



**Woodleigh School**  
Learning, Achieving, Caring  
Akoranga, Whakatutuki, Manaaki



## **Learning, Achieving, Caring - The Woodleigh Way**

Mar 2025 - Dec 2025 Strategic Plan - Annual 'Implementation Plan'

**Ko Taranaki te mounga  
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**

Wooldeigh 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
13. Healthy Active learning programme through Sport Taranaki to promote a healthy lifestyle
14. 'Whare tapa wha' in classrooms as a model to support a safe and emotional environment.
15. Whanau (house) teams across the school - vertically formed. Have 'Whanau days', participating in events and

#### 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
- Student achievement and progress (PAAPS). Discrepancies reduced.
- Targeted learners - inquire into how our HERO SMS can support a 'tracking system' for our akonga.

*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
- New school logo/tohu - staff and students understanding of this tohu, local pepeha links, Te Atiawa links and school values.
- New school waiata - reflecting our school pepeha, Woodleigh way, vision and values. Sung every morning, at each assembly and special events.
- Healthy active learning programmes with classes. Promote healthy, active lifestyle. PD in delivering programmes for teachers.

<p>celebrating as a whanau (community invited and involved) - 2026?</p> <p>16. Monitor attendance of our learners. Have two hui per term with our attendance kaiawhina.</p>	<ul style="list-style-type: none"> <li>Each akonga part of a 'Whanau' (house) team/roopu. Sense of belonging with siblings. 2 'whanau' events per term. Name of whanau reflect local curriculum, each whanau having their colour to support. Parents/caregivers invited to be a part of the 'whanau events' each term.</li> <li>Attendance - continue to monitor and review our attendance rates, using HERO to support our monitoring system. Aim for 90% of our learners at school for 90% of the time.</li> </ul> <p><i>Te Reo / Tikanga Māori</i></p> <ul style="list-style-type: none"> <li>Provide ongoing opportunities for tamariki and kaiako to learn, use and strengthen reo and tikanga</li> <li>Powhiri to begin each year. Mihi whakatau to celebrate and welcome our new Woodleigh learners. Welcome our new Korowai (Tuakana and Teina) and celebrating our new Pou.</li> <li>Te Reo PD for teachers using the Poutama framework. Developing an annual programme of PD based on needs.</li> <li>Continue working as part of the 'Te Atiawa Ke Ngamotu' MAC cluster in 2024 and 2025.</li> </ul>
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Goal 2: Learners at the Centre: Support all learners to achieve personal excellence while enjoying a learner centered approach to the curriculum	
<p><b>What we will do</b></p> <ol style="list-style-type: none"> <li>Implement our localised curriculum</li> <li>Focus on the development of strong foundation skills - literacy and numeracy</li> <li>Foster deep learning and understanding of ideas in and across authentic curriculum contexts</li> <li>Empower students to use competencies and dispositions to learn and achieve in personalised ways</li> </ol>	<p><b>What we hope to achieve in 2024 / 2025</b></p> <ul style="list-style-type: none"> <li>Maintain strong transition to school (Kowhai kakano) programmes for ākonga entering the Kōwhai team, while ensuring parents and whānau are informed and can share their aspirations</li> <li>Use Structured Literacy Approaches to support ākonga to make early gains and have strong foundations for their learning progress and achievement - Years 1 - 3 and Years 4 - 6 in 2025.</li> </ul>

<ol style="list-style-type: none"> <li>5. Use refined assessment tools and progressions to effectively measure and improve learner outcomes</li> <li>6. Use reflective teacher practice to further develop teaching and learning</li> <li>7. Set achievement targets that are responsive to learners needs and desires</li> <li>8. Work effectively with whānau to support learners' achievement and aspirations</li> <li>9. Begin to use our new HERO SMS to support assessment, and reporting of student progress.</li> </ol>	<ul style="list-style-type: none"> <li>• Continue to provide PD and approaches in class for the explicit teaching of maths. Begin to familiarise ourselves with 'Oxford maths' to supplement our Woodleigh maths curriculum</li> <li>• Provide PD for kaiako for the new maths curriculum (MOE provided). We have two TOD's for this PD. Align the new maths curriculum with the Woodleigh maths curriculum.</li> <li>• Strengthen our use of assessment tools to inform our judgements of achievement for identified groups of students - PAT/EAstle (writing)/New phonics screening/BSLA / Team PAAP plans (Progress and achievement plans)</li> <li>• Utilise the HERO SMS to develop, support and track our learners over their time at Woodleigh. Also, support with assessment collation and reporting to parents.</li> <li>• 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</li> <li>• Achievement aspirations - Reading, Writing, Mathematics - end of year <ul style="list-style-type: none"> <li>- Aspirational Targets set in each year group for our students to be meeting or exceeding curriculum benchmarks by years end.</li> <li>- Māori &amp; NZE achievement aligned - disparity reduced</li> </ul> </li> </ul>
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**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	What we hope to achieve in 2024 / 2025
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<ol style="list-style-type: none"> <li>1. Review and evaluate the effectiveness of our agreed teaching beliefs and approaches</li> <li>2. Embed the use of the five school values within the learner profile matrix</li> <li>3. Enhance our understanding and use of the Woodleigh Localised Curriculum model and alignment with NZC</li> <li>4. Data analysis - what is happening for our learners? How do we know? What are we doing to accelerate learning?</li> <li>5. Develop a 3 year cycle for Term 1 localised studies, in line with the Woodleigh way. Encompassing the mountain, river and sea.</li> <li>6. Enquire into digital tools for Woodleigh, future proofing our school. Promethean boards, chromebooks.</li> <li>7. Using our HERO SMS, develop progress reports (twice per year) and academic milestones that can be shared with whanau.</li> <li>8. Develop 'characters' that kids can identify with. Woodleigh school learner character - each character identifies with a curriculum area (eg character with binoculars for science curric)</li> </ol>	<ul style="list-style-type: none"> <li>• High quality and consistent teacher knowledge and practice in: <ul style="list-style-type: none"> <li>- New mathematics curriculum</li> <li>- Oxford maths resources (aligned with Woodleigh maths curriculum)</li> <li>- New Literacy curriculum (BSL / The Code - Marianne Brown)</li> <li>- Maths and Literacy as of beginning 2025.</li> <li>- Alignment of the new literacy curriculum and the Woodleigh literacy curriculum.</li> </ul> </li> <li>• Teachers using the Professional Growth Cycle to develop and review teaching practices</li> <li>• Analyse our formative assessments. Where does Woodleigh 'sit' with other results in Aotearoa? Analyse data, plan to improve, teach to improve, re-analyse.</li> <li>• Localised curriculum is 'real life learning', visiting our local area and understanding the places represented in our school pepeha. (River, mountain, sea) T1 of each year.</li> <li>• Teams using the Woodleigh Curriculum Site to inform and guide programmes</li> <li>• Develop our Woodleigh 'Learners matrix' for OTJ' (consistency) in line with the new curriculums and our chosen assessments.</li> <li>• For each classroom to be 'future proofed' with digital tools necessary to provide suitable, 21st century programmes.</li> <li>• Develop Woodleigh School characters - kids can identify and relate too.</li> </ul>
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### 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, whanau 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 2025

- By 31 May Publish and submit an Annual Report

### Contact

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[principal@woodleigh.school.nz](mailto:principal@woodleigh.school.nz)

[www.woodleigh.school.nz](http://www.woodleigh.school.nz)

Board Endorsement: (at BOT hui 24/3/25)	Denise Houston 
Put on school website:	31/3/25

## Annual Implementation Plan: 2025

Status: Not started / Progressing / Completed

1 discovery, 2 design, 3 deliver

2025 Actions	Who	Cost	When	Analysis / Evidence / Outcome	T2 Status	T3 Status	T4 Status
Review SENCO roll	Natalie / Sue/ Cara	Nil	T1				
Learning Support team and hui (twice per term) Sue, Jacqui, Nat, TL's, RR, Jeremy. Targeted tracking of our learners (analysis, plan, rectify)	Cara	Nil	Each term	PAT's T1.			
Health curriculum - Life Education Mobile Classroom	Teachers	1.8K	T1				
Targeted learners - inquire into how our HERO SMS can support a 'tracking system' for our akonga.	Cara/Leadership	Nil	T1				
Care and protection policies & procedures shared with staff - School Docs platform	Jeremy	Nil	T3				
Parent / Teacher mtgs - March - sharing knowledge of student / identity / interests	Leadership	Nil	T1				

Begin to look at whanau (house) teams for our tamariki, Have whanau house events (twice per term).	Leadership	Nil	2026			
Embed school vision and <u>values</u> statements in class, assembly, communications.	Leadership	Nil	T1-4			
Develop a school poster that is visually appealing and 'kid friendly' to display our values, our vision and our tohu.	LT team	\$2K	T2			
Investigate (quotes) some 'characters' that kids will relate to for our school. Eg a WS character reading a book for literacy.	LT team & Staff	\$2K	T1, T2			
Embed school pepeha / karakia / whakatauki / waiata <ul style="list-style-type: none"> <li>• Mihi whakatau procedures (The Woodleigh way) &amp; Powhiri for new staff. Akonga and whanau</li> <li>• Yearly Te Reo focus</li> <li>• New school waiata (2025) through Whaea Unity</li> </ul>	All	\$500 waiata	T1-4			
Continue with social / emotional coaching initiatives / term overview of lessons	Jeremy / Lisa / Cara	Nil	T1-4			
Select and train Friendship Coaches	Jeremy / Lisa / Cara	R	T1-4			
Buddy classes active - tuakana / teina philosophy	All	Nil	T1-4			
Whole school events eg - whanau days/ Sports / Book week / Selected charities events	Various	Nil	T1-4			
Transition to school programmes & procedures continue / Visit ECE providers	Heidi / Michelle	R	T1-4			
Cohort entry for Woodleigh School. Survey community and local ECE that 'feed into' Woodleigh. Recommendations by the end of 2025.	Jeremy /Heidi/ Michelle	Nil	T1-4			
Reduce learning discrepancies using Progress and Achievement Plans (PAAPS) across all teams. Identify target learners and plan and review interventions	Learning Support team/Team Leaders/Teachers	Nil	T2			
Hangi / Cultural Day	Cara / Jeremy	1K	T1/T4			
Woolleigh Badges / Leavers Certificates / Learning, Achieving, Caring Awards	Tōtara team	Nil	T4			
Healthy Active Learning Programmes with classes. Promote healthy active lifestyles. Professional development for teachers.	Keely	Nil	T1-T4			
Te whare tapa wha in classrooms as a model to support a safe	All	Nil	T2- 4			

emotional environment.							
Attendance: Monitor and review our attendance rates, using HERO to support. Aim for 90% of our learners to be here 90% of the time. Have twice termly hui with the Attendance officer.	Jeremy/Cara/Nikki	Nil	T1 - T4				

<b>Goal 2: Learners at the Centre: Support all learners to achieve personal excellence while enjoying a learner centered approach to the curriculum</b>							
2025 Actions	Who	Cost	When	Analysis / Evidence / Outcome	T2 Status	T3 Status	T4 Status
Class walkthroughs - focus on non-negotiables	TLs	Nil	T1, T3				
Team achievement target groups identified and goals established	TLs / Jeremy	Nil	T1-4				
Teams to monitor and review target groups at fortnight team hui	Cara / TLs	Nil	T1-4				
Science / STEM focus - House of science / Learning in Science - micro lessons	AP	\$1K	T1-4				
Develop use & understanding of the Woodleigh Learner profile - students / staff / whānau	Cara / Leadership	Nil	T1-4				
Utilise HERO to develop, support and track our learners over their time at Woodleigh.	Cara & TLs	10K	T1-4				
Using HERO to collate assessment data including NZCER.	ALL		T1-4				
Curriculum statements - Digital Technology	Cara / AP	Nil	T1- 4				
Begin to use HERO SMS to support assessment and reporting of student progress to whānau. (twice per year)	All	Nil	T2-T4				
Woodleigh Way Aotearoa/Local Histories curriculum statement and resource bank	Cara / Jeremy	Nil	T1- 4				
Report to parents on student achievement in writing X2	Teams / Jeremy	1K	T1-4				
Work with whānau to support learners achievements and aspirations, as part of twice yearly conferences.	All	Nil	T1 T3				
Learners continue to experience rich, authentic, action based learning activities - The Arts / science / technology	Teams	Nil	T1-4				
Participation in purposeful EOTC experiences - Kahikatea Beach Ed /	Teams	Nil	T1-4	Camp in T1 2025.			

Tōtara camp/Woodleigh Wander/Water Quality Testing/Class trips						
Communicate with parents of target learners - actions / aspirations	Teachers	Nil	T1-4			
Embed use of Woodleigh curriculum site	Cara / TLS	Nil	T1-4			
Analysis and reporting of team numeracy and literacy achievement + STAR / PAT (NZCER assist site)	Cara / Jeremy / TLs	\$200 0	T1-4			
Student Leadership initiatives - (all Y5&6) utilise localised opportunities (LEAD)	AP / Cara/ Natalie	\$100	T2-4			
Provide extension opportunities Totara/Kahikatea Groups/ Mandarin in 2025/Coding/ScienceBox/Clubs	Cara / AP	R	T2/3			
Visiting local schools - part of Kahui ako, make connections with other kaiako. Look at different learning programmes. Appoint a within school Kahui Ako.	Jeremy/ Cara / AP	Nil	T2-4			
Whanau/Cultural Day (T2, T4)	Jeremy/ AP / TLs	3K	T3/4			

<b>Goal 3: Support and develop skilled staff to deliver high quality programmes of teaching and learning</b>							
2025 Actions	Who	Cost	When	Analysis / Evidence / Outcome	T2 Status	T3 Status	T4 Status
<b>Professional Learning &amp; Development</b>							
Leadership coaching for DP, AP, TLs	Jeremy / Eric Shaw	4K	T1-4				
Better Start Literacy - Year 4-6 kaiako - Embed in with Yr 1 - 3 learners	Sue DW	3K	T1-4				
The Code - Spelling - all teachers	Sue DW / Cara	Nil	T1-4				
PRT 1 - PD with Elg Anderson for Elly and Rhiannon.	Rhiannon, Elly, Kelly, Faith	1K	T1-4				
PD for teachers using the Poutama framework. Develop and annual programme of PD according to the needs.	Jeremy/Cara	Nil	T1/T2				
Attendance and networking at Middle Leaders PLD - DP / AP	Jeremy	Nil	T1-4				

Attendance and networking to a DP/AP conference (or Principal conference)	Cara / Lisa	\$1K	T2, T3			
Embedding Woodleigh Localised curriculum	Cara	Nil	T1-4			
Māori Achievement Collaborative attendance	Jeremy	Nil	T1-4			
Moderation of student achievement - mathematics focus	AP and TLs	Nil	T1- 4			
Moderation of student achievement - literacy focus	AP and TLs	Nil	T1- 4			
Teams to visit local schools - in combination with Kahui Ako (2025)	Jeremy / TLs	Nil	T2/3			
Team PAAP's (Progress and achievement plans) for reading, writing and maths - analysing data - what is happening for our learners? How do we know? What are we going to do to accelerate learning?	Jeremy/TLs	Nil	T1 - 4			

### Professional Growth Cycle

Classroom walk throughs - 'Non Negotiables' focus	TLs	Nil	T1/T2			
Review job descriptions	Jeremy	Nil	T1			
Participation in Professional Growth Cycle - Teaching staff	TLs / Jeremy	4K	T1-4			
Teacher Aide reviews	Natalie / Jeremy	Nil	T3			
Principal - mentoring programme / PLG - Professional Growth Cycle - Eric Shaw	Jeremy / BoT	3k	T3			
Teachers - self review booklets	Jeremy	Nil	T4			
Teachers - PGC summary meetings	Jeremy	R	T1,2,3,4			
Support Staff meetings - every second Thursday, 11.30am	Jeremy	Nil	T1,2,3,4			

### Goal 4: Relationships: Foster strong partnerships with our families and wider community through effective communication and engagement

2025 Actions	Who	Cost	When	Analysis / Evidence / Outcome	T2 Status	T3 Status	T4 Status
Home and School community picnic	Home and School	Nil	T1				
Develop a 3 year cycle links with school pepeha and local landmarks. Term 1 Woodleigh way, linked with this cycle.	Cara / Jeremy/ Teams	Nil	T1				

Whanau 'Woodleigh wander'. A whole school hikoi to a landmark within our pepeha. 2025 - Huatoki river/awa	Cara / Jeremy/ Teams	Bus	T1			
Meet the Teacher / Parent Teacher conferences	Kaiako / Jeremy	Nil	T1/2			
Introduce visual reference points for cultures present at Woodleigh - flags / signage	Jeremy / BoT	3K	T1-4			
Transition to Woodleigh initiatives - Four Year Old Classes (Kowhai/Kakano) / NE Parent mtgs/Cohort entry	Heidi / Jeremy	Nil	T1-4			
Principles of Te Tiriti o Waitangi embedded in school operations / participation in MAC	All / Scott W	Nil	T1-4			
Use HERO to share learning with parents & whānau	Cara / Teachers	Nil	T1-4			
Develop resources about our local whenua / history / stories - utilise MAC facilitator (2025 - Woodleigh whole school Hikoi to local cultural sites)	Cara / Scott / Damon / Jeremy	Nil	T1-4			
Teachers utilize " <a href="#">Woodleigh Tikanga Māori</a> "resources	Teams	Nil	T1-4			
Use whānau hui to consult with community / iwi / utilise MAC facilitator	Jeremy / Cara / Scott	Nil	T2/3			
Develop resources to support use of Tane Te Wananga - kete of knowledge	Cara	Nil	T2-4			
Utilise community expertise / locations within our localised curriculum	Teams	Nil	T2-4			
Opportunities for parents to be at school: celebrations of learning /assemblies / cultural	Leadership team	Nil	T1-4			

#### Goal 5: Maintain a schedule of review and evaluation to support improvement and learner success

2025 Actions	Who	Cost	When	Analysis / Evidence / Outcome	T2 Status	T3 Status	T4 Status
<b>Curriculum Review and Reporting</b>							
Health consultation*	Cara / Lynne / Jeremy	500	T3	Not in 2025, was completed in 2024			
Report form review	Leadership	Nil	By T2				

Whānau hui on topics of interest	Cara / Leadership	R	T1 - 4		
Kowhai - daily timetable - accommodate core skills teaching + learning through experiences	Heidi/Kowhai/Jeremy	Nil	T2		
Reporting of numeracy and literacy OTJ achievement to staff / BoT / community	Leadership	Nil	T2/4		
Student wellbeing survey*	Jeremy / Cara	500	T2&4	Not in 2025, was completed in 2024.	
Transition to school initiatives and ECE visits (T1)	Heidi / Michelle		T1 & T3		

## **Goal 6: Provide a well resourced environment conducive to high quality teaching and learning**

<b>Grounds</b>						
Regular playground checks	Jeremy / Pete	Nil	T2 & T4			
Gardens development	Jeremy / Pete	6k	T1-4			
Green Team - Gardening	Cheryl	R	T1/2/4			
Tane Te Wananga - Utilise / care for / Predator Free / develop resources	Cara, Keely , Bex	R	T1-4			
Green Team gardens area development	Jeremy / Pete	2k	T1/4			
<b>Buildings</b>						
Building WOF checks	Pete	Nil	Monthly			
Swimming Pool maintenance and plant check	Pete	Nil	T1			
Boiler service	Pete	1.5k	T1			
Building wash / spider control	Pete	2k	T1-4			
Heat pump maintenance	Pete	1K	T2			
<b>Furnishings &amp; Fittings</b>						
Electrical testing	Pete	Nil	Per Schedule			
<b>Projects</b>						
Progress 5YA as per schedule (new 10YPP and 5YA completed 2025)	BoT / Ardern Peters	5YA \$	T2-4	To be added as we work through 5YA for 2025. Begin July 1st 2025.		

<b>Goal 7: Provide a safe physical and emotional environment conducive to high quality teaching and learning</b>							
2025 Actions	Who	Cost	When	Analysis / Evidence / Outcome	T2 Status	T3 Status	T4 Status
Caretaker / Principal - hazard identification	Jeremy / Pete	Nil	Each week				
High Health students - staff awareness / protocols / action plans	Natalie / Jo	Nil	T1				

developed and shared						
Evacuation Drill - each term	Jeremy	Nil	T1-4			
Reverse Evacuation Drill - each term	Jeremy	Nil	T1-4			
Regular property check / walk around	Pete / Jeremy	Nil	T1-4			
First Aid certificates renewed / training	Jo	1k	T2			
Review Hazard Register	Jeremy / BoT- Paul	Nil	T2			

Goal 8: Further extend the effective governance of the school							
2025 Actions	Who	Cost	When	Analysis / Evidence / Outcome	T2 Status	T3 Status	T4 Status
Monitor student attendance each week /month. Regular meetings with nikki and truancy service.	Cara / Jeremy	Nil	Monthly				
Charter / Annual report / AoV to MoE by 1 March	Jeremy / BoT	Nil	T1				
Report to BoT the number of days the school is open for tuition	Jeremy	Nil	T1-4				
Administer Enrolment Scheme	Jeremy / Jo	Nil	August				
Manage Enrolment Scheme	Jeremy / MoE	Nil	Sept				

## Improvement Plan (1)

Annual Improvement Plan: Student Progress and Achievement
<b>Links to Strategic Goals:</b> Goal 1: Hauora: Foster all learners' mental (taha hinengaro), social (taha whānau), physical (taha tinana) and spiritual (taha wairua) wellbeing Goal 2: Learners at the Centre: Support all learners to achieve personal excellence while enjoying a learner centered approach to the curriculum Goal 3: Support and develop skilled staff to deliver high quality programmes of teaching and learning
<b>Target #1: Literacy &amp; Mathematics</b> Aspirations:

1. For every learner, inclusive of Māori and Pasifika to make academic progress and be achieving within or beyond their expected curriculum level and at or above school expectations
2. To achieve, or get as close as we can, to our targets set for each year group in 2025

## Background

Learning, Achieving, Caring - The Woodleigh Way is our school vision, which encourages every child to do their best.

This improvement plan is about literacy and numeracy academic outcomes. We also value each learner's progress and achievement across the curriculum, including cultural, social and physical pursuits.

## End of Year curriculum judgements for 2024 show

our 2025 Year 2 - 6 learners

\*Note: Our 2024 Y1 - 5 learners are

Meeting / Exceeding Expectations	Reading					Writing					Mathematics				
All students <b>Outcomes (December 2024)</b>	80% (76%)					75% (66%)					84% (78%)				
Year 1 - 5 students: working toward expected curriculum level / school expectations <b>(End of year 2024 Target Students)</b>	75 (74)					81 (106)					61 (72)				
Student by Year Group: working toward expected curriculum level / school expectations <b>(2024 end of year target students)</b>	1 22 (28)	2 (25)	3 (13)	4 (7)	5 (12)	1 14 (33)	2 (27)	3 (17)	4 (11)	5 (18)	1 8 (15)	2 (28)	3 (7)	4 (10)	5 (12)
2023 Year 5 Achievement (2024)	84% (76%)					64% (66%)					84% (76%)				

## Literacy: Theory for Improvement

In literacy we have historically used the whole language and guided reading and writing approaches. These approaches have scaffolded the majority of learners to be successful through their time at Woodleigh School. However, for a growing number of learners, and especially our youngest learners, these approaches have not led to early literacy success and alternative strategies were worthy of consideration. In 2021, our literacy leader researched the use of structured literacy and how this approach with an emphasis on phonological awareness could provide learners with scaffolds, processes, progressions and codes in their learning to aid the acquisition of the fundamentals of literacy. Through 2022, Year One teachers in the Kōwhai team and teachers' aides participated in Better Start Literacy PLD through Canterbury University. Learners starting school at age five entered the BSL structured literacy programme. Anecdotal feedback and assessments indicated that a hybrid of whole language learning and structured literacy provided most students with a good skill foundation. In 2024 we had our Yr 3 kaiako do the BSL PD. They also attained the BSL micro credential. Again the feedback from this PD was that a 'diet or whole

and part language' is the key to learner success. 2025 will provide the opportunity for continued development of a structured literacy / whole language learning approach.

The 2025 whole language / structured literacy approach extends to the acquisition of spelling skills. 'The Code' is a systematic approach for teaching spelling. It includes the Phonological Assessment Screening Tool, a Scope and Sequence, Word Checks to place students on appropriate Year Groups, Progressions for each year level with lists that have an explanation/definition to support Explicit Teaching, a Lesson Sequence and supporting activities. The code will again form the basis of our spelling programmes in 2025. We have decided to take a whole staff/school approach for literacy in 2025 with our PD provided by Marianne Brown. This will be scaffolded over a week - Kowhai, Kahikatea, Totara and then a TOD on the Friday. Marianne will also weave 'The code' in to our PD, - our current spelling programme.

<b>Literacy Work Stream / Planned Actions:</b>	<b>When</b>	<b>Resourcing</b>	<b>Responsibility</b>	<b>Success Indicators / Outcomes</b>
Use HERO achievement data to identify target learners, specific areas of need and teaching actions to help students meet expectations. Regularly reflect on, monitor and track learner progress. NZCER on to HERO in 2025.	T1 - 3	-	TLs / Teachers Literacy Leader	Target students identified, planned actions are carried out, progress is reviewed X2 per term Target students make progress
Better Start Literacy PLD - Yr 4 - 6 team teachers, SLS teachers, Whole school approach with Marianne Brown PD	T1 - 4	Release TOD	Sue DW, Cara, Lisa	BSL programme implemented Resources created
Use of the new 'NZ literacy curriculum' to plan and track. Planning to make sure our Woodleigh hexagons are providing the scope and sequence required.	T1 - 4	TOD's	Cara, Sue,	
Reading programme: Modelling / Observation / Feedback	T1 - 3	Release	Sue DW, Heidi, Cara, Lisa	Teachers will be able to articulate and model how they integrate BSL and whole language learning into their literacy programme
Resourcing - BSL class sets made	T1 - 3	\$1,000	Sue DW / Cara /Lisa	Each class has 30 week resources available
Reading programme elements - Daily Five, High Five, Read and Feed are in place in all classrooms	T1- 4	-	Teachers	Evident in classroom observations

Provision of help programmes - SLA teachers, curriculum adaptation, paraprofessionals / Heart Words	T1-4	Staffing / Budget	Jeremy	Programmes are active
The Code - spelling PLD - All teachers	T1 - 3	\$500	Sue DW / Cara	Spelling programmes are based on 'The Code'
Use Woodleigh Writing Progressions - Hexagons to guide next steps. Making sure these are aligned with the new literacy curriculum - what are missing?	T1 - 3	-	Cara / TLs	Teachers and learners can articulate what has been achieved and the next step (hexagon) to work towards
Writing programme: Modelling / Observation / Feedback	T1 - 3	Release	Sue DW / Cara / TLs	Teachers will be able to model writing lessons that align with the Woodleigh writing model
Consolidate understanding and continue to develop our moderation practises of writing within and across teams	T2/4	R	Cara / TLs / Sue	Teachers are confident making OTJs and can justify their decisions

### **Mathematics: Theory for Improvement**

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically, and logically. They learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

By learning mathematics and statistics, students develop other important thinking skills. Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

We know that in recent years students have had difficulty with mathematics learning. These difficulties are linked to number knowledge, interpreting questions, problem solving logic, basic facts knowledge and confusion with using mental strategies

Mathematics teaching that is well planned, strategic and focussed on learning progressions helps students become able and confident mathematicians. Effective mathematics teachers understand mathematical learning pathways and provide opportunities for students to work collaboratively and independently to develop understanding, capability and confidence. Effective assessment practices assist in understanding achievement and planning next steps. Application of mathematics skills in authentic learning experiences will assist in keeping mathematics learning interesting.

The purpose of this improvement plan is to strengthen teacher knowledge of mathematics progressions, building teacher confidence and clarity in mathematics teaching and assessment.

This will be done through:

- Valuing the importance of the home / school learning partnership
- Assisting parents to understand mathematics programme content, progressions and next steps
- Developing our understanding of culturally responsive teaching and learning that values culture, identities and languages
- Staff and team meetings to align understanding of progressions, culturally responsive pedagogy, planning and assessment
- Team meetings to analyse achievement data, specifically for target students
- Development of effective pedagogy to accelerate learning for target students
- Teachers selecting PGC mathematics goals
- Observation of teaching practice, modelling, mentoring and coaching

Mathematics Work Stream / Planned Actions:	When	Resourcing	Responsibility	Success Indicators / Outcomes
Use the new Maths and Stats curriculum for planning in maths. Provide 2 days of PLD for staff around the new maths curriculum. Align the 'Woodleigh way' curriculum and the new maths and stats curriculum - what are we missing?	T2 - T4	N/A	Deb/Jeremy	Staff feel more confident with the new maths curriculum - planning with it and teaching to it. PLD provided will help embed this curriculum.
Use PAT & HERO achievement data to identify target learners, specific areas of need and teaching actions to help students meet expectations. Regularly reflect on, monitor and track learner progress.	T1 - 3	-	Deb / TLs	Target students identified, planned actions are carried out, progress is reviewed X2 per term Target students make progress
Review mathematics programme content and sequence at each curriculum level	T1 &2	R	Deb / TLs	Within the Woodleigh site the mathematics programme overview provides sequence and teaching points at each curriculum level
Daily programme includes Maintenance & Basic Facts	T1 - 4	-	Deb / TLs	There is evidence that classroom programmes have a clear structure, including maintenance and basic facts learning
Algorithms, problem solving and authentic learning applications are included in mathematics units	T1 - 4	R	Deb / TLs	There is evidence that classroom programmes include opportunities for learners to use algorithms, and apply

				problem solving strategies in authentic settings
Understand attitudes to mathematics through student voice survey	T2	-	Deb/Jeremy	Survey findings are collated and shared with staff
Consolidate understanding and continue to develop our moderation practises of mathematics within and across teams - PATm scaled scores and OTJ's.	T1- 4	-	Deb / TLs	There is consistency in moderation. Teachers are confident making OTJs and can justify their decisions
Develop a 'learner matrix' that we can use to help support our OTJ's - this will include the 3 main learning areas. It will consolidate our assessments by phase and year group according to the NZ curric in maths.	T3	-	Cara/Jeremy	
Mathematics programme: Modelling / Observation / Feedback	T1 - 3	Release	Deb / TLs	Teachers will be able to model / observe effective mathematics teaching aligned to the Woodleigh model