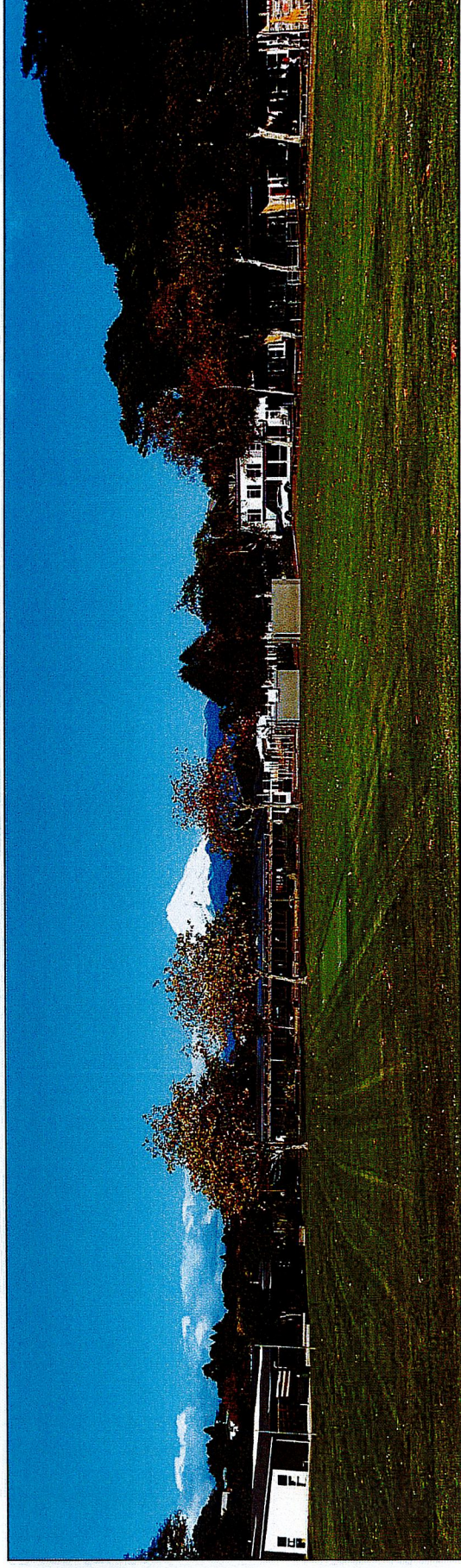




Learning, Achieving, Caring - The Woodleigh Way

2024 - 2025 Strategic Plan

Ko Taranaki te mouna
Ko Huatoki te awa
Ko Tokomaru te waka
Ko Te Atiawa te iwi
Ko Ngāti te Whiti te hapū
Ko Maripu te pā tawhito
Our Ko Woodleigh te kura
Tihei mauri ora!

Vision Statement Description

Established in 1957, Woodleigh School is a Year 1—6 contributing primary school catering for a roll of 390 - 430 students. The school is set in beautiful grounds in the suburb of Frankleigh Park, New Plymouth. Enrolment is governed by an enrolment scheme and home zone implemented in 2013. The school has a proud history of providing quality education in a caring and supportive environment. We endeavour to empower our students with lifelong learning skills with which they can achieve their personal best. Ongoing consultation with parents, whānau, staff and ākonga affirms an appreciation for the concept of our tamariki being great people, able to leave Woodleigh School equipped to take their next steps in education and society with confidence and capability. Therefore we aspire to nurture each student's skills and abilities and place equal value on academic, social, cultural and sporting pursuits.

Our learning environments are active, vibrant places in which tamariki, guided by very able kaiako, develop their skills and abilities. We promote education as a partnership in which students have shared ownership of their learning and develop the confidence and competencies to explore, inquire, make decisions, accept challenges, problem solve, gain knowledge and understanding and experience success.

Parents and whānau support education that honours Aotearoa's bicultural heritage and ever changing society. They appreciate learning programmes that are inclusive, interesting, relevant and meaningful and foster the acquisition of core literacy and numeracy skills that allow all tamariki to make sense of their world. There is consensus that as students move through the school they will participate in exciting localised curriculum programmes that take them beyond the classroom, into the environment and community. That they will have many opportunities to become confident communicators and contributors, skilled self-managers and leaders, able sports people and musicians and make effective use of technology to support their learning.

Woodleigh School enjoys trusted partnerships with parents and the community to support the wellbeing and education of our ākonga. Opportunities for involvement in school programmes and events are welcomed and valued.

Our Vision

Learning, Achieving, Caring - The Woodleigh Way

Our actions, thinking and methods are defined as the Woodleigh Way. In an environment of trust, partnerships and care, our aim is to make learning interesting and exciting, personalised and collaborative, with students enjoying authentic and meaningful experiences. We wish for our students to be everyday, lifelong learners.

"He Ākonga ia rā, ia rā" "Learning each day, each day"

Values Tohu

Woodleigh School values are presented as busy, working hands.

A newly designed tohu is accompanied by this explanation:

- **Manaia:** S-shaped figure symbolises the manaia shape. Manaia is a kaitiaki (guardian) for Woodleigh School. Mirroring a safe space for tamariki. The two manaia figures represent the merging of different cultures to establish guardianship over ākonga.
- **Joints and Fingers:** The lines on the fingers carry a deeper meaning, symbolising the joints that are essential for bringing bones together. In a metaphorical stance, these joints and fingers represent the unity of diverse cultures weaving together in harmony like a finely woven whāriki.
- **Wave Pattern Significance:** Wave patterns in the artwork represent coastal ties in Taranaki. The waves symbolise the connection to the coastal environment and its significance in the local context.
- **Thumb and Pinky:** Allude to the waka, symbolising a safe environment for ākonga to thrive. The waka emphasises the importance of unity

Our Values



Ringa Manaaki: Care and relate to others with kindness, consideration and honesty. Share our talents and appreciate each person's uniqueness. Be inclusive and work together to make everyone feel safe and happy.



Ringa Takohanga: Be responsible, reliable and self managing. Use our initiative to make the right choices and strive to be role models within our whānau, our school and our community.



Ringa Māia: Be brave, confident and resilient. Never give up and rise to the challenge. Take risks and have a can-do attitude. Show GRIT and have a growth mindset.



Ringa Auaha: Be curious, creative and innovative. Ask questions to help with our thinking and solve problems. Be interested in new ideas and new learning.



Ringa Whānau: Have a strong sense of connection and belonging. Feel good about ourselves, our whānau and our culture. Communicate and contribute. Relate well to others and form positive relationships

Values are deeply held beliefs about what is important or desirable. Values are expressed through the ways in which we think and act. Woodleigh School values describe what we want children to know about, show or demonstrate in their learning and relationships.

Strategic Goals: 2024 - 2025

Goal 1: Hauora: Foster all learners' mental (taha hinengaro), social (taha whānau), physical (taha tinana) and spiritual (taha wairua) wellbeing	
What we will do 1. Woodleigh vision and values are at the forefront of school life 2. Nurture a safe emotional and physical environment 3. Nurture an inclusive culture of equity and equality 4. Promote the importance of a healthy lifestyle 5. Nurture a respect for the environment 6. Promote tuakana / teina relationships 7. Nurture each learner's sense of identity 8. Provide opportunities for student leadership, collaboration and responsibility 9. Celebrate effort, achievement and success 10. Give effect to Te Tiriti o Waitangi 11. Celebrate the cultural diversity within our school community 12. Provide opportunities for our community to participate, celebrate and learn within the school setting	What we hope to achieve in 2024 / 2025 The Board and School Leadership team will use reviews to evaluate: • Attendance trends and effectiveness of interventions • Well being - ākonga, whānau and staff • The effectiveness of learning support initiatives Belonging: • All tamariki and whānau feel a sense of belonging at our kura • Values, practices and protocols are shared and lived every day through the actions of all • Celebrations of learning annually by way of Ko Au themes Te Reo / Tikanga Māori • Provide ongoing opportunities for tamariki and kaiako to learn, use and strengthen reo and tikanga

Goal 2: Learners at the Centre: Support all learners to achieve personal excellence while enjoying a learner centered approach to the curriculum	
What we will do 1. Implement our localised curriculum 2. Focus on the development of strong foundation skills - literacy and numeracy 3. Foster deep learning and understanding of ideas in and across authentic curriculum contexts 4. Empower students to use competencies and dispositions to learn and achieve in personalised ways 5. Use refined assessment tools and progressions to effectively measure and improve learner outcomes 6. Use reflective teacher practice to further develop teaching and learning 7. Set achievement targets that are responsive to learners needs and desires 8. Work effectively with whānau to support learners' achievement and aspirations	What we hope to achieve in 2024 / 2025 • Maintain strong transition to school programmes for ākonga entering the Kōwhiri team, while ensuring parents and whānau are informed and can share their aspirations • Use Structured Literacy Approaches to support ākonga to make early gains and have strong foundations for their learning progress and achievement - Years 1 - 3 • Strengthen our use of assessment tools to inform our judgements of achievement for identified groups of students - PaCT / Team Literacy Plans • Use themes from the Woodleigh Curriculum site to create meaningful contexts that provide rich and authentic experiences for all learners including those with particular needs and high capabilities • Achievement aspirations - Reading, Writing, Mathematics - end of year - Aspirational Targets set in each year group for our students to be meeting or exceeding curriculum benchmarks by years end. - Māori & NZE achievement aligned - disparity reduced

Goal 3: Support and develop skilled staff to deliver high quality programmes of teaching and learning aligned to Woodleigh School's Curriculum	
What we will do 1. Review and evaluate the effectiveness of our agreed teaching beliefs and approaches 2. Embed the use of the five school values within the learner profile matrix 3. Enhance our understanding and use of the Woodleigh Localised Curriculum model and alignment with NZC	What we hope to achieve in 2024 / 2025 • High quality and consistent teacher knowledge and practice in: - literacy (BSL / The Code) - mathematics (revised Woodleigh mathematics curriculum) • Teachers using the Professional Growth Cycle to develop and review teaching practices • Teams using the Woodleigh Curriculum Site to inform and guide programmes

Our strategic planning is underpinned by the following legal requirements and inclusions:

The National Education and Learning Priorities: Ministry of Education 2021

1. **LEARNERS AT THE CENTRE:** Learners with their whānau are at the centre of education
 - Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
 - Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
2. **BARRIER FREE ACCESS:** Great education opportunities and outcomes are within reach for every learner
 - Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
 - Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
3. **QUALITY TEACHING AND LEADERSHIP:** Quality teaching and leadership make the difference for learners and their whānau
 - Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
 - Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

4. **FUTURE OF LEARNING AND WORK:** Learning that is relevant to the lives of New Zealanders today and throughout their lives
 - Priority 7: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
5. **WORLD CLASS INCLUSIVE PUBLIC EDUCATION:** New Zealand education is trusted and sustainable

Education and Training Act 2020:

Clause 127 of the Education and Training Act refocuses Boards on a wider range of objectives, with educational achievement sitting alongside three other, equally as important, primary objectives. These are to ensure that:

1. Every student at the school is able to attain their highest possible standard in educational achievement
2. The school is a physically and emotionally safe place for all students and staff; and gives effect to relevant student rights and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
3. The school is inclusive of, and caters for, students with differing needs; and
4. The school gives effect to Te Tiriti o Waitangi, including by—
 - a. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - b. Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - c. Achieving equitable outcomes for Māori students.

A Cultural Diversity Statement

Woodleigh School honours Te Tiriti o Waitangi acknowledges our dual heritage and the unique position of Maori culture and dimensions. We acknowledge the position of Māori as tangata whenua. This is demonstrated through school policy and curriculum delivery, whānau and community consultation and programmes in Te Reo and Tikanga Māori (Education Standards Act 2001), links to local iwi and hapu, noho Mārae. We will ensure that Māori can effectively achieve educational success as Māori (Ka Hikitia - Accelerating Success - 2013 - 2017) through developing approaches that support all stakeholders to hold high expectations for all Māori students. Māori student achievement will be regularly monitored and reported. Whānau hui will be a forum to foster and strengthen partnerships that support Māori success as Māori and meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our school. The school also acknowledges the increasing diversity of cultures present at Woodleigh.

A Commitment to Inclusion

The board will provide an inclusive school culture by:

- Welcoming all students
- Effectively and sensitively transitioning all students and whānau
- Providing an environment that is safe physically and emotionally
- Providing access to the NZC through Woodleigh School's localised curriculum
- Respecting and celebrating the identity, language and culture of Māori, Pasifika and other ethnicities

- Providing differentiated learning opportunities and programmes
- Facilitating progress and achievement for all students
- Providing access to education and health and welfare agencies

Requests for Instruction in Te Reo Māori

The board will respond to any request for instruction in Te Reo Māori by:

- Advising of the current level of Te Reo and Tikanga Māori available at the school
- Offering to explore possibilities for extending provision including:
 - Dual enrolment
 - Consulting the Resource Teacher Māori (RTM)
 - Consulting with other schools able to provide a higher level of Te Reo and Tikanga Māori instruction and advising parents

Consultation

In developing and updating the Strategic Plan, the board and school leaders consult with the school community through:

- Provision of the Strategic Plan
- Reviews, surveys, conversations and feedback

Procedural Information

- By 1 March: Publish and submit the Strategic Plan 2024 - 2025
- By 31 March: Publish an Annual Implementation Plan for the 2024
- By 31 May Publish and submit an Annual Report

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DENISE HOUSTON
PRESIDING MEMBER.



JEREMY CAVE
PRINCIPAL

Board Endorsement	
Submitted to MoE	1/3/2024.

