

Woodlands Park School

Inclusive. Courageous. Successful.

Charter and Strategic Plan

2019 - 2021

Mission Statement: Our school is a supportive community where we all work together to create an innovative learning environment in which all our children thrive.

The Vision

Woodlands Park School
Inclusive. Courageous. Successful.

Strategic goals
2019-2021



Deepen inclusive practices



Make courageous, discerning choices with children and whanau



Grow children's identity as unique, successful learners

Deepen inclusive practices



Build inclusive practices for all children by all teachers



Strengthen teacher practice to meet specific additional needs



Meet all children's needs to feel included, safe and respected at school.

Outcomes for 2021:

In-depth understanding of inclusive education and practices and how different children learn best.

Children's diverse needs met through improved teacher capability.

Children feel included, safe and respected at school.

**Make courageous,
discerning choices with
children and whanau**



Grow bravery, creativity and innovation in teaching.



Broaden teachers' assessment literacy in order to align teaching with needs more effectively

Outcomes for 2021:

Learning is understood by the school community (teachers, children, parents) as a process, not a product, understood most insightfully in the context of the individual learner.

Children's needs more effectively aligned with teaching and learning practices through teachers' improved assessment literacy.



Grow children's identity as unique, successful learners

Empower children to identify themselves as successful learners who know their strengths and needs.

Set challenging curriculum goals to ensure success in reading, writing and mathematics for all children.

Outcomes for 2021:

All children consider themselves to be successful learners who are engaged in different aspects of school.

Parents and the wider community continue to have confidence in children's progress and achievement at WPS.

School Profile

Woodlands Park School is situated in a beautiful bush-clad valley in the Waitakere Ranges of West Auckland. It is a co-educational, semi-rural, state primary school, categorised as decile 10.

The school roll is approximately 400 children. An enrolment zone is in place. Major ethnic groups in the school are approximately: New Zealand European 85%, Maori 5%, Pasifika 1%, British/Irish 5% and other 4%. Woodlands Park has an experienced teaching staff with a strong collegial atmosphere. Staff and students are supported by a skilled and dedicated Board of Trustees. The school community works hard to sustain its reputation as a school where:

The school has high expectations of all students to achieve well...The school curriculum is broad and very effectively promotes and supports students' learning. Students are able to participate in many opportunities in all areas of the New Zealand Curriculum. Students and their families are consulted about the curriculum so that areas of study are relevant to the interests and cultural identities of the students...Teachers use a wide range of effective teaching strategies including practices that encourage students to learn with and from each other.

Education Review Office, May 2015

New Zealand's cultural diversity

All cultures within the school will be valued through active encouragement of a non-racist, accepting and welcoming school culture and ethos. Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively seek to maximise the potential of each student irrespective of cultural backgrounds.

The unique position of Maori culture

Woodlands Park School will develop awareness of Tikanga Māori and te reo Māori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi. Woodlands Park School embraces the concepts of ako, which is grounded in the principle of reciprocity and recognises that the learner and whānau cannot be separated, tuakana teina, where a knowledgeable tuakana helps and guides a younger or less aware teina, and te whakamahi i te reo Māori i roto i ngā mahi whakaako or the process of using te reo Māori in teaching. Whanaungatanga (family), maanakitanga (hospitality), rangatiratanga (leadership) and kaitiakitanga (guardianship) are upheld as core principles in the school.

What reasonable steps will the school take to incorporate Tikanga Māori (Māori culture and protocol) into the school's curriculum?

Classrooms and school celebrations will reflect Māori culture through greetings, waiata, and signage. Our inquiry based curriculum will include components of Te Reo and Tikanga Māori as appropriate to the inquiry and class level.

What will the school do to provide instruction in te reo Māori (Māori language) for full time students whose parents ask for it?

All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and the ability to accommodate this within the school (teaching space).

What steps will be taken to discover the views and concerns of the school's Māori community?

The school will consult with the Māori community through management initiatives such as noho marae, whānau hui, informal conversations, telephone communication and personal letters from the principal to whānau, newsletters and the website.



Strategic planning 2018 - 2020



Deepen inclusive practices

Strategic initiative 1: Build inclusive practices for all children by all teachers.

3-year success metric: Inclusive Practice review data shows 100% alignment between staff, students and community members for identified areas of development.

	2019 Priority	
<p><i>Inclusive education is an ongoing process aimed at offering quality education for all, while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (UNESCO, 2009).</i></p>	<ul style="list-style-type: none"> • NZCER Inclusive Practices Tool surveys for children, staff and whanau repeated. • Action plan and targets reviewed on the basis of survey data. • Review of In-school CoL Leader role relating to inclusive education. • Database of Additional Needs utilised as school register to inform teaching and learning strategies. • WPS Tātaiako self-review as part of teachers' appraisal; professional development aligned with teachers needs. 	
	2020	2021
	<ul style="list-style-type: none"> • NZCER Inclusive Practices Tool surveys for children, staff and whanau repeated. • Action plan and targets reviewed on the basis of survey data. • Noho marae, beginning of year. 	<ul style="list-style-type: none"> • NZCER Inclusive Practices Tool surveys for children, staff and whanau repeated. • Action plan and targets reviewed on the basis of survey data.



Deepen inclusive practices

Strategic initiative 2: Strengthen teacher capacity to meet specific additional needs.

3-year success metric: 100% of teachers and teacher aides can identify shifts in inclusive practices as a consequence of professional development aligned with identified needs.

<p><i>Inclusive education is an ongoing process aimed at offering quality education for all, while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (UNESCO, 2009).</i></p>	<p>2019 Priority</p>	
	<ul style="list-style-type: none"> • At least three quarters (75%) of teachers participate in differentiated PD driven by strategic direction and teachers' own identified priorities • Shifts in inclusive practices identified and viewed through appraisal processes (PD follow-up review process, WPS Tātaiako self-review, attestation processes). 	
	<p>2020</p> <ul style="list-style-type: none"> • 100% of teachers and teacher aides participate in differentiated PD driven by strategic direction and teachers' own identified priorities. • Shifts in inclusive practices identified and viewed through appraisal processes (PD follow-up review process, WPS Tātaiako self-review, attestation processes). 	<p>2021</p> <ul style="list-style-type: none"> • Maintenance of 100% of teachers and teacher aides participate in differentiated PD driven by strategic direction and teachers' own identified priorities. • Shifts in inclusive practices identified and viewed through appraisal processes (PD follow-up review process, WPS Tātaiako self-review, attestation processes).



Deepen inclusive practices

Strategic initiative 3: Meet all children's needs to feel included, safe and respected at school.

3-year success metric: 100% of children score positively on annually prioritised Wellbeing@school survey indicators. If this is not achieved, then barriers and/or reasons for this are identified and steps taken to address this.

	2019 Priority	
<p><i>Inclusive education is an ongoing process aimed at offering quality education for all, while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (UNESCO, 2009).</i></p>	<ul style="list-style-type: none"> • Specific targets established according to Wellbeing@school results for 2018 • Action plan to address targets developed • WPS Successful Learning Behaviours used with students across all classes and incorporated in reporting. • Peer mediators operational week 3 and highly visible in assemblies 	
	2020	2021
	<ul style="list-style-type: none"> • Specific targets established according to Wellbeing@school results for 2019 • Action plan to address targets developed • Peer mediators operational week 3 and highly visible in assemblies 	<ul style="list-style-type: none"> • Specific targets established according to Wellbeing@school results for 2020 • Action plan to address targets developed • Peer mediators operational week 3 and highly visible in assemblies



Make bold, discerning choices with children and whanau

Strategic initiative 1: Grow creativity and innovation in teaching.

3-year success metric: 100% of children are supported through personalised learning which is responsive to strengths, interests and authentic learning contexts.

<p>Creativity: <i>The ability to transcend ideas, rules, patterns, relationships or the like, and to make new ideas, forms, methods, interpretations</i> (www.dictionary.com)</p> <p>Innovation: <i>The successful implementation of new ideas, creating a useful new product or paradigm (Mumford, Lornegan and Scott, 2002*).</i></p>	<p>2019 Priority</p>	
	<ul style="list-style-type: none"> • Personalised Learning extended to year 4/5/6 students • Students' voice incorporated into reporting through personalised learning records for years 3-6. • WPS Self-review Waka as part of teachers' appraisals (ILP and ILEs). • Gap analysis to inform IT next steps for 2019 and actioned to align with new Technology curriculum requirements. 	
	<p>2020</p> <ul style="list-style-type: none"> • Personalised Learning extended to year 3/4/5/6 students • Students' voice incorporated into reporting through personalised learning records for years 3-6. • WPS Self-review Waka as part of teachers' appraisals (ILP and ILEs). • Gap analysis to inform IT next steps for 2020 and actioned to support implementation of Technology curriculum. 	<p>2021</p> <ul style="list-style-type: none"> • Personalised Learning extended to year 2/3/4/5/6 students • Students' voice incorporated into reporting through personalised learning records for years 3-6. • WPS Self-review Waka as part of teachers' appraisals (ILP and ILEs). • Gap analysis to inform IT next steps for 2021 and actioned to support implementation of Technology curriculum.

*Mumford, MD, Lornegan, D.C. and Scott, G. (2002): Evaluating Creative Ideas: Processes, Standards and Contexts. Inquiry: Critical thinking across the disciplines, Vol 22(1), pp 21-30

** Hughes, G (2017): Ipsative assessment and personal learning gain: Introduction. Macmillan Publishers Ltd, London, p1.



Make bold, discerning choices with children and whanau

Strategic initiative 1: Broaden teachers' assessment literacy in order to align teaching with needs more effectively.

3-year success metric: All teachers demonstrate the ability to apply knowledge of learning progressions and assessment formats to develop children's understanding of themselves as learners.

<p>Assessment literacy: the knowledge and skills educators need to identify, select or create assessments optimally designed for various purposes and to analyse, evaluate, and use the quantitative and qualitative evidence generated to make appropriate decisions to advance student learning.</p> <p>Ipsative assessment: Measuring personal learning gains (the "distance travelled" by students) in such a way that the data is available to and understood by the learner who is able to use the information to set goals and plan learning with the support of teachers (Hughes, 2017**)</p>	<p>2019 Priority</p>	
	<ul style="list-style-type: none"> • PD in the area of assessment with a focus on ipsative assessment • All teachers (yrs 3-6) and key teacher aides participate in Google read and Write trial (Learning Support Fund) • Participation in Kotuitui (CoL) development of curriculum level learning progressions • BBL assessment of essential skills for learning for all high needs children. 	
	<p>2020</p> <ul style="list-style-type: none"> • PD in the area of assessment with a focus on ipsative assessment • Continued PD in the area of assessment as determined by teachers' needs. • BBL assessment of children's essential skills for learning extended to new entrants • Participation in next steps of Kotuitui (CoL) development of curriculum level learning progressions. • Align with MoE requirements. 	<p>2021</p> <ul style="list-style-type: none"> • Continued PD in the area of assessment as determined by teachers' needs. • Review of BBL assessment of children's essential skills for learning. • Participation in next steps of Kotuitui (CoL) development of curriculum level learning progressions. • Align with MoE requirements.



Grow children's identity as unique, successful learners

Strategic initiative 1: Empower children to identify themselves as successful learners who know their strengths and needs.

3-year success metric: 100% of children identify themselves as empowered and successful learners.

	2019 Priority	
<p>Empower: <i>Make (someone) stronger and more confident, especially in controlling their life.*</i></p>	<ul style="list-style-type: none"> • Finalise whole school Self-Perception as a Learner tool; implement across years 3-6 • At least 75% of children can identify themselves as empowered and successful learners. • Develop specific areas for development based on data (Action plan) • In-School CoL research inquiry investigating engagement and students' self-perceptions as a learner as this relates to learning outcomes for children. • Personalised Learning introduced for year 5/6 children 	
<p><i>"When you educate children and empower them, you give them power to go after their dreams."**</i></p>	2020	2021
	<ul style="list-style-type: none"> • Implement school Self-Perception as a Learner tool across year 3-6 • Review Self-Perception as a Learner tool for years 0-2 • At least 85% of children can identify themselves as empowered and successful learners. 	<ul style="list-style-type: none"> • 100% of children can identify themselves as empowered and successful learners.

* www.dictionary.com

** <https://www.vocabulary.com>



Grow children's identity as unique, successful learners

Strategic initiative 2: Set challenging curriculum goals to ensure personal success in reading, writing and mathematics for all children.

3-year success metric: 100% of children will achieve personal success [recorded as demonstrable learning gains] in reading, writing and mathematics, and across the NZ Curriculum.

3-year success metric: Post-National Standards, whole school achievement data each year will continue to demonstrate improvements over time, in accordance with specific annual targets.

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	2019 Priority	
<p>Ipsative assessment: Measuring personal learning gains (the "distance travelled by students) in such a way that the data is available to and understood by the learner who is able to use the information to set goals and plan learning.*</p>	<ul style="list-style-type: none"> • Annual achievement targets set for reading, writing and mathematics: <ul style="list-style-type: none"> - 90% of students will achieve within expected curriculum levels for reading, writing and mathematics. • Embedding of Personalised Learning which shows "distance travelled" by students (individualised progress). <ul style="list-style-type: none"> - Implementation with year 4/5/6 children. • Embedding of WPS Successful Learning Behaviours – incorporated into reporting to parents for years 0-3 • Review reporting to parents: <ul style="list-style-type: none"> - Survey parents/whanau to ascertain what they want to know about their child's learning. - Embed the use of Seesaw across all classes; finalise expectations regarding reporting to parents via See Saw – years 4-6. - Investigate incorporation of Personalised Learning (demonstrating learning gain) into reporting format. 	
	2020	2021
	<ul style="list-style-type: none"> • Personalised Learning: record gains in reading, writing and mathematics for year 3-6 children. • Personalised Learning incorporated into reporting to parents for years 3-6. • WPS Successful Learning Behaviours incorporated into reporting to parents for all children. 	<ul style="list-style-type: none"> • Personalised Learning: record gains in reading, writing and mathematics for years 0-6. • Personalised Learning incorporated into reporting to parents for years 0-6