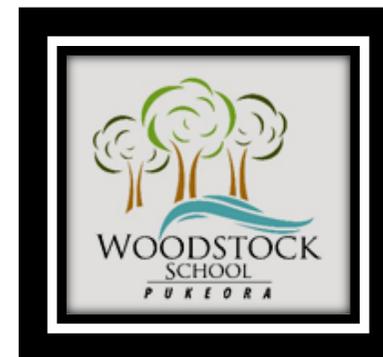


School Charter Strategic and Annual Plan for Woodstock School 2020 - 2025



Principals' endorsement:	<i>Jenny Mills</i>
Board of Trustees' endorsement:	<i>Jo Park</i>
Submission date to Ministry of Education:	28/02/2020

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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 2020 - 25

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 60% of our students are enrolled from within zone and the remainder (40%) are from an 'out of zone' situations. The out of zone students are declining every year.

Ethnicity:

Out of the total 362 Students at the beginning of 2020

- NZ European 52%
- Maori 24%
- African 12%
- Chinese 2%
- Indian 2%
- Middle Eastern 2%
- Tongan 2%
- Samoan 3 1%
- Cook Island Maori 1%
- Fijian 1%
- Other 1%

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	To ensure all of our tamariki achieve success within our culturally dynamic society.
Vision	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.
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>Participating and Contributing (focus 2020)</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 (focus 2021)</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>Building Positive Relationships (focus for 2022)</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>Thinking Constructively (continual focus)</u></p> <ul style="list-style-type: none"> - being reflective - exploring knowledge - creating new knowledge - being innovative - 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 programmes • 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"> • Engaged with the University of Waikato for ongoing professional development entitled <i>Leading Local Curriculum Project</i>. This is an innovative partnership between The University of Waikato (UoW), Waikato-Tainui and The Ministry of Education. The focus is on the Waikato region and the exploration of successful <i>leadership of local curriculum in New Zealand schools and kura</i>. The shape of this work is an innovative leadership and research programme which runs over 3 terms in 2020. • Identified staff members to have the responsibility of participating in the above P.D and then supporting other staff in this area through specific professional development. • Continued with the implementation of the school plan for Te Reo and Tikanagi, which was approved by local Iwi. 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. <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 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.**

Strategic Goals	Core Strategies for Achieving Goals 2020 – 2025
<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 the Curriculum levels. • Support the students in the conductive education unit by providing adequate resourcing. 	<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"> • 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. This means extra resourcing for the students who require it. • Effectively implementing the NZ Curriculum. • Improving outcomes for all students, particularly our “at risk” learners. • 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 our Maori school community can provide within the school’s programmes and organisational structures. • 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. • Implement and staff the Conductive Education programme for the students appropriately, according to funding.

	<ul style="list-style-type: none"> Continually reviewing teaching strategies with the focus on 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 3 To promote excellence in teaching at Woodstock Primary School	
Strategic Goal	Core Strategies for Achieving Goals 2020 – 2025
<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"> We have five new teachers this year and we have established a professional learning programme to cater for their needs. 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, and teams, to ensure success. Improve the ICT and e-learning capacity of staff when appropriate, through targeted professional development.
Strategic Aim 4 To enable students to value, respect and contribute to an ecologically sustainable environment	
Strategic Goals	Core Strategies for Achieving Goals 2020 - 2025
<ul style="list-style-type: none"> Develop and actively promote the Enviro. Schools programme within the school and wider community. 	<ul style="list-style-type: none"> Appoint a teachers to a lead role for Enviro. Schools. Identify and secure the resources needed to allow the Enviro. Schools programme to be implemented effectively school wide.

<ul style="list-style-type: none"> To enable students to value, respect and contribute to an ecologically sustainable environment. 	<ul style="list-style-type: none"> Ensure any development, or redevelopment, of buildings grounds and infrastructure of the school aligns with the principles of Environmental Education. Include environmental education in our self-review and promote continuous improvements in the area. Continue to sustain our gold status. Resource Enviro. School appropriately.
Strategic Aim 5 To create an educational learning environment which minimizes health and safety risks to staff and students.	
Strategic Goal	Core Strategies for Achieving Goals 2020 - 2025
<ul style="list-style-type: none"> Regularly review and minimise risks to staff and students To incorporate the values and practices of a “Sunsafe School” 	<ul style="list-style-type: none"> To ensure the schools preparedness for emergencies To continue to review the schools Health & Well-Being Systems & Inclusive Schools Practices To continue to increase the number of shaded areas around the school so that the students can eat and play in a shaded area
Strategic Aim 6 To continually build an inclusive relationship between school and the community.	
Strategic Goal	Core Strategies for Achieving Goals 2020 - 2025
<ul style="list-style-type: none"> Continue to monitor our current strategies for enhancing our already established relationships. 	<ul style="list-style-type: none"> Continue to sustain our existing relationships between home and school Continue with our student-led conferences Continue to explore 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, this is currently being achieved through our local CoL.

Strategic Aim 7

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

Strategic Goal	Core Strategies for Achieving Goals 2020 - 2025
<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 the annual budget, or within updated forecasts at the Board’s discretion• Upgrade the school buildings facilities for teaching & learning by replacing two buildings which have reached the end of their usable life.• To revise, when appropriate, the 10yr/5yr property plan and identify priority capital works programme.• To continue to refurbish and upgrade classrooms and buildings, where needed, 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 ensure Professional Development is resourced appropriately and adequately to maintain a high standard of teaching practice.

Section 3: Annual Planning

Domain	Strategic Goal 1 & 2	Target
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 achievement level, their special learning needs and ethnicity. This will be evidenced by progress and achievement data in relation to curriculum levels 	<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, 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. 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

Domain	Strategic Goal 3	Target
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.

Professional Development 2020

Writing:

The target group for which data will be used to track their progress will be the Year 6 cohort and the curriculum area will be Writing. Currently this group is underachieving and extra resourcing will be used in the form of a specialist teacher, alongside the normal classroom teaching programme, to help accelerate their learning.

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:**

Extract from the Code of Ethic for Registered Teachers



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.

Teachers will also be supported teachers to examine their classroom practice using the values of the Woodstock School vision of Whaanaungatanga (connecting with others through shared experience) and the Woodstock Learner (participating and contributing). Underpinning this will be specific professional development in the areas of developing effective relationships, tikanga and Te Reo Maori and oracy across the curriculum.

This examination will be achieved through teachers identifying target students and completing an action research project involving these students. 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 more effective relationships. These students have been chosen on the examination of anecdotal data that has been collected on them in previous years
- 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

Professional Development provided to support the teachers:

Te Reo and Tikanga

- 10 -15 minutes Te Reo and Tikanga, then the following Professional Development
- Taking a close look at 'Te Aho Arataki Marau mō te Ako i Te Reo Māori' and the recent updates to our School Based Curriculum
- Explore 'He Reo Tupo, He Reo Ora' resource - Topic based approach to teaching te reo Māori using the curriculum guidelines in 'Te Aho Arataki Marau mō te Ako i Te Reo Māori'
- Continue to explore the question of how are we going to establish a sustainable te reo Māori programme in our syndicates that ensures we are teaching according to curriculum guidelines.

Oracy

- We will continue to explore Oracy strategies that expand, deepen and broaden childrens' knowledge and understanding, and their abilities to express more fully. Through our theme of Whanaungatanga, we will also explore the significance of a child's first language as they learn English, and the importance of te reo Maori in developing shared understandings for all of us as citizens of Aoteroa New Zealand.

Positive Behaviour for Learning and Well-being

Scaffolding the Environment (proactive teacher)

- effective commands and instructions

Managing Misbehaviours

- understanding the misbehaviour
- decreasing inappropriate behaviour
- logical consequences

Strengthening Positive Behaviour & developing a Behaviour Plan

- Identifying the behaviour we want to increase (positive)
- Behaviour Plan (continue to refine) & Emotional Regulation, Social Skills & Problem Solving

- Supporting self-reflection and goal setting
- Behaviour Plan (reflect & refine) & Emotional Regulation, Social Skills & Problem Solving

Each teacher will complete the following behaviour plan for their identified students.

BEHAVIOUR PLAN- Student A	
<p style="text-align: center;">IDENTIFY</p> <p>Negative behaviours <i>List one before moving on to next – be specific.</i></p>	<p>Escalation - Small signs- -Facial expressions/Begins to nudge people around the class Then begins: Throwing/moving/shoving class property & pushing/shoving others Mat time: Constant talking during mat learning and distracting others</p>
<p>WHERE/WHY/WHEN/ IT HAPPENS? <i>When does this occur?</i> <i>Why do I think it is occurring</i></p>	<p>Rotation learning? Freedom of activities? Returning from Literacy group back into Rm 0 -When others say they don't want to play with them. (lunchtime and learning rotations) Feels left out (rejected) Mat - Is it because they want others to listen? Do they feel they're being ignored? Too many children around them</p>
<p>WHERE /WHY / WHEN IT DOESN'T HAPPEN?</p>	<p>Behaviour happens less when they are at their desk working When others are happy to play with them</p>
<p>WHAT S/HE IS GOOD AT?</p>	<p>- Humour/Lego/Mobilo/Sport/ Currently really enjoying picture books</p>

<p>MISSING SKILL –(POSITIVE OPPOSITE BEHAVIOUR)</p>	<p>-Positive attention (in search of any attention?) -Friendship skills/<u>social</u> skills</p>
<p>SELECT PRO-ACTIVE STRATEGY- RELATIONSHIP BUILDING</p>	<p>On mat - Student A can choose a space at the front where they are facing the teacher (no one in front of them) + provide them with a ‘mat fidgeter’ to distract them touching others/things <u>if this doesn’t work:</u> Trial Student A on a different level to others - a chair? Phrase this as an exciting new trial to see if chairs can help us be more focussed. Student A to trial first so they feel special and has an important job</p> <p>During any activity/rotation - Student A to choose a buddy to work on the activity with them. Teacher will help with this to ensure the buddy is willing (& appropriate)</p> <p>Ignoring specific (small) behaviour and using positive forecasting ‘Great, I can see you are about to pop your book away and sit down.’ Lots of positive praise and reinforcement. Sticker chart</p> <p>When Student A is showing signal signs that they are feeling frustrated - ensure they have a space to care for themselves (people away from them so that they don’t think others are ‘staring’ at them) -Peace corner, or anywhere in the class they think is a good quiet space. They can take the peace jar or anything from the peace corner -Practice self-regulation strategies when calm so that they have the strategies ready</p> <p>ESCALATED BEHAVIOUR -If the class property is being thrown or children are in danger of being hurt and Student A is becoming more non-compliant (anxious, angry), calmly remove the children from the class to the designated classrooms. The teachers of these classes will be aware of this procedure. Teacher to stay with Student A and support them to de-escalate his emotions. Let management know that this is happening.</p>

REVIEW -what is working/what is not/what do I need to change/how will I know when s/he has skill (80%).	
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