







**Woodstock**  
School Pukeora

# Woodstock Charter & Annual Plan 2022-2026

Strategic Aim 1: Waananga	Strategic Aim 2: Waananga	Strategic Aim 3: Waananga	Strategic Aim 4: Waananga	Strategic Aim 5: Waananga	Strategic Aim 6: Waananga	Strategic Aim 7: Waananga
To ensure <b>all students are able to access the NZC</b> as appropriate and relevant to their year level and special learning needs and ethnicity.	To ensure Māori students are engaged in their learning and <b>are achieving educational success</b> with pride in their unique identity, language and culture as Māori.	To <b>promote excellence</b> in teaching at Woodstock Primary School.	To enable students to <b>value, respect and contribute</b> to an ecologically sustainable environment.	To create an <b>educational learning environment</b> which minimises health and safety risks to staff and students.	To continually build an <b>inclusive relationship</b> between school and community.	To ensure school finances, personnel and property are effectively managed to <b>support the educational outcomes</b> of students and to enhance teaching and learning.

 <p><b>Our Value of MANAAKITANGA - CARING</b></p> <p>We are kind. We welcome and include everyone.</p>	 <p><b>Our Value of WHAANAUNGATANGA - RELATIONSHIPS</b></p> <p>We are whanau. We show respect. We look after each other. We are proud to be Woodstock.</p>	 <p><b>Our Value of KOTAHITANGA - UNITY</b></p> <p>We work together and we stand up for each other. We join in. We contribute to our community.</p>	 <p><b>Our Value of MANA - EXCELLENCE</b></p> <p>We try our best in all that we do, even when it's hard. We believe in ourselves and each other. We are capable, confident, self-directed learners.</p>
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**Our MISSION:** To provide our tamariki with opportunities to grow and thrive within our diverse, dynamic society.

**Our VISION:** to nurture all tamariki to reach their potential and contribute positively to society through innovation, creativity and resilience.

## Woodstock School

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. predominantly Woodstock, Chartwell and Fairfield suburbs. Consequently, we have a 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 'out of zone' situations.

The expected roll of Woodstock School in 2022 is 385. The ethnic composition at Woodstock School is 51% NZ European, 24% Māori, 14% African, 2% Tongan, 2% Indian, 1% Middle Eastern, 2% Samoan, 1% Latin American, 2% Chinese, and 1% Other Asian. Our students and community population is diverse with many



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different ethnicities represented. We have a very supportive community and this is reflected in the effectiveness of the board’s governance of the school and also through the activities of PTA and Whānau Āwhina, which enhance the school’s effectiveness in catering for the needs of our students.

Woodstock recognizes the need to fulfill the intent of the Treaty of Waitangi and promote New Zealand’s bi-culturalism and the partnership between Māori and Pākeha. Ongoing review and revision of our localised curriculum will recognize and value the unique position of Māori in New Zealand society and that this heritage contributes to our identity as New Zealanders. The local curriculum is designed to support and encourage students to understand and respect the different cultures that makeup New Zealand society. It acknowledges the place of Pacific Island societies in New Zealand. It ensures that the experiences, cultural tradition, histories and languages of all New Zealanders are recognized and valued.

Woodstock School implements inclusive practices for students with special education needs. This includes the provision of individual learning programmes, specialized professional development for teachers, providing extra resourcing (where and when possible) and close contact with outside agencies that offer extra support for these students and their families. We have a Conductive Education Unit, as part of Woodstock School, for students with high physical and/or intellectual needs. These students have specialized, individual, physical and learning programmes. They are mainstreamed across the school at various times for 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.

The Charter document has been created through consultation between the Board of Trustees (BOT), the Senior Leadership Team, the students, the staff and the wider community. At the end of 2021 we formally consulted the community via an online survey in regard to the vision and values of Woodstock School, as well as seeking feedback on our Reporting. These surveys and interviews supported and encouraged the vision for learning held by the Board and community over the and has informed the changes made within our strategy in this document.

<b>Woodstock School</b>	<b>Community Surveys &amp; Feedback</b>	<b>Strategic Learning Outcome Performance Measures</b>
<ul style="list-style-type: none"> <li>● Decile: 5 U5</li> <li>● School Number: 2093</li> <li>● Roll: 384 EOY</li> <li>● Years 1-6 State School</li> <li>● Ratification of Charter:</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain and celebrate our diversity, including our multicultural school community and our inclusive culture and values</li> <li>● Value clear and timely communication</li> <li>● Value reporting that is easy to understand and</li> </ul>	<p><b>Goal #1 - improve Mathematics learning outcomes.</b></p> <ul style="list-style-type: none"> <li>● 75% of Woodstock Learners will achieve ‘at’ or ‘above’ the NZ Curriculum expectations for Mathematics (an increase from current 60% at</li> </ul>



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<p>February 2022</p> <ul style="list-style-type: none"> <li>Charter submitted to the BOT - March 2022</li> </ul>	<p>clearly shows learners' progress</p> <ul style="list-style-type: none"> <li>Have a consistent and clear approach to behaviour management that does not tolerate bullying</li> <li>Include Te Ao Māori and acknowledge Ngāti Wairere</li> <li>Maintain our Enviro Schools Green Gold status</li> <li>Involve our community in home-school partnerships</li> </ul>	<p>'at' or 'above'). This will equate to:</p> <p><b>Goal #2 - improve Writing learning outcomes.</b></p> <ul style="list-style-type: none"> <li>75% of Woodstock Learners will achieve 'at' or 'above' the NZ Curriculum expectations for Writing (an increase from current 47% at 'at' or 'above'). This will equate to:</li> </ul> <p><b>Goal #3 - improve Reading learning outcomes.</b></p> <ul style="list-style-type: none"> <li>75% of our Year 2 and Year 6 learners will achieve 'at' or 'above' the NZ Curriculum expectations for Reading (an increase from current 57% of year 6s and 42% of year 2s at 'at' or 'above'). This will equate to</li> </ul>
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Woodstock School Teaching includes (from Charter 2021 Review & Teachers' PLD)	Programmes of Significance in 2022-2023
<ul style="list-style-type: none"> <li>Focus on explicit teaching of literacy and numeracy</li> <li>Explicit teaching of Woodstock values (Whanaungatanga, Manaakitanga, Kotahitanga, Excellence)</li> <li>Culturally responsive practice with schoolwide focus on te reo and tikanga Māori</li> <li>Early stages of introducing Zones of Regulation &amp; teaching about emotional self-regulation</li> <li>Early stages of using WARM conversations when dealing with student behaviour (informed by Restorative Practice)</li> <li>Promote and value many cultures and languages</li> <li>Relationships-focused pedagogy</li> <li>Responsive, inclusive and needs-based teaching</li> <li>Authentic, local, integrated and contexts relevant to our learners</li> <li>Holistic whole learner approach that promotes hauora, wellness, and equity</li> </ul>	<ul style="list-style-type: none"> <li>DMIC Maths (Developing Mathematical Inquiring Communities)</li> <li>GAFE (Google Apps for Education) &amp; Hybrid Learning</li> <li>Structured Literacy (Better Start &amp; Learning Matters)</li> <li>Zones of Regulation</li> <li>Enviro Schools</li> <li>Rocket Leadership Development</li> <li>Coaching and Mentoring (GROWTH Coaching)</li> </ul>



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- Providing rich and varied learning opportunities

## WOODSTOCK SCHOOL PROMOTING EQUITY AND EXCELLENCE 2022-2026 *(Education and Training Act 2020)* Treaty of Waitangi Strategic Planning Requirements

Woodstock recognizes the need to fulfill the intent of the Treaty of Waitangi and promote New Zealand’s bi-culturalism and the partnership between Māori and Pakeha. The reviewed and revised local curriculum will recognize and value the unique position of Māori in New Zealand society and that this heritage contributes to our identity as New Zealanders. The school will provide lessons in Te Reo and Tikanga Māori which will include the teaching of Waiata, non-religious karakia and mihi.

Annual Goals 2022-2026	2022	2026-Aspiration
<p>Working to ensure our plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and Te Ao Māori.</p>	<ul style="list-style-type: none"> <li>• Engaging in <a href="#">Hautū, Māori Cultural Responsiveness Self Review tool</a> for school boards.</li> <li>• Whānau Āwhina Hui will be held quarterly and inform charter review and decision making.</li> <li>• Woodstock School will involve, engage Māori community and whānau through: hui, kapa haka, marae and local historic places visits, pōwhiri, waiata, karakia and sport.</li> <li>• The Woodstock Learner Profile and school values will reflect Mātauranga Māori and reflect Te Ao Māori.</li> <li>• School environments will reflect local tikanga and the importance of Māori in our community.</li> <li>• We will further develop our local curriculum to include Waikato Tainui, Ngāti Wairere and local histories.</li> </ul>	<ul style="list-style-type: none"> <li>• Policies pertaining to: Te Ao Māori, Treaty of Waitangi, Progress and Achievement will be reviewed to align with developing legislation and whānau feedback.</li> <li>• The Woodstock Charter will be reviewed to align with Treaty Requirements (Section 133 of the Act).</li> </ul>



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	<ul style="list-style-type: none"> <li>Teachers will understand Ka Hikitia and the Tataiako. This is evident in planning and priority learner tracking and the professional growth cycle.</li> <li>Teachers will engage in professional learning around the new Histories Curriculum, Treaty of Waitangi, colonisation, equity issues, unconscious bias and racism.</li> </ul>	
<p>Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori.</p>	<ul style="list-style-type: none"> <li>All teaching staff will engage in regular PLD around culturally responsive practice. This includes the July 3rd Te Pae Here CoL PLD day.</li> <li>All teaching staff will plan and teach with a focus on who we are, what taonga we bring to Pukeora Kura, the history and stories of our kura, the whenua, the local pā, the river, the city of Kirikiriroa, and New Zealand. The big learning is sparking from our new Aotearoa New Zealand's Histories curriculum...<i>Me tiro whakamuri, kia anga whakamua.</i></li> <li>All teaching staff will be encouraged to explore local sites of significance around our role as Treaty Partners.</li> </ul>	<ul style="list-style-type: none"> <li>Every learner will reach Level 1 (minimum) in the English medium Māori Curriculum.</li> <li>Children leaving Woodstock in Year 6 will be at emergent Level 2.</li> <li>Te Reo is a daily, integrated feature of our learning programme.</li> <li>Te Reo Māori courses will be offered to all staff.</li> </ul>
<p>Ensuring equitable outcomes for Māori students.</p>	<ul style="list-style-type: none"> <li>In accordance with the Education and Training Act 2020, we will ensure all children are taught the NZ Aotearoa Histories Curriculum. Increasing focus will be placed on local content and our Woodstock context.</li> <li>Engaging in internal review using <a href="#">Hautū, Māori Cultural Responsiveness Self Review tool</a> for school boards.</li> <li>Engage in strategic Community Consultation with local Māori and utilise the expertise within our Kahui Ako Te Pae Here to support teacher development.</li> <li>Māori potential approach (Māori potential, cultural advantage, inherent capability). Supporting Māori Students to achieve</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement data will be analysed to ensure equitable outcomes, development and drive action planning.</li> <li>All Māori students not achieving at expected levels in Maths, Reading and Writing will be identified, tracked and acceleration plans developed.</li> </ul>



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educational success *as* Māori.

## WOODSTOCK Annual Plan Overview 2022

*Nurturing individual potential by providing opportunities where learners can thrive.*

Goal 1	Student Learning To ensure <b>all students achieve</b> against the NZ Curriculum.  Actions (How)	Outcomes
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### Strategic Learning Outcome Targets for 2022

100% of our learners will make learning progress this year. As part of this progress, our more specific goals include:

#### Goal #1 - improve Mathematics learning outcomes.

- 75% of Woodstock Learners will achieve ‘at’ or ‘above’ the NZ Curriculum expectations for Mathematics (an increase from current 60% at ‘at’ or ‘above’). This will equate to:
  - 44 year 6 students (accelerated progress for 11 students)
  - 42 year 5 students (accelerated progress for 14 students)
  - 41 year 4 students (accelerated progress for 4 students)
  - 42 year 3 students (accelerated progress for 12 students)
  - 40 year 2 students (accelerated progress for 1 student)
  - 45 year 1 students

#### Goal #2 - improve Writing learning outcomes.

- 75% of Woodstock Learners will achieve ‘at’ or ‘above’ the NZ Curriculum expectations for Writing (an increase from current 47% at ‘at’ or ‘above’). This will equate to:
  - 43 year 6 students (accelerated progress for 19 students)



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- 42 year 5 students (accelerated progress for 13 students)
- 41 year 4 students (accelerated progress for 18 students)
- 42 year 3 students (accelerated progress for 12 students)
- 40 year 2 students (accelerated progress for 17 students)
- 45 year 1 students

## Goal #3 - improve Reading learning outcomes.

- 75% of our Year 2 and Year 6 learners will achieve 'at' or 'above' the NZ Curriculum expectations for Reading (an increase from current 57% of year 6s and 42% of year 2s at 'at' or 'above'). This will equate to
  - 44 year 6 students (accelerated progress for 11 students)
  - 40 year 2 students (accelerated progress for 18 students)

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- Address and realise the 2022 achievement targets by **identifying our target learners** and designing learning programmes to support their learning needs.
  - Raise achievement levels, progress and acceleration rates in Maths and Writing. Ensure equity and excellence for all learners by **regularly tracking, reviewing and reporting on target learners' progress** and achievement.
  - Implement **UDL** (Universal Design for Learning) Principles, to identify barriers to learning and provide supports
  - Continue to provide an environment where all learners feel **connected, included and respected**.
  - Develop **collaborative practices** around **monitoring** and **inquiring into target learners**.
  - Provide **learning support interventions** for target learners to improve outcomes. Intervention programmes are purposeful, well-planned and based on quality achievement data. Staff will engage in moderation to ensure reliable OTJs.
  - Effectively implement the expanded curriculum framework (used in conductive education unit).
  - Embed **DMIC maths pedagogy** and for the junior teachers **Structured Literacy** pedagogy.
  - **Progressions** in Maths and Writing to be collaboratively developed this year and used to support teaching practice.



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- **Quality assessment tools and practices** will be continually reviewed to ensure the assessment is relevant and used to inform practice and promote learning.
- We will **engage learners** by providing local curriculum, authentic integration, and interesting contexts and learning experiences.
- **Professional Growth Cycle** will be driven by authentic teacher inquiry, and informed by student voice and learning progress data.
- Integrate Zones of regulation and **Woodstock Learner values** naturally throughout all learning areas to ensure transferability and positive outcomes.
- Engage in **GAFE PLD** to be better able to ensure all students are accessing and engaging in the NZC.
- Woodstock School works in **partnership** with families, students, agencies and services to support children with identified needs. Students with special needs or abilities are supported so they can progress in relation to the NZC.
- **Individual education plans** and personalised programmes are facilitated and implemented under the guidance of the SENCO and the Learning Support Team.
- Woodstock will ensure families are well informed and engaged in a **home-school partnership** with the school in reference to programmes, support services, opportunities and options available.
- **Whanaungatanga - relationships** with parents/caregivers are professional, purposeful, and reciprocal.
- **Conductive Education** students and **Patricia Avenue Satellite Unit** students have opportunities to integrate into various aspects of Woodstock’s mainstream learning environment and vice versa.

Goal 2	<p><b>Māori Student Engagement</b> To ensure <b>Māori students</b> are <b>engaged</b> in their learning and are <b>achieving</b> educational success with pride in their unique identity, language and culture as Māori.</p> <p><b>Actions (How)</b></p>	<b>Outcomes</b>
	<ul style="list-style-type: none"> <li>● Teach and promote our school values, <b>Manaakitanga, Kotahitanga, Whanaungatanga</b> and <b>Excellence</b>.</li> <li>● Continue to provide PLD in <b>te reo Māori</b> and tikanga and promote the inclusion, naturally, throughout the day. Teachers will continue to engage in <b>Culturally Responsive Practice</b> PLD.</li> <li>● Review and update our <b>planning templates to reflect our bicultural and Te Ao Māori contexts</b>.</li> </ul>	





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- Use the new **Aotearoa NZ Histories Curriculum** as the basis for our two-year curriculum framework. Plan and teach integrated units to all children. **Local histories** are prioritised with onus given to **Ngāti Wairere**.
- All teachers teach te reo Māori and all year 6 students are expected to be learning at NZC Level 2.
- Continue to provide opportunities for **Māori to enjoy success as Māori** through a celebration of identity and tikanga (Kapa Haka, Matariki, Ki-o-rahi, Māori Language Week, Pōwhiri, Karakia at the start and finish of each day, waiata, etc.).
- Maintain a holistic, **Te Whare Tapa Wha** approach to supporting and engaging with all learners and their whānau.
- Design and implement an **attendance procedure** that addresses low attendance rates for some learners. This procedure will involve fostering a home-school relationship, education, communication and include contact home, hui, home visits and community agencies.
- Share aspects of **Poutama Pounamu** with staff to ensure there is a **shared understanding of the Treaty of Waitangi, colonisation, identity, language and equity**.
- Develop a relationship with **Hukanui Marae** to gain a better understanding of our local history and to incorporate what we learn into our two-year curriculum framework.

Goal 3	Teacher Efficacy and Pedagogy and Leadership Capabilities To <b>promote excellence</b> in teaching at Woodstock Primary School.  <b>Actions (How)</b>	<b>Outcomes</b>
	<ul style="list-style-type: none"> <li>● Our new <b>Woodstock Vision, Mission and Values</b> are embedded, visible and lived throughout Woodstock.</li> <li>● Our <b>Woodstock Learner Profile</b> will continue to be reviewed and refined.</li> <li>● Ensure all staff understand how to use our Edge SMS (Student Management System) to easily input, collate and analyse <b>achievement data</b>.</li> <li>● <b>Progressions for Maths and Writing</b> will be collaboratively written this year to inform planning and practice.</li> <li>● Writing and Maths moderation and OTJ practices will be collaborative, reviewed and refined.</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Teacher practice and confidence in Mathematics will be grown through effective <b>DMIC PLD</b>.</li> <li>• 8 junior teachers will engage in <b>Structured Literacy PLD</b> and collaboratively inquire into its impact on student learning in Writing and Reading.</li> <li>• All staff will engage in <b>GAFE PLD</b> to grow teachers' ICT and e-learning capacity so they can plan for <b>Hybrid Learning</b> and to enhance student engagement and access to the NZC, especially in times of potential distance learning due to COVID.</li> <li>• Teachers will develop <b>Hybrid Learning planning and pedagogies</b>, exploring new tools (SeeSaw, Google Classroom)</li> <li>• Our new school-wide <b>assessment and reporting practices</b> will be trialled, reviewed and refined.</li> <li>• All staff will utilise <b>Assay Analysis</b> to identify, monitor and track learners and to inform their teaching.</li> <li>• All Leaders will engage in <b>3eRocket Leadership Coaching and Development</b> to support our leaders to lead learning and to promote excellence in teaching.</li> </ul>	
<p>Goal 4 &amp; 5</p>	<p><b>Environment</b> To enable students to <b>value, respect and contribute</b> to an <b>ecologically sustainable</b> environment. To create an <b>educational learning environment</b> which minimises health and safety risks to staff and students.</p> <p><b>Actions (How)</b></p>	<p><b>Outcomes</b></p>
	<ul style="list-style-type: none"> <li>• Enviro education is <b>authentically integrated</b> into our two-year curriculum framework and is the context for ongoing learning.</li> <li>• <b>Enviro Agents</b> will continue to be promoted and supported to continue our Enviro Schools initiatives (worm farm, gardens, recycling, etc.)</li> <li>• Woodstock facilities will be safe, meet the needs of its learners and be aesthetically appealing.</li> <li>• Promote wellbeing within the school.</li> <li>• Build a <b>new sandpit</b> with shade cloth, <b>mud kitchens</b> and <b>play boxes</b> to increase safe access to free play and social development opportunities.</li> <li>• Technologies and IT resourcing needs will continue to align to the new Digital Literacies Curriculum.</li> <li>• Health and Safety will be reviewed quarterly by AP and BOT. Policy and Procedure will comply with</li> </ul>	



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	<p>current legislation and be subject to review as per SchoolDocs schedule. Training in the H&amp;S Act 2015 for all appropriate personnel.</p> <ul style="list-style-type: none"> <li>• Drills for evacuation, lock down and emergency are booked in (one per term) and reviewed.</li> <li>• SchoolDocs online and actively used as of November 2021.</li> </ul>	
<p><b>Goal 6</b></p>	<p><b>School-Community Relationships</b> To continually build an <b>inclusive relationship</b> between school and community.</p> <p><b>Actions (How)</b></p>	<p><b>Outcomes</b></p>
	<ul style="list-style-type: none"> <li>• Strengthen our connections with our community by actively engaging with our families by providing rich opportunities for parents, whānau and the community to positively engage in their child’s learning.             <ul style="list-style-type: none"> <li>○ Hold <b>virtual assemblies</b> to connect with and engage our community at a time when COVID-19 restrictions makes this more challenging</li> <li>○ Improve our transition by <b>visiting ECEs</b> to encourage smooth transition to school</li> <li>○ <b>Invite parents/grandparents into help</b> in the classroom</li> <li>○ Promote <b>school community events</b> (eg. Matariki, Book Week, Sports, Musical events, Pasifika performances, PTA fundraisers, etc.)</li> <li>○ <b>Regular newsletters</b> and <b>social media updates</b></li> </ul> </li> <li>• Offer parent workshops to support their child’s learning at home (i.e. Literacy and Numeracy ‘How You Can Help at Home’ workshops).</li> <li>• Connect and utilise support agencies in response to students’ needs by developing <b>powerful partnerships</b> that support, extend and enrich learning. This includes Te Pae Here, Tainui and Ngāti Wairere.</li> </ul>	
<p><b>Goal 7</b></p>	<p><b>Finance, Personnel and Property</b> To ensure school <b>finance, personnel</b> and <b>property</b> are effectively managed to support the <b>educational outcomes</b> of students to enhance teaching and learning.</p> <p><b>Actions (How)</b></p>	<p><b>Outcomes</b></p>



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- New 5YA/10PP funding plan to be developed in January 2022 by BOT and MOE, and will be utilised to support learning outcomes.
- Core areas of PLD in 2022 (DMIC Maths, Structured Literacy, GAFE).
- The 2022 budget will be subject to a mid-year review.
- The draft 2023 budget will be developed in October/November.

## 2022 PLD & Assessment at Woodstock

### **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 PLD that supports teachers to examine their classroom practice, using the Standards for the Teaching Profession, the Woodstock School vision and values, and the Woodstock Learner (Building Positive Relationships).

The overarching focus for this year is [Me, My Turangawaewae, Our Taonga](#), which focuses on who we are, what taonga we bring to Pukeora Kura, the history and stories of our kura, the whenua, the local pā, the river, the city of Kirikiriroa, and New Zealand. The big learning is sparking from our new Aotearoa New Zealand's Histories curriculum...*Me tiro whakamuri, kia anga whakamua*. Underpinning this will be specific professional development in the areas of tikanga and te reo Maori, DMIC Maths, structured literacy across the curriculum, and integrating the health and physical education curriculum with the Woodstock Learner.

This will be done through professional development and teachers engaging in a **Professional Growth Cycle**. The main components of this cycle will be:

- Identifying target students
- Identifying what they already know about these students



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- Identifying what they don't know
- Engaging in DMIC Maths and GAPE PLD (and for 8 teachers Structured Literacy PLD)
- Applying their new learning to their practice to explore the impact on students' learning
- Collaboratively inquire into target students' learning and progress by regularly meeting to discuss these students
- Track the impact of these teaching strategies on these students' learning progress and achievement

Engaging in the Professional Growth Cycle also includes engaging in regular professional conversations and observations with a mentor to ensure classroom practice and environments are safe, inclusive, learning-focused and effective. Teachers will reflect on the Standards for the Teaching Profession and receive summary written feedback from their mentor.

## 2022 Actions to Achieve Strategic Goals - Timeline

Term 1		Term 2		Term 3		Term 4	
Vision & Values established Complete with DesignWell to re-vision and values	PW NG JB	Vision & Values visible throughout school Branding visible - signage, letterheads, newsletter, facebook	PW	Vision & Values visible throughout school Branding visible - - Friendship Seat - Signage - Website	PW	Vision & Values visible throughout school	
School Culture of excellence, learning-focused, fun, safe and highly visible/involved SLT	PW NG JB	School Culture of excellence, learning-focused, fun, safe and highly visible/involved SLT		School Culture of excellence, learning-focused, fun, safe and highly visible/involved SLT	SLT	School Culture of excellence, learning-focused, fun, safe and highly visible/involved SLT	
Culturally Responsive Pedagogy		Culturally Responsive Pedagogy - Reading - DMIC - Values	SLT	Culturally Responsive Pedagogy	SLT	Culturally Responsive Pedagogy	
DMIC Maths started	NG	DMIC Maths established	NG	DMIC Maths established	NG	DMIC Maths established	



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		<ul style="list-style-type: none"> <li>- Walkthroughs</li> <li>- TOD</li> <li>- ICS</li> <li>- Progressions</li> </ul>				
Data analysed; target learners identified and tracked	PW	Target learners tracked <ul style="list-style-type: none"> <li>- Staff PLD session</li> <li>- Ongoing agenda discussion syndicates</li> </ul>	SLT ALL	Data analysed; target learners identified and tracked - mid-year report to the BOT	PW	Data analysed; target learners identified and tracked - end of year Analysis of Variance
Learning Support systems set up	SM	Learning Support targeted programmes; learners' progress tracked	SM	Learning Support targeted programmes; learners' progress tracked - mid-year report to the BOT	SM JB PW	Learning Support targeted programmes; learners' progress tracked
Tuakana-Teina established	JB	Tuakana-Teina supported <ul style="list-style-type: none"> <li>- Timetabled on</li> <li>- Students on duty</li> <li>- Have had workshops on vision</li> <li>- Still needing to chase kids a bit</li> </ul>	JB	Tuakana-Teina supported	JB	Tuakana-Teina supported
Attendance Procedures set up and introduced	JB	Attendance procedures followed and monitored <ul style="list-style-type: none"> <li>- Flow chart/process</li> <li>- Attendance has improved</li> <li>- Teachers looking at attendance each week</li> <li>- Contact with home (phone calls, letters)</li> </ul> This term - focus on lateness <ul style="list-style-type: none"> <li>- Discuss in class, at assembly, in newsletter</li> </ul>	JB ALL	Attendance procedures followed and monitored - funding from Te Pae Here	JB PW	Attendance procedures followed and monitored



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		<ul style="list-style-type: none"> <li>- Call home and then a letter</li> </ul>				
PCTs & CUSP - Process introduced	JB	PCT & CUSP supported <ul style="list-style-type: none"> <li>- Three CUSP sessions 3:45-4:00 pm</li> <li>- Reviewed our previous PCT process and revised this year</li> </ul>	JB	PCT & CUSP supported	JB	PCT & CUSP supported
Pastoral Support	PW NG JB	Pastoral Support <ul style="list-style-type: none"> <li>- Consistency with WARM and Edge</li> <li>- Still reviewing to ensure consistency</li> <li>- Next step - call home and family hui</li> </ul>	SLT	Pastoral Support	SLT	Pastoral Support
Whanaungatanga	SLT	Whanaungatanga <ul style="list-style-type: none"> <li>- Survey parents to see if parents and grandparents would like to come in to be parent help</li> <li>- Ask Vanessa about Book Week and Grandparents' Day</li> </ul>	PW	Whanaungatanga	SLT	Whanaungatanga
ELL programme & funding	JB	ELL <ul style="list-style-type: none"> <li>- JB meeting with Bernie Week 2 to review what we are currently doing</li> <li>- Cleaned out ELL room</li> <li>- LSAs now in classrooms</li> </ul>	JB	ELL programme & funding	JB	



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		(rather than withdrawal) <ul style="list-style-type: none"> <li>- Pathways data corresponding to old ELLP data</li> <li>- What upskilling would be helping</li> </ul>					
GAFE/hybrid starting	JB PW NG	GAFE/hybrid ongoing <ul style="list-style-type: none"> <li>- Innovation Team established</li> </ul>	SLT	GAFE/hybrid embedded (GC & SeeSaw)	JB	GAFE/hybrid embedded (GC & SeeSaw)	
Integrated planning and teaching (values garden)	JB NG	Integrated planning and teaching (values garden) <ul style="list-style-type: none"> <li>- Form - survey kids to see who has ideas and want to be involved</li> <li>- Hilary's husband &amp; Tui &amp; Harlem's mum - landscapers</li> </ul>	JB NG	Singing assembly starting up	PW KS		
Enviro - starting	JB	Enviro <ul style="list-style-type: none"> <li>- Arbor Day</li> <li>- Veggie gardens</li> <li>- Worm bins</li> <li>- Anna will come in this term</li> <li>- Catch up with Chris</li> <li>- Nadine and Hukanui - take some kids</li> </ul>	JB	Reporting to parents <ul style="list-style-type: none"> <li>- Get feedback on mid-year reports</li> <li>- Design end of year reports</li> <li>- Drop down menu</li> <li>- Values?</li> </ul>	PW NG CW		
Emergency Procedures doc streamlined	NG	Emergency Procedures established/practiced <ul style="list-style-type: none"> <li>- Have had first emergency evacuation</li> </ul>	NG	Update the New Entrant Information Pack	PW		





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		<ul style="list-style-type: none"> <li>- Booking in Term 2 lockdown</li> <li>- SchoolDocs policy has been reviewed</li> </ul>				
SchoolDocs Policy reviews	SLT	SchoolDocs Policy reviews <ul style="list-style-type: none"> <li>- Behaviour</li> </ul>	SLT	SchoolDocs Policy reviews	SLT	SchoolDocs Policy reviews
Growing Leadership (Maths, Literacy, LoL)	NG JB PW	Coaching and Mentoring of Leaders Rocket Leadership PLD starts? <ul style="list-style-type: none"> <li>- Coaching of our leaders (COVID interrupted)</li> </ul>		Coaching and Mentoring of SLT Start Rocket SLT PLD	SLT	
EOTC streamlined process	NG	EOTC streamlined process <ul style="list-style-type: none"> <li>- Ongoing</li> <li>- Being trialled</li> </ul>	NG	Enviro Focus <ul style="list-style-type: none"> <li>- Values garden</li> <li>- Landscaper</li> </ul>	JB	Enviro
Reporting - develop and trial Data Report Parent-teacher	PW	Mid-Year Report drafts and final layout <ul style="list-style-type: none"> <li>- Groups in Edge</li> <li>- Bank of comments</li> </ul>	PW	Parent-teacher to review mid-year and set goals	PW	Final Report
Prospectus and Website	PW	Re-do the Prospectus Update Website	PW	Start making decisions about 2023 <ul style="list-style-type: none"> <li>- Structured Literacy</li> <li>- PLD schedule</li> <li>- DMIC</li> </ul>	SLT	
		Homework <ul style="list-style-type: none"> <li>- Review what is currently happening</li> </ul>		Plan out the end of the year <ul style="list-style-type: none"> <li>- Reports</li> <li>- Year 6 leavers</li> <li>- Awards/trophies</li> <li>- Awards Assemblies</li> <li>- Class placements</li> </ul>	SLT	



**Woodstock**  
School Pukeora

# Woodstock Charter & Annual Plan 2022-2026

		School Culture <ul style="list-style-type: none"> <li>- Connect with parents, kids, staff</li> <li>- Be out and know what's happening in our school</li> <li>- Keep nudging the pedagogy, keep reviewing, keep aiming to improve</li> </ul>	PW	School Culture <ul style="list-style-type: none"> <li>- End of year Fun Day</li> <li>- More themed days</li> <li>- Culture Week</li> <li>- Woodstock's Got Talent</li> <li>- Commonwealth Games</li> <li>- Book Week / Character Day</li> <li>- Grandparents' Day</li> <li>- Another Road Trip to see Stonefields?</li> </ul>	SLT		
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<div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> <p><b>TOD 25 Jan</b> 2022 OVERVIEW STRATEGIC PLAN VISION &amp; VALUES ADMIN HANDBOOK CRT/PCT, DUTY ROSTER PLD, ASSESSMENT &amp; REPORTING GAFE 25th 1:00pm</p> </div> <div style="width: 20%;"> <p><b>TOD 26 Jan</b> DMIC MATHS 26th</p> </div> <div style="width: 60%; text-align: center;"> <p><b>TERM 1</b> STAFF PLD TUESDAYS SYNDICATE MEETINGS WEDNESDAYS</p> </div> </div>										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
2-4 Feb	8-11 Feb	14-18 Feb	21-25 Feb	1-4 Mar	7-11 Mar	14-18 Mar	21-25 Mar	28 Mar-1 Apr	4-8 Apr	11-14 April
<b>TUESDAY PLD SESSIONS</b>	HYBRID LEARNING	LEARNING SUPPORT & PRIORITY LEARNERS	WRITING MODERATION	PRIORITY LEARNERS & STRATEGIC PLAN 2022 GOALS	DMIC MATHS	HYBRID LEARNING + Professional Growth Cycle Conversations	INTEGRATED PLANNING FOR TERM 2	NO STAFF MEETING  PARENT MEETINGS WEDNESDAY (2-7:30)	DMIC MATHS	HYBRID LEARNING/GAFE DMIC REVIEW & PRIORITY LEARNERS



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								THURSDAY (3-5:30 PM)		
<b>ADDITIONAL PLD FOR SOME STAFF</b>		Structured Literacy Wed/Thurs 16/17th February x5 teachers	+Martin Hughes remote 24-25 Feb  DMIC MATHS Wed. 23rd Feb x4 teachers		DMIC MATHS Tues 8th, 9th, 10th, 11th March x4 teachers each day	+Martin Hughes 17th Mar			DMIC MATHS Tues 5th, 6th, 7th April x4 teachers each day	
<b>ASSESSMENT &amp; REPORTING</b>	<b>Year 1-2</b> <ul style="list-style-type: none"> <li>JAM</li> <li>Juniors start Running Records</li> </ul> <b>Year 3's</b> <ul style="list-style-type: none"> <li>STAR</li> </ul> <b>Year 3-6</b> <ul style="list-style-type: none"> <li>PAT Listening</li> <li>PAT Maths</li> </ul> <b>Year 4-6</b> <ul style="list-style-type: none"> <li>PAT Reading</li> </ul>	<b>All Year Levels</b> <ul style="list-style-type: none"> <li>Writing Sample</li> </ul> Juniors Running Records cont	<b>All assessments completed and moderated</b>  Juniors Running Records cont  Data entered by Friday of Week 4	<b>Data Reports Printed Tuesday</b>	<b>Attitude and Effort Report</b>		<b>DATA REPORTS PRINTED</b>	<b>DATA REPORTS HOME</b>	<b>Attitude and Effort Report</b>	

TERM 2 PLD & ASSESSMENT										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
2-6 May	9-13 May	16-20 May	23-27 May	30 May-3 Jun	7-11 Jun	14-17 Jun	20-24 Jun	27 Jun-1 Jul	4-8 Jul	
TE AO MĀORI	GAFE	DMIC MATHS	Priority Learners	UNCONFERENCE	Professional Growth Cycle	DMIC MATHS	Priority Learners	INTEGRATED PLANNING for	UNCONFERENCE	



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					Conversations ELLS IN SYNDICATES			TERM 3		
<b>ASSESSMENT &amp; REPORTING</b>		<b>Attitude and Effort Report</b>						<b>ALL OTJS ENTERED INTO EDGE</b>	<b>MID-YEAR REPORTS HOME</b>	

TERM 3 PLD & ASSESSMENT										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
25-29 Jul	1-5 Aug	8-12 Aug	15-19 Aug	22-26 Aug	29 Aug-2 Sep	5-9 Sep	12-16 Sep	19-23 Sep	26-30 Sep	
<i>NO STAFF MEETING</i> PARENT MEETINGS THURSDAY Discuss Reports Set Goals (Woodstock Learner)	TE AO MĀORI	Priority Learners	DMIC MATHS	UNCONFERENCE + Professional Growth Cycle Conversations	SUPPORT PRODUCTION?	Priority Learners + SUPPORT PRODUCTION?	DMIC MATHS	INTEGRATED PLANNING for TERM 4	UNCONFERENCE + Professional Growth Cycle Conversations	
<b>ASSESSMENT &amp; REPORTING</b>		<b>Attitude and Effort Report</b>				<b>Attitude and Effort Report</b>		<b>All Year Levels</b> • Writing Sample		



# Woodstock Charter & Annual Plan 2022-2026

TERM 4 PLD & ASSESSMENT										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9		
17-21 Oct	25-28 Oct	31 Oct-4 Nov	7-11 Nov	14-18 Nov	21-25 Nov	28 Nov-2 Dec	5-9 Dec	12-16 Dec		
<b>WRITING MODERATION</b>	<b>DMIC MATHS</b>	Professional Growth Cycle Conversations	<b>TE AO MĀORI</b>							
<b>ASSESSMENT &amp; REPORTING</b>	Year 1-2 <ul style="list-style-type: none"> <li>JAM</li> <li>Juniors start Running Records</li> </ul> Year 3's <ul style="list-style-type: none"> <li>STAR</li> </ul> Year 3-6 <ul style="list-style-type: none"> <li>PAT Listening</li> <li>PAT Maths</li> </ul> Year 4-6 <ul style="list-style-type: none"> <li>PAT Reading</li> </ul>	Running Records cont	<b>All assessments completed and moderated</b>	<b>ALL OTJ &amp; DATA ENTERED INTO EDGE</b>	<b>Reports to buddy to check</b>	<b>Reports to Leaders of Learning to check</b>	<b>Final Reports to Principal by Wednesday</b>  <b>Year 6 Leavers ceremony (Thursday)</b>	<b>Visit to 2023 classes &amp; Final Reports Home</b>  <b>End of Year Assemblies (Thursday)</b> 9:00 am Rimu 10:00 am Kauri 11:00 am Pohutukawa 11:45 am whole school turf Kapa Haka Farewell staff		

School finishes early at 2:00 pm