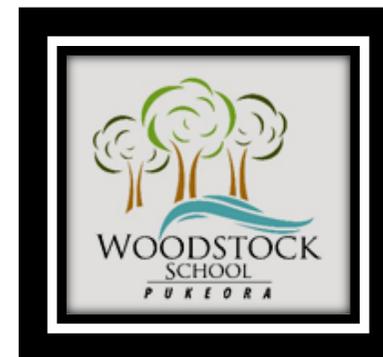


# School Charter Strategic and Annual Plan for Woodstock School 2019 - 2024



Principals' endorsement:	<i>Jenny Mills</i>
Board of Trustees' endorsement:	<i>Sarfraz Hapuku</i>
Submission date to Ministry of Education:	28 February 2019

**Contents: Section 1: Introduction**  
**Section 2: Strategic Planning**  
**Section 3: Annual Planning**

## **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 2019 - 24**

#### **BRIEF DESCRIPTION OF WOODSTOCK SCHOOL COMMUNITY**

Woodstock School is an inner city school, with a decile 5 rating, situated close to the Waikato River and between 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 58% of our students are enrolled from within zone and the remainder (42%) are from an 'out of zone' situations.

#### Ethnicity:

- 60 % NZ European/Other European
- 23 % Maori
- 7 % African
- 2% Tongan
- 2% Indian
- 2% Middle Eastern
- 1% Samoan
- 1% Latin American
- 1% Chinese
- 1% other Asian

We have a specialised unit for the physically disabled (Conductive Education) as part of Woodstock School and these students have specialised physical programmes in their unit and are mainstreamed across the school at various times (curriculum and social needs). We also host two Patricia Avenue Satellite Units for ORs funded students (predominantly autistic students) 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	<b>To ensure all of our tamariki achieve success within our culturally dynamic society.</b>
Vision	<b>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.</b>
Values	<p style="text-align: center;">Respect, honesty, compassion, trust and integrity and</p> <ul style="list-style-type: none"> <li>• <b>Maanakitanga - welcoming all of our guests and new whanau</b></li> <li>• <b>Whaanaungatanga - connecting with others through shared experience</b></li> <li>• <b>Kotahitanga – promote unity by all working toward a common goal</b></li> </ul>
Principles	<p><b><u>Building Positive Relationships (focus for 2019)</u></b></p> <ul style="list-style-type: none"> <li>- developing empathy and respect for other people and cultures</li> <li>- developing a positive self-image</li> <li>- recognising the importance of relationships in the wider world e.g. Science, Environment. Education, the Arts, Technology</li> <li>- developing ability to communicate cooperatively</li> <li>- developing a sense of fairness and social justice</li> </ul> <p><b><u>Participating and Contributing (focus 2020)</u></b></p> <ul style="list-style-type: none"> <li>- Leadership activities</li> <li>- including others</li> <li>- showing responsibility through thoughts and actions</li> <li>- showing citizenship</li> <li>- being community mindedness</li> </ul> <p><b><u>Self-Managing (focus 2021)</u></b></p> <ul style="list-style-type: none"> <li>- being motivated to do our best</li> <li>- demonstrating perseverance in order to achieve</li> <li>- continually developing self-awareness and well-being</li> <li>- showing resilience in difficult situations</li> <li>- being resourceful in solving our own problems</li> </ul> <p><b><u>Thinking Constructively (continual focus)</u></b></p> <ul style="list-style-type: none"> <li>- being reflective</li> <li>- exploring knowledge</li> <li>- creating new knowledge</li> <li>- being innovative</li> <li>- being problem solvers</li> <li>- developing creativity</li> </ul>

	<p><b><u>Being an Effective Communicator (continual focus)</u></b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- using appropriate ICT skills to enhance learning and communication</li> </ul>
<p><b>Māori Dimensions and Cultural Diversity</b></p>	<ul style="list-style-type: none"> <li>• All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values.</li> <li>• 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.</li> <li>• Maori potential approach (Maori potential, cultural advantage, inherent capability). Supporting Maori Students to achieve educational success as Maori</li> <li>• Provision of Te Reo Maori programmes</li> <li>• All staff are expected to develop an awareness of Tikanga Maori and Te Reo Maori and incorporate this awareness into classroom programmes.</li> <li>• Woodstock School promotes understandings consistent with the Treaty of Waitangi.</li> </ul> <p>We have:</p> <ul style="list-style-type: none"> <li>• Engaged with the P.D provided by the University of Waikato through the Rongohia te Hau programme, which will explore culturally responsive pedagogies and the Takaro-ora programme, provided by Sport Waikato, which will explore student well being. This P.D is delivered through our Community of Learning (Te Pae Here Kahui Ako).</li> <li>• Identified staff members to have the responsibility of supporting the above P.D by supporting other staff in this area through specific professional development.</li> <li>• Consulted with Iwi regarding our school implementation plan for Te Reo and will be moving forward with this document after receiving their approval. This includes the celebration of events central and important to the position of Maori i.e. Matariki, Kingitanga, having Te reo and tikanga Maori visible in the school.</li> </ul> <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"> <li>• Personnel with the requisite knowledge, skills and qualifications</li> <li>• Overall school financial position</li> <li>• Availability of suitable and appropriate accommodation within the school</li> <li>• Sustainability of request</li> </ul>

## 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 Curriculum levels.

### Strategic Aim 2

To ensure Maori Students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Maori.

### Strategic Aim 3

To promote excellence in teaching at Woodstock Primary School.

### Strategic Aim 4

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

### Strategic Aim 5

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

### Strategic Aim 6

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

### Strategic Aim 7

To ensure school finances, personnel and property are effectively managed to support the educational outcomes of students and to enhance teaching & learning

**Strategic Aim 1 and 2:**

- **To ensure all students are able to access the NZ Curriculum as appropriate and relevant to their achievement level, learning needs and ethnicity. This will be evidenced by progress and achievement in relation to NZ Curriculum levels.**
- **To ensure Maori Students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Maori.**

<b>Strategic Goals</b>	<b>Core Strategies for Achieving Goals 2019 – 2024</b>
<ul style="list-style-type: none"> <li>• To continue to develop an environment which promotes student engagement with their learning and improve achievement outcomes for all students</li> <li>• 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 the Curriculum levels.</li> <li>• Support the students in the conductive education unit by providing adequate resourcing.</li> </ul>	<p>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.</p> <p align="center">We aim to achieve this by:</p> <ul style="list-style-type: none"> <li>• Continuing to provide an environment where all students feel connected, included and respected.</li> <li>• Ensuring teaching and learning programmes meet the needs of all learners, particularly priority learners. This means extra resourcing for the students who require it.</li> <li>• Effectively implementing the NZ Curriculum.</li> <li>• Improving outcomes for all students, particularly our “at risk” learners.</li> <li>• Supporting Maori Students are engaged in their learning and are achieving educational success with pride in their unique identity language and culture as Maori.</li> <li>• Considering what support the local iwi, school kaumatua and Whaanau Awhina can provide within the school’s programmes and organisational structures.</li> <li>• Ensuring our local School Based Curriculum (SBC) document incorporates Tikanga Maori and provides guidance and assistance for teachers in appropriate Maori language and culture for teachers planning classroom curriculum programmes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement and staff the Conductive Education programme for the students appropriately, according to funding.</li> <li>• Accelerating progress of students performing below expectations.</li> <li>• Reviewing the adequacy of teaching programmes throughout the school.</li> <li>• Enabling students to be engaged as 21st Century learners in an IT world.</li> </ul>
<b>Strategic Aim 3</b> <b>To promote excellence in teaching at Woodstock Primary School</b>	
<b>Strategic Goal</b>	<b>Core Strategies for Achieving Goals</b> <b>2019 – 2024</b>
<ul style="list-style-type: none"> <li>• To continue to develop and promote a professional learning community which supports and promotes excellence in teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Ensuring systems are easy to use for the purpose of gathering and collating achievement data.</li> <li>• Gather, collate and analyse achievement data and adjust teaching and learning programmes appropriately.</li> <li>• Identified target groups are being supported by classroom teachers, and teams, to ensure success.</li> <li>• Improve the ICT and e-learning capacity of staff when appropriate, through targeted professional development.</li> </ul>
<b>Strategic Aim 4</b> <b>To enable students to value, respect and contribute to an ecologically sustainable environment</b>	
<b>Strategic Goals</b>	<b>Core Strategies for Achieving Goals</b> <b>2019 - 2024</b>
<ul style="list-style-type: none"> <li>• Develop and actively promote the Enviro. Schools programme within the school and wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and secure the resources needed to allow the Enviro. Schools programme to be implemented effectively school wide.</li> </ul>

<ul style="list-style-type: none"> <li>To enable students to value, respect and contribute to an ecologically sustainable environment.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure any development, or redevelopment, of buildings grounds and infrastructure of the school aligns with the principles of Environmental Education.</li> <li>Include environmental education in our self-review and promote continuous improvements in the area.</li> <li>Continue to sustain our gold status.</li> <li>Resource Enviro. School appropriately.</li> </ul>
<b>Strategic Aim 5</b> <b>To create an educational learning environment which minimizes health and safety risks to staff and students.</b>	
<b>Strategic Goal</b>	<b>Core Strategies for Achieving Goals</b> <b>2019 - 2024</b>
<ul style="list-style-type: none"> <li>Regularly review and minimise risks to staff and students</li> <li>To incorporate the values and practices of a “Sunsafe School”</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the schools preparedness for emergencies</li> <li>To continue to review the schools Health &amp; Well-Being Systems &amp; Inclusive Schools Practices</li> <li>To continue to increase the number of shaded areas around the school so that the students can eat and play in a shaded area</li> </ul>
<b>Strategic Aim 6</b> <b>To continually build an inclusive relationship between school and the community.</b>	
<b>Strategic Goal</b>	<b>Core Strategies for Achieving Goals</b> <b>2019 - 2024</b>
<ul style="list-style-type: none"> <li>Continue to monitor our current strategies for enhancing our already established relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to sustain our existing relationships between home and school</li> <li>Continue with our student-led conferences</li> <li>Develop new ways for involving parents and whaanau in the learning of their children.</li> <li>Promote the school positively in the wider community</li> <li>Strengthen links and relationships with other schools and Early Education Centres in the community.</li> </ul>

<b>Strategic Aim 7</b>	
<b>To ensure school finances, personnel and property are effectively managed to support the educational outcomes of students and to enhance teaching and learning</b>	
<b>Strategic Goal</b>	<b>Core Strategies for Achieving Goals 2019 - 2024</b>
<ul style="list-style-type: none"> <li>Continually review and, if necessary, redesign management procedures for finances, personnel and property.</li> </ul>	<ul style="list-style-type: none"> <li>Operate within the annual budget, or within updated forecasts at the Board's discretion</li> <li>Upgrade the school buildings facilities for teaching &amp; learning by replacing two buildings which have reached the end of their usable life.</li> <li>To revise, when appropriate, the 10yr/5yr property plan and identify priority capital works programme.</li> <li>To continue to refurbish and upgrade classrooms and buildings, where needed, according to 5YA programme.</li> <li>When a vacancy arises within the school, give consideration to the needs of the school and our students.</li> <li>To ensure that the professional appraisal system and process is fully implemented incorporating self-review aligned with annual strategic goals.</li> <li>To ensure Professional Development is resourced appropriately and adequately to maintain a high standard of teaching practice.</li> </ul>

### Section 3: Annual Planning

<b>Domain</b>	<b>Strategic Goal 1 &amp; 2</b>	<b>Target</b>
<b>Students' Learning and Engagement</b>	<ul style="list-style-type: none"> <li>To continue to develop an environment which promotes student engagement with their learning and improve achievement outcomes for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Target groups</li> <li>Teaching and learning action research cycles</li> <li>Instructional groups</li> <li>Student agency relating their learning</li> <li>Self and peer assessment</li> <li>Key competencies are integrated into all curriculum areas</li> </ul>

	<ul style="list-style-type: none"> <li>To ensure all students are able to access the NZ Curriculum as appropriate and relevant to their achievement level, their special learning needs and ethnicity. This will be evidenced by progress and achievement data in relation to curriculum levels</li> </ul>	<ul style="list-style-type: none"> <li>Within our school context, and throughout our CoL, our focus is on student wellbeing. At Woodstock this will be aligned to the impact this has on Oracy, Reading, Written Language, and Mathematics across the school.</li> <li>As a school we will identify target students within each class. Historically, these students may have underachieved since entering school, despite the many interventions implemented. These students may have entered school with little, or no preschool experience. They may also be students that teachers have identified as needing to know more about in a holistic manner in order for these students to fully achieve their potential</li> </ul>
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Domain	Strategic Goal 3	Target
Excellence in Teaching	<ul style="list-style-type: none"> <li>To continue to develop and promote a professional learning community which supports and promotes excellence in teaching.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Support all teachers to develop their knowledge, skills and practices to ensure that high quality teaching and learning occurs</li> <li>Seek to continually enhance the quality of teaching through professional development.</li> </ul>

### Professional Development 2019

#### **Purpose of the Professional Development:**

To improve student achievement by building capacity, collectively and individually, around behaviours that demonstrate commitment to our learners. This will be achieved through supporting teachers to examine their classroom practice, using the Code of Ethics for Registered Teachers, the values of the Woodstock School vision of Whaanaungatanga (connecting with others through shared experience) and the Woodstock Learner (building positive relationships). Underpinning this will be specific professional development in the areas of developing effective relationships, tikanga and Te Reo Maori and the dance component of the Arts Curriculum (as this curriculum areas often allows students, whose first love is **not** Literacy or Mathematics, to excel) and oracy across the curriculum.

# 1

## COMMITMENT TO LEARNERS

The primary professional obligation of registered teachers is to those they teach. Teachers nurture the capacities of all learners to think and act with developing independence, and strive to encourage an informed appreciation of the fundamental values of a democratic society.

### Teachers will strive to:

- a) develop and maintain professional relationships with learners based upon the best interests of those learners
- b) base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach
- c) present subject matter from an informed and balanced viewpoint
- d) encourage learners to think critically about significant social issues
- e) cater for the varied learning needs of diverse learners
- f) promote the physical, emotional, social, intellectual and spiritual wellbeing of learners
- g) protect the confidentiality of information about learners obtained in the course of professional service, consistent with legal requirements.

The effective practices identified through this process should extend to all students. The action research cycle will consist of each classroom teacher:

- Identifying two students with whom they wish to build stronger relationships
- Identifying what they already know about these students
- Identifying what they don't know
- Identifying modifications to their practice that will enable them to discover more about these students
- Identifying support needed for them to achieve these teaching modifications
- Identifying the impact of these teaching modifications on these students' learning progress and achievement

**Extract from the Code of Ethic for Registered Teachers**

## **Commitment to Learners:**

### EXAMPLES OF BEHAVIOUR THAT DEMONSTRATES A COMMITMENT TO LEARNERS:

- creating learning environments (including online spaces) that are safe and inclusive, and that promote the dignity and emotional wellbeing of all learners
- being familiar with the indicators of, and risk factors for, abuse and neglect and taking appropriate action where there is reason to believe a learner may have been, or may be at risk of being, harmed (including self-harm), abused or neglected
- using care and sound judgement when discussing a learner's personal information with others, either within the learning environment or outside of it
- showing respect, for example, using a respectful tone of voice, showing an interest in learners as individuals and learning names quickly
- fostering an environment of trust and respect where learners feel it is safe to take risks
- taking steps to ensure that learners understand the limits and boundaries of the teacher–learner relationship
- pronouncing learners' names correctly and encouraging others to do the same
- learning about the histories, heritage, language, identity, beliefs and culture of learners and what is important to them
- using opportunities in my teaching and leadership to affirm and draw on the cultural capital that all learners bring with them to their learning experience
- fostering a learning culture that celebrates diversity and inclusion, and protects against discrimination
- using opportunities to use and affirm te reo Māori and tikanga Māori in teaching and leadership
- having high expectations for Māori learning and fostering a learning environment that enables Māori learners to reach their full potential
- affirming Māori learners' place within the wider whānau, actively building relationships with their parents or caregivers, whānau, hapū, iwi and wider community
- fostering a welcoming, caring, safe and respectful whole school or whole-centre environment where the diversity and uniqueness of every learner are accepted and valued
- advocating to ensure learners with disabilities and learning support needs have their needs identified and have access to specialist services and support
- fostering an understanding of Te Tiriti o Waitangi, and its implications within the learning environment
- taking active steps to achieve equitable outcomes for Māori learners
- critically reflecting on how my own beliefs, or bias, may impact on my teaching practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities and cultures

- maintaining professional objectivity and, when this is not possible, discussing it with my professional leader
- having transparent expectations and criteria for recognising, rewarding or managing the behaviour of learners

EXAMPLES OF BEHAVIOUR THAT DOES NOT DEMONSTRATE A COMMITMENT TO LEARNERS:

- failing to take reasonable steps to protect a learner from harm
- disclosing a learner’s personal or confidential information beyond those who have a legitimate need to know
- using verbal or body language that is unreasonable and inappropriate (for example, using aggressive, threatening or humiliating language, or using an intimidating stance and demeanour)
- fostering online connections with a learner outside the teaching context (for example, ‘friending’) or privately meeting with them outside the education setting without a valid context
- encouraging a learner to develop an inappropriate emotional dependency on me
- making jokes or innuendo of a sexual nature toward a learner, or making inappropriate comments about their physical appearance
- displaying a lack of respect for a learner’s cultural or customary protocols
- refusing to pronounce or to learn how to pronounce a learner’s name correctly
- refusing to pronounce the names of Māori learners correctly or to learn how (including the important names that they whakapapa to such as their whānau, hapū, iwi, tūpuna, marae, waka or maunga)
- displaying disrespect towards tikanga Māori, for example by not participating in school or centre powhiri
- using my authority as a teacher to undermine the personal beliefs of my learners or to inappropriately influence them to take a course of action
- expressing or promoting discriminatory beliefs and practices
- having a ‘favourite’ learner, and providing them with praise, opportunities, attention, recognition or rewards that are considered by others to be inappropriate or unjust
- displaying disrespect for Māori customary protocols, such as refusing to participate in school or centre pōwhiri
- making discriminatory remarks about Māori learners, their whānau and community, or their identity and culture.

