and will work actively towards maximising the potential of each student irrespective of cultural background. • Maori potential approach (Maori potential, cultural advantage, inherent capability). Supporting Maori Students to achieve educational success as Maori • Provision of Te Reo Maori & Tikanga Maori • All staff are expected to develop an awareness of Tikanga Maori and Te Reo Maori and incorporate this awareness into classroom programmes. • Woodstock School promotes understandings consistent with the Treaty of Waitangi. <p>We have:</p> <ul style="list-style-type: none"> • Appointed staff members to specific positions with responsibility to incorporate Tikanga Maori throughout the school. • Included a Maori dimension where possible i.e. greetings, commands, language related to everyday objects, days, months, number and into all areas of the curriculum. • Introduced a Woodstock School Powhiri & Mihi Whakatau kawa. • Planning documents include a dimension Maori in teaching programmes. • School curriculum includes the celebrations of events central and important to the position of Maori i.e. Matariki, Kingitanga • Te reo Maori, tikanga Maori, (including visits to the our local Marae) are visible in the school. • Implemented professional development for staff and encouraged an extension of knowledge and skills i.e. Ka Hikitia <p>What will the school do to provide instruction in Te Reo Maori for full time students whose parents ask for it? All such requests will be given full and careful consideration by the Board of Trustees having regard to;</p> <ul style="list-style-type: none"> • Personnel with the requisite knowledge, skills and qualifications • Overall school financial position • Availability of suitable and appropriate accommodation within the school • Sustainability of request

Section 2: Strategic Planning

This sets out the Boards aims and directions for student progress and achievement for the next 3-5 years

Strategic Aim 1

To ensure all students are able to access the NZ Curriculum as appropriate and relevant to their year level, their special learning needs and ethnicity as evidenced by progress and achievement in relation to National Standards.

Strategic Aim 2

To promote excellence in teaching at Woodstock Primary School.

Strategic Aim 3

To enable students to value, respect and contribute to an ecologically sustainable environment.

Strategic Aim 4

To create an educational learning environment which minimises health and safety risks to staff and students.

Strategic Aim 5

To continually build an inclusive relationship between school and the community.

Strategic Aim 6

To ensure school finances, personnel and property are effectively managed to support the educational outcomes of students.

Strategic Aim 1:

To ensure all students are able to access the NZ Curriculum as appropriate and relevant to their year level, learning needs and ethnicity as evidenced by progress and achievement in relation to National Standards.

Strategic Goals

**Core Strategies for Achieving Goals
2016 – 2020**

- To continue to develop an environment which promote student engagement with their learning and improve achievement outcomes for all students
- To ensure all students are able to access the NZ Curriculum as appropriate and relevant to their year level, their special learning needs and ethnicity as evidenced by progress and achievement in relation to National Standards.

Woodstock School accepts, values and welcomes all children into the school irrespective of their background, needs or abilities. We aim to be an inclusive school where students achieve to their highest level because they feel safe, affirmed and valued irrespective of their ability or disability, through strong positive relationships with all staff based on mutual respect, high expectations and a relevant and appropriate education delivered by effective teaching. We believe every child has the potential to learn and succeed. We strive to ensure that all students have fair access to a quality education environment to enable them to learn successfully and participate in society.

We aim to achieve this by:

- Continuing to provide an environment where all students feel connected, included and respected.
- Ensuring teaching and learning programmes meet the needs of all learners, particularly priority learners.
- Effectively implementing the NZ Curriculum.
- Improving outcomes for all students, particularly our “at risk” learners.
- Implement and staff the Conductive Education programme for the students appropriately.
- Ensuring Maori Students are engaged in their learning and are achieving educational success with pride in their unique identity language and culture as Maori.
- Considering what support the local iwi, school kaumatua and Whanau Awhina can provide within the school’s programmes and organisational structures.
- Discovering Maori Local history and ensuring our local based curriculum (LBC) document incorporates Tikanga Maori and provides guidance and assistance for teachers in appropriate Maori language and culture for teachers planning classroom curriculum programmes.

	<ul style="list-style-type: none"> • Consulting with Maori parents & Whanau. A school wide programme of Te Reo for all students implemented. • Accelerating progress of students performing below expectations. • Reviewing the adequacy of teaching programmes throughout the school. • Enabling students to be engaged as 21st Century learners in an IT world.
Strategic Aim 2 To promote excellence in teaching at Woodstock Primary School.	
Strategic Goal	Core Strategies for Achieving Goals 2016 – 2020
<ul style="list-style-type: none"> • To continue to develop and promote a professional learning community which supports and promotes excellence in teaching. 	<ul style="list-style-type: none"> • Support all teachers to develop their skills, knowledge and practices across all curriculum areas to ensure that a high quality of teaching and learning occurs. • Seek to continually enhance and improve the quality of teaching and learning through the professional learning of staff and the continued development of effective changes in pedagogy. • Ensuring systems are easy to use for the purpose of gathering and collating achievement data. • Gather, collate and analyse achievement data and adjust teaching and learning programmes appropriately. • Identified target groups are being supported by classroom teachers to ensure success. • Improve the ICT and e-learning capacity of staff when appropriate, through targeted professional development.

Strategic Aim 3	
To enable students to value, respect and contribute to an ecologically sustainable environment	
Strategic Goals	Core Strategies for Achieving Goals 2016 - 2020
<ul style="list-style-type: none"> • Develop and actively promote the Enviro. Schools programme within the school and wider community. • To enable students to value, respect and contribute to an ecologically sustainable environment. 	<ul style="list-style-type: none"> • Identify and secure the resources needed to allow the Enviro. Schools programme to be implemented effectively schoolwide. • Ensure any development or redevelopment of buildings grounds and infrastructure of the school aligns with the principles of Environmental Education. • Extend our current culture of self-review to include environmental education and promote continuous improvements in the area.
Strategic Aim 4	
To create an educational learning environment which minimizes health and safety risks to staff and students.	
Strategic Goal	Core Strategies for Achieving Goals 2016 - 2020
<ul style="list-style-type: none"> • Regularly review and minimise risks to staff and students 	<ul style="list-style-type: none"> • To ensure the schools preparedness for emergencies • To review the schools Health & Well-Being Systems & Inclusive Schools Practices

Strategic Aim 5	
To continually build an inclusive relationship between school and the community.	
Strategic Goal	Core Strategies for Achieving Goals 2016 - 2020
<ul style="list-style-type: none"> • Continue to investigate current situation and develop our plan for enhancing our already established relationships 	<ul style="list-style-type: none"> • Enhance existing relationships between home and school • Develop new ways for involving parents and whaanau in the learning of their children. • Promote the school positively in the wider community • Strengthen links and relationships with other schools and Early Education Centres in the community.
Strategic Aim 6	
To ensure school finances, personnel and property are effectively managed to support the educational outcomes of students	
Strategic Goal	Core Strategies for Achieving Goals 2016 - 2020
<ul style="list-style-type: none"> • Continually review and, if necessary, redesign management procedures for finances, personnel and property. 	<ul style="list-style-type: none"> • Operate within annual grants. • To revise the 10yr/5yr property plan and identify priority capital works programme upgrading the school buildings facilities for teaching & learning for the purpose of continually upgrading the school buildings and environment. • To refurbish and upgrade classrooms and buildings according to 5YA programme. • When a vacancy arises within the school, give consideration to the needs of the school and our students. • To ensure that the Professional Appraisal system and process is fully implemented incorporating self-review aligned with annual strategic goals. • To incorporate new Teachers Council Registering Teacher Criteria into school appraisal/attestation process. • To ensure Professional Development is resources appropriately and adequately to maintain a high standard of teaching practice.

Section 3: Annual Planning

Domain	Strategic Goal 1	Target	Short Report November 2016
Students' Learning and Engagement	<ul style="list-style-type: none"> • To continue to develop an environment which promotes student engagement with their learning and improve achievement outcomes for all students. • To ensure all students are able to access the NZ Curriculum as appropriate and relevant to their year level, their special learning needs and ethnicity as evidenced by progress and achievement in relation to National Standards. 	<ul style="list-style-type: none"> • Target groups • Teaching and learning action research cycles • Instructional groups • Student agency relating their learning • Self and peer assessment • Key competencies are integrated into all curriculum areas • Within our school context our focus is to Improve Literacy across the school with particular emphasis in oral language and New Entrant/ Y1 students and priority learners. It is our belief that if students are orally capable i.e. have age and stage appropriate structure and vocabulary and are expressively fluent and confident, they will be more successful readers and writers. This is endorsed in the research we have read to date (M.Clay, A. Biemiller, J. Perkins, H. Scarborough, J. van Hees) which also suggest that despite several years in school many students are unable to produce oral texts of any length or depth. To achieve this outcome we believe we need to refine our current pedagogy and change our own language patterns because our written language data, gathered at the end of Year 1 up until the end of 2014, identified that between 40%-60% of our students have not been achieving the National Standards in Writing. This 	

		<p>suggested we needed to address the underlying causes of this outcome, which we believe is expecting many of our students to write before they have the oral language skills necessary to do this because the oral language strand of our curriculum is very underdeveloped. Last year we spent considerable time working with the students on their oral language and the end of year results for writing reflected a rise in student achievement. We are going to focus on a schoolwide action research project this year in oracy to raise achievement across the school in written language.</p> <p>Data used to support this target is displayed below.</p>	
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National Standards Writing Results 2014

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	29	8.3%	108	31.0%	178	51.1%	33	9.5%	348
Māori	13	12.3%	37	34.9%	47	44.3%	9	8.5%	106
Pasifika			4	30.8%	7	53.8%	2	15.4%	13
Asian	2	5.6%	7	19.4%	23	63.9%	4	11.1%	36
European/Pākehā/ Other European	14	7.3%	60	31.1%	101	52.3%	18	9.3%	193
Male	21	11.7%	70	38.9%	77	42.8%	12	6.7%	180
Female	8	4.8%	38	22.6%	101	60.1%	21	12.5%	168

National Standards Writing Results 2015

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	20	6.0%	73	21.0%	223	66.6%	19	5.7%	335
Māori	5	5.4%	26	28.0%	59	63.4%	3	3.2%	93
Pasifika	0	0%	1	7.1%	13	92.9%	0	0%	14
Asian	2	5.6%	4	11.1%	26	72.2%	4	11.1%	36
European/Pākehā/ Other European	12	6.9%	36	20.6%	115	65.7%	12	6.9%	175
Male	16	8.8%	51	28.2%	111	61.3%	3	1.7%	181
Female	4	2.6%	22	14.3%	112	60.1%	16	10.4%	154

National Standards				
% Students at or above the standard				
Written Language	2014	2015	2016	Target
Y1 - All	40	85		85
Y2 - All	53	72		85
Y3 - All	41	60		75
Y4 - All	66	72		65
Y5 - All	57	54		75
Y6 - All	46	62		60

Domain	Strategic Goal 2	Target	Short Report November 2016
Excellence in Teaching	<ul style="list-style-type: none"> To continue to develop and promote a professional learning community which supports and promotes excellence in teaching. 	<ul style="list-style-type: none"> To ensure quality professional development is implemented to support learning achievement at Woodstock Primary School and promote a professional learning community which supports excellence in teaching. Support all teachers to develop their knowledge, skills and practices to ensure that high quality teaching and learning occurs Seek to continually enhance the quality of teaching through professional development <p>Professional development Plan for 2016 is set out below</p>	

Purpose of the Professional Development:

To improve student achievement in by building capacity, collectively and individually, in the teaching of oral and written through supporting teachers to examine their classroom practice by:

- Identifying two students
- Identifying their strengths
- Identifying areas of need
- Identifying the next learning steps for them
- Identifying modifications to teaching practice to achieve these next learning steps
- Identifying support needed to achieve these teaching modifications
- Identifying the impact of these teaching modifications on these student’s progress and achievement

Term 1			
All data, planning for oral language documents and action plans to be kept together in individual teacher's appraisal folder. Accompanying the workshops there will also be staff meeting focussed on developing teacher knowledge in oral language.			
Action	Personal	Date	Action required before next workshop
Teacher Only Day focussing on oral language, dialogic teaching and learning with all of the staff	Dr. Jannie Van Hees and all staff	Monday 25 January	
Teacher Only Day focussing on an intensive oral language programme in the year 1 classes. This includes developmental and discovery pedagogy and practice and how to background and prepare for these practices.	Dr. Jannie Van Hees and all staff in the Rimu syndicate	Tuesday 26 January	All teachers examine class data (e.g. anecdotal notes, observations, formal assessments) and decide on their target groups ensuring there are some priority learners included.
<p style="text-align: center;">Workshop based on "think prepare, share" thumbs up and extending vocabulary, especially in relation to Big Learning</p> <p>This workshop will be facilitated by Chris from 8.45 until 10.25 and then teachers released for the remainder of the day to plan and gather resources relevant to the workshop.</p>	Chris Read and Rimu Syndicate	Week 3 Wednesday 17 February	With the support of the syndicate fill out sections 1- 5 of the "Planning for Written Language " document before your workshop with Chris i.e. 1. Look at the data.
<p style="text-align: center;">Workshop based on "think prepare, share" thumbs up and extending vocabulary, especially in relation to Big Learning</p> <p>This workshop will be facilitated by Chris from 8.45 until 10.25 and then teachers released for the remainder of the day to plan and gather resources relevant to the workshop.</p>	Chris Read and Kauri Syndicate	Week 4 Wednesday 24 February	2. Identify what the group can do. 3. What evidence of learning needs do I have? 4. Immediate focus – learning intention (choose one as well as a feedback focus) 5. Based on the workshop decide on a strategy that I think will be the most effective in order to teach this.
<p style="text-align: center;">Workshop based on "think prepare, share" thumbs up and extending vocabulary, especially in relation to Big Learning</p>	Chris Read and Pohutukawa Syndicate	Week 5 Wednesday 24 February	(Action research: professional learning goal)

This workshop will be facilitated by Chris from 8.45 until 10.25 and then teachers released for the remainder of the day to plan and gather resources relevant to the workshop.			
Intensive oral language training day	Dr. Jannie Van Hees and all staff in the Rimu syndicate	Thursday 31 March	
Oral language, dialogic teaching and learning training	Dr. Jannie Van Hees and all staff in the Kauri syndicate	Friday 1 April	
Intensive oral language training day	Dr. Jannie Van Hees and all staff in the Rimu syndicate	Thursday 7 April	
Oral language, dialogic teaching and learning training	Dr. Jannie Van Hees and all staff in the Pohutukawa syndicate	Friday 8 April	
Intensive oral language training day	Dr. Jannie Van Hees and all staff in the Rimu syndicate	Thursday 14 April	
Term 2			
		Before your workshop with Chris	All teachers examine class data (e.g. anecdotal notes, observations, formal assessments) and decide on their target groups ensuring there are some priority learners included.
Workshop based on “think prepare, share” thumbs up and extending vocabulary, especially in relation to Big Learning This workshop will be facilitated by Chris from 8.45 until 10.25 and then teachers released for the remainder of the day to plan and gather resources relevant to the workshop.	Rimu	Week 2 Wednesday 11 May All day	With the support of the syndicate fill out sections 1- 5 of the “Planning for Written Language ” document before your workshop with Chris i.e.
Workshop based on “think prepare, share” thumbs up and extending vocabulary, especially in relation to Big Learning	Kauri	Week 3 Wednesday 18 May All day	1. Look at the data. 2. Identify what the group can do.

This workshop will be facilitated by Chris from 8.45 until 10.25 and then teachers released for the remainder of the day to plan and gather resources relevant to the workshop.			3. What evidence of learning needs do I have? 4. Immediate focus – learning intention (choose one as well as a feedback focus) 5. Based on the workshop decide on a strategy that I think will be the most effective in order to teach this. (Action research: professional learning goal)
Workshop based on “think prepare, share” thumbs up and extending vocabulary, especially in relation to Big Learning This workshop will be facilitated by Chris from 8.45 until 10.25 and then teachers released for the remainder of the day to plan and gather resources relevant to the workshop.	Pohutukawa	Week 4 Wednesday 24 May All day	
Classroom Visit by Chris in relation to the previous workshops	All classroom teachers	Weeks 6-8	Exact dates to be advised
	All teachers	Before next terms workshop	Reflect on target group data and inform Chris of their P.D needs before next workshop.
Term 2 Cycle will be repeated in Term 3			
Term 4			
Classroom Visit by Chris in relation to the previous workshops	All classroom teachers	Weeks 1-4	Exact dates to be advised
	All teachers	Before week 2 or week 3 of term 4	Reflect on target group data and write up your action research ready for presentation at staff meeting. These presentations will be in week 3 at a staff meeting. This research is to be presented as a syndicate and no longer than 20 minutes.

Other 2016 Key Improvement Strategies to Achieve Strategic Vision			
Domain	Strategic Goals	Outcomes	Short Report November 2016
Sustainable Environment	<p>3</p> <p>Develop and actively promote the Enviro. Schools programme within the school and wider community.</p> <p>To enable students to value, respect and contribute to an ecologically sustainable environment.</p>	<ul style="list-style-type: none"> • Management Units given to teachers to lead the school in the Enviro. School Project • To review and reflect upon our current practices • To re-establish, teach and nurture these practices • To look forward - implementing new initiatives based on the current and future needs of Woodstock School that are identified, researched and actioned by the students, with support from the community. <p>To focus on carrying out environmental education in, about and for the following areas of school life . . .</p> <ul style="list-style-type: none"> • Organisation Management • Physical Surroundings • Operational Practices • Creating a Living Curriculum in relation to the current environmental needs of the school community. These include: <ol style="list-style-type: none"> 1. Our current practices and learning 2. New initiatives based on our current needs eg, The new Enviro Area that is in the planning stages. 	
Health and Safety	<p>4</p> <p>Regularly review and minimise risks to staff and students</p>	<ul style="list-style-type: none"> • School documents are revised and published. • Staff, students and parents are all familiar with policies/procedures and well prepared. • Staff trained appropriately. • Surveys are taken into consideration in the H & B review. • Plan for the future set in place. • Peer mediation system in place and operating at senior student levels. 	

<p>Community Involvement</p>	<p>5 Continue to investigate current situation and develop our plan for enhancing our already established relationships</p>	<ul style="list-style-type: none"> • Community consultation regarding the direction of our strategic plan. • School wide consultation including the BOT, staff and students • Encouragement of parents of Maori students to become Board of Trustees members • Establishing a school Whanau Awhina Committee • Establishing the unique and valued position of 'School Kaumata' for advice and guidance on all things valued in the Tainui Iwi • Establishing a Kapahaka group with the help of the Whanau Awhina committee • Report evenings • Newsletters • School events • Informal dealings with families • Open door policy 	
<p>Property Finance and Personnel</p>	<p>6 Continually review and, if necessary, redesign management procedures for finances, personnel and property.</p>	<ul style="list-style-type: none"> • Appoint appropriate staffing to achieve the strategic goals of the school. • Ensure working capital does not go into overuse. This may mean that the underuse from 2015 may be needed to balance a possible overuse in 2016. • Ensure capital needed to upgrade key identified projects is made available from the Board's reserves while also ensuring that board reserves are not exhausted or go into overuse. • 10yr & 5YA plan revised in term 4, ready for implementation in term1 2017. • Asset register kept updated. • Begin to update furniture in all classrooms. • Complete the upgrade of room 9. • Continue to upgrade the external environment of the school. • Complete necessary work to the entry/exit of the astro turf • Complete the upgrade of room 1a • Begin new playground project. 	