


WOODLANDS PARK SCHOOL Strategic Plan

"Poipoiā te Kakano kia Puawai"
Nurture the seed and it will blossom



Our Vision: INCLUSIVE. COURAGEOUS. SUCCESSFUL.

 **Pete Lehmann**

2024-25 strategic plan approved by the
+ Annual Plan 2024 Woodlands Park School Board 29/2/24

Strategic Goals for Schooling Improvement 2024-2025 (effective for 2 years)

SUCCESSFUL Strategic Goal 1 -

Strengthen progress & achievement



Respect

Care, kindness & serving others
The foundation of success for all

Learners demonstrate agency and self efficacy in their learning to achieve equity and excellence.

Learners respect and value learning

Learner progress & achievement
Effective Teaching

INCLUSIVE Strategic Goal 2 -

Strengthen Hauora & wellbeing



Relationships

Respectful Partnerships & Culturally responsive relationships

Learners celebrate the identity of Aotearoa and are aware of their own identity & family connections through culture & language, showing commitment to Te Tiriti o Waitangi

Te Tiriti o Waitangi
Responsive Curriculum Planning
Partnerships

COURAGEOUS Strategic Goal 3 -

Strengthen our connection with Te Ao Maaori



Guardianship

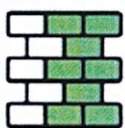
Life-long commitment to nurturing self in order to nurture others

Learners add to their Hauora kete strategies to take care (guard) their own;

- Physical (taha tinana)health
- Mental & emotional (taha hinengaro)health
- Family & social (taha whaanau) health
- Spiritual well being (taha wairua)
- Land, environment & ethnicity(taha whenua)

Inclusive Learning Climate
Wellbeing & Safety

Establishing foundations



Refine & Improve



Analytics to support engaged learning

Assessment for Learning practices

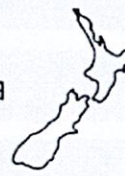


Structured Literacy



Aotearoa NZ's histories & Te Takanga o Te Waa

Digital Fluency



Integrated localised curriculum

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LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

Strategic Goal 1 - Strengthen student progress & achievement

Woodlands Park School continues to draw on a range of evidence to evaluate the progress and achievement of each student and build a comprehensive picture of that student’s learning.

Strategic Programme	Strategic Plan 2024	Strategic Plan 2025
<p>Foundational Skills through Adaptive & localised curriculum development</p>	<p>Foundational development of Writers Toolbox Writing Programme powered by patented AI. Implemented school-wide to strengthen achievement in Writing.</p> <p>Strengthen students’ progress and achievement in Writing through the shared understanding about the process of writing (through <u>Writer’s Toolbox PLD</u>) an AI supported writing programme.</p> <p>All registered teaching staff will attend professional development workshops and coaching over 3 years. They will also receive instruction in explicit writing methods from the Writer’s Toolbox programme, including sentence styles, paragraph models, and composition skills including fluency, expansion, precision, thematic development, and structure.</p> <p>Teachers will integrate these methods into their classroom practice, and receive coaching support. At the same time, the school’s leadership team will engage in the PLD as well as develop an overview of student learning and assessment. Daily writing for (yrs3-6), will reflect the online tool, giving immediate feedback on writing quality and improvement, and differentiated experiences according to their age and writing ability. In addition, teachers will use real time writing data to make explicit skill teaching and learning decisions for their students. The results are to be tracked at an individual, school, and cohort level.</p>	<p><u>Year 2 of Writers Toolbox continues</u></p> <p>Teachers will continue to integrate Writer’s Toolbox methods into their classroom practice, while also refining their approach to differentiated instruction.</p> <p>A robust system of continuous assessment will be established to monitor students’ writing progress on an ongoing basis. Teachers will utilise real-time writing data generated by the online tool to track student growth, identify areas for improvement, and provide timely feedback to support skill development.</p> <p>Communication and collaboration with stakeholders, including students, staff and parents as well as the kahui ako will be prioritised to ensure alignment and support for literacy progress and achievement. This may involve sharing student writing samples, providing updates on progress, and gathering feedback to inform ongoing improvements.</p> <p>Strategic teams consolidate impact and the growth of teacher capability and capacity in assessment</p>

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	<p>Strategic teams continue to analyse data and assess teacher impact through effect size. School wide assessment is regularly reviewed.</p> <p>Literacy learning progressions are displayed in all classrooms across the school. Progressions are referred to by students for Writing, Maths and Reading.</p> <p>Learning progressions are implemented school wide which align to the curriculum and various credible assessment tools. Literacy and Mathematics and Statistics learning progressions are displayed in all classrooms across the school.</p> <p>Development of Progressions for Te Reo Māori, Digital Fluency, English -Reading</p> <p>Refinement of Maths Progressions - Numicon PLD continues as well as resourcing of equipment</p> <p>Foundational development of Writers Toolbox Writing Programme powered by patented AI. Implemented school-wide to strengthen achievement in Writing.</p> <p>AI - Principal and DP / to participate and engage in up to date pedagogy and future planning of the impact of AI in education of young people</p> <p>Development of STEM school-wide (Years1-6) Trial school wide STEM programme (Science, Technology, Engineering, Maths) through CRT timetabling - STEM to support critical thinking, curiosity, persistence, decision-making, leadership, entrepreneurship, technology literacy, key competencies.</p> <p>Development of graduate profile - the school values through Te Ao Māori lense</p>	<p>Learning progressions are fully embedded school- wide with common understandings of achievement between students, families and school.</p> <p>Integration of STEM continues (based on 2024 evaluation and reflection)</p> <p>Development of graduate profile - the school values through Te Ao Māori lense</p>
<p>Evaluation for Improvement</p>	<p>All teachers are involved and engaged in the teaching as inquiry process (faces on data) - this informs our Inquiry/Professional Growth Cycle</p> <p>The professional growth cycle is a collaborative process with a specific focus on using evaluation consistently to inform equity and excellence and builds teacher capacity</p> <p>Evaluating the curriculum refresh for implementation</p> <p>Analysis of the Best Practice Model (MOE) continues as part of PLD/TOD's</p> <p>The school continues to provide up to date hardware and software to support learning through digital technologies</p> <p>The school continues to provide educational spaces reflective of our school values and</p>	<p>All teachers are involved and engaged in the teaching as inquiry process (faces on data)</p> <p>The professional growth cycle is a collaborative process with a specific focus on using evaluation consistently to inform equity and excellence</p> <p>Evaluating the curriculum refresh for future implementation</p> <p>Analysis of the Best Practice Model (MOE)</p> <p>The school continues to provide up to date hardware and software to support learning through digital technologies</p>

	<p>vision</p> <p>The school aligns with the current government's expectations.</p>	
Staff PLD	<p>Teachers continue to engage with the school wide Structured Literacy programme LLLL, The code, SL</p> <p>Teachers are committed to PLD with the Writers Toolbox programme over three years - workshops and coaching (PGC)</p> <p>Staff are committed to continuation of the Māori Achievement Collaborative and building cultural competency incorporating our commitment to bi-cultural partnership including building a learner/graduation profile and a Te Reo Maori strategy</p> <p>SLT to attend conferences and PLD which supports their understanding of AI in the education sector - and how the implementation of AI will impact future education of young people - AI policy implementation included</p>	<p>Teachers continue to engage with the school wide Structured Literacy programme</p> <p>Teachers are committed to PLD with the Writers Toolbox programme over three years</p> <p>Staff are committed to continuation of the Māori Achievement Collaborative and building cultural competency and acknowledging our commitment to bi-cultural partnership</p> <p>SLT develop a team approach to AI as part of the digital fluency and technology curriculum</p>

Vision: SUCCESSFUL. INCLUSIVE. COURAGEOUS.

Strategic Goal 1 - Strengthen student progress & achievement

Learner progress and outcomes are consistently equitable and excellent for all learners, within a consistently strengths based approach.

Māori and Pacific learners as well as learners with diverse/additional needs progress and achieve well.

We are committed to; Providing authentic and engaging learning with ākonga at the centre of their own learning programmes.

ANNUAL TARGETS - OUTCOMES/MEASURES Learner Progress and Achievement

All students make 1-2 sublevels of progress per year across the NZ curriculum. Students confidently articulate their own learning through the use of progressions.

Annual Plan 2024				
Adaptive & localised curriculum	INTENDED ACTIONS - Outcomes for 2024	Allocation of Resource to meet intended actions	Timeframe	Responsible
	By the beginning of Term 1 strategic teams have analysed data (qualitative/quantitative) from 2023 and identified gaps/needs (teacher practice and	Assessment Tools	Ongoing monitoring	ALL STAFF

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development

resourcing). Each team has identified priorities and developed an action plan to meet these needs. Action plan is carried out. Each strategic team leader reports to the board by mid and end of year.

By the end of the Term 1 teachers have identified priority learners and have collated qualitative and quantitative data on each student as part of their PGC inquiry.

By the beginning of T1 teachers and whānau leaders have identified students who require additional support and implement intensive programmes immediately through support of SLT/LSC. By mid-year, progress and achievement is reported by Whānau Leaders to the board. Next steps are reviewed and monitoring continues.

By the end of the year students are taking ownership of assessment information, engaging in dialogue with their teachers about this information and using it to develop next steps and set goals.

By the end of year all learners have made 1-2 sub levels progress across the curriculum.

By the end of the year the Maths progressions will be refined collaboratively with the Maths Strategic Team. The implementation of Numicon will support students to make progress in Maths.

By the end of the year the Reading, Digital Fluency, Te Reo Maori progressions will be developed by strategic teams

By the end of the year teachers will ensure that key understandings of inquiry are taught throughout the delivery of an integrated and localised curriculum.

By the end of the year further development of structured literacy has continued and is integrated into classroom practice.

STEM is taught through hands-on experimental lessons with a focus on critical thinking skills, economic prosperity and health and wellbeing.

By the end of the year teachers will have 8 Writers Toolbox sessions including coaching. An overview of the 8 writing skills will be implemented - continuous

NZCER/Etap/ standardised assessments/SL

.2 Release for whānau leaders per fortnight

Curriculum Budgets

Professional Development

Budget Staffing (FTTE)

Writer's Toolbox - apply for funding - if not successful, board funded. \$40k approx annually (for the next 3 years - \$120k) + annual student licences approx \$5k (from subscriptions each year)

Assessment T1, T2, T4

SLT & Whānau Leaders

Reports submitted mid year/ end of year

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	coaching and workshops through PLD over the next 3 years.			
Evaluation for Improvement	<p>By the end of T1 & T3 all teachers have been observed teaching writing and the effective implementation of the writing progressions. WALS, Success Criteria, Explicit Teaching, Feedback & Assessment Capability have been the focus of feedback for improved teacher practice, with next steps discussed & implemented- this will be supported by Writer's Toolbox who will do the coaching and observations - including feedback and debriefing sessions.</p> <p>By the end of T2 & 3 all teachers have continued to moderate writing across the school through the leadership of the Writing team.</p> <p>By the end of the year Reading, Digital Fluency and Te Reo progressions have been developed, and are being trialled - (Te Reo through iCOL inquiry). PLD for Yrs 3-6 Google Classroom.</p> <p>By the end of the year relevant resources to support Structured Literacy and Writers Toolbox, are purchased and implemented appropriately.</p> <p>Numicon workshops and PLD will be accessible for all teachers including continuous resourcing of materials</p> <p>By Term 4 progress and achievement data from the maths mate maintenance programme for Year 5 & 6 will be reported with feedback from all stakeholders.</p> <p>Senior leadership ensures teacher inquiries are linked to priority learner outcomes.</p> <p>Teachers are using a range of student information and data to inform their planning and practice. By the end of the year students are able to articulate their learning journey using the consistent language of assessment.</p> <p>Continued resourcing to ensure effective teaching of the Arts Curriculum is in place.</p> <p>The school continues to provide up to date hardware and software to support learning through digital technologies - meeting the progress outcomes of the curriculum.</p>	<p>English - Writing and Reading budget</p> <p>Writers Toolbox \$40k</p> <p>.2 Release for whānau leaders per fortnight</p> <p>Curriculum budgets Maths /Science/English/ Māori</p> <p>Inquiry/The Arts PLD</p> <p>IT - estimate for ipads/ screens/software/ computing equipment</p> <p>(IT Budget)/ Maths budget</p>	<p>Ongoing monitoring Assessment T1, T2, T4</p> <p>By end of Term 1 (DP)</p>	<p>ALL STAFF</p> <p>Curriculum Team leaders</p> <p>Strategic Team Leader of English - Writing</p> <p>SLT</p>

	Co-construct a range of valid, reliable, culturally and linguistically appropriate tools to support formative assessment and teaching proactively.			
Staff PLD	<p>PLD consistently supports effective teaching strategies and practices in adaptive ways to promote equitable and excellent outcomes for learners.</p> <p>By the end of the year all staff have participated and engaged with MAC PLD; and are actively integrating new learning and culturally responsive pedagogy in the classroom and schoolwide. Development of learner/graduate profiles linked to our school values is tiriti-centric</p> <p>By the end of the year teachers have had the opportunity to visit other schools for support in Literacy e.g. Reading and Writing</p> <p>By the end of the year SLT have participated and engaged in AI and IT conferences, in full support of a rapidly evolving AI in education. Interface Expo/Edutech</p> <p>By the end of the year all teachers and SLT have had access to support across the curriculum where needed.</p>	<p>Curriculum budgets PLD budget</p> <p>MOE centralised PLD funding MAC - Unteach Racism</p> <p>NZ Histories</p> <p>Structured Literacy</p>	Ongoing monitoring Assessment T1, T2, T4	<p>ALL STAFF</p> <p>Curriculum Team leaders</p> <p>SLT</p>
Leadership & Capability SLT/WL	<p>Whānau Leaders are continuing to refine and improve data collation and analysis and ensure their leadership is aligned to the schools' priorities.</p> <p>New Whanau Leaders will seek PLD relevant to leadership growth through relevant selected PLD opportunities.</p> <p>Deputy Principals/LSC are continuing to strengthen professional capability and collective capacity to improve learner outcomes as well as ongoing improvement & innovation (including Te Ao Māori) - Masters/on-line courses/workshops/conferences</p> <p>Principal is continuing to build sustainable high levels of professional capability and collective capacity to continually improve and innovate with access to relevant expertise. Principal will engage with and attend conferences (both national and international), which support the school's goals and leadership enhancement throughout the year.</p>	<p>Coaching APPA PLD group DP's</p> <p>PLD - NZPF CHCH</p> <p>Post Grad /Masters</p> <p>TTMP Conference Waitangi</p> <p>APPA/NZPF</p> <p>MAC Hui Waitangi</p> <p>Edu Tech (DP/P)</p> <p>Education Law Summits</p>	<p>PLD Budget</p> <p>Principals Budget</p> <p>PPCB</p>	<p>SLT</p> <p>Whanau Leaders</p>

	<p>Principal continues as Vice President for WAPA and attends NZPF MOOT and executive meetings (Auckland, Wellington, Christchurch) throughout the year.</p> <p>P/DP attend AI conferences (national/international) to support pedagogy and developing strategic direction for AI in education.</p> <p>Whanau Leaders - Middle Leadership Map pathways of growth through PGC's</p>	<p>ULead Education Summit (Int)</p> <p>AI (Int) Interface Expo</p> <p>Whanau Leaders Leading from the Middle LNNZ 7 Habits of Effective People - Learning Architechs</p>		
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Vision: SUCCESSFUL. **INCLUSIVE.** COURAGEOUS.

Strategic Goal 2 -

STRENGTHEN OUR WELL-BEING THROUGH HAUORA

Learners experience a school learning climate that is consistently positive and culturally responsive, which promotes their engagement.

Māori and Pacific learners as well as learners with diverse/additional needs progress and achieve well.

We are committed to; The integration of Hauora by building inclusive practices for all.

OUTCOMES/MEASURES

Strengthen our Wellbeing through Hauora

All Stakeholders can articulate the 5 walls of Te Whare Tapa Whā, understand the importance of Hauora and express ways to strengthen these 'walls'.

Learners with diverse needs and high needs are well supported, integrated, monitored and resourced.

Strategic Goal 2 - Strengthen our well being through Hauora

Woodlands Park School creates a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong

Strategic Programme	Strategic Plan 2024	Strategic Plan 2025
<p>Strong Transitions & Engagement</p>	<p>Effective transitions for Year 1 & 6 students</p> <p>Ākonga korero supports effective transitions</p> <p>Feedback continues from Parents via surveys, seesaw, 1-1 conferencing and reporting</p> <p>LSC continues to develop and implement sustainable programmes and practise for students with additional/ diverse needs</p> <p>Te Whare Tapa Whā is visible throughout the classrooms/school</p> <p>School practices and actions are consistently inclusive and cater for all students including a specific focus on Māori and Pacific learners.</p> <p>Recognise and celebrate Powhiri, Mihi Whakatau and Matariki as part of whānau wellbeing and supporting te whare tapa whā</p> <p>Continued karakia, waiata and pepeha daily</p>	<p>All stakeholders continue to identify with the Māori model of health and are committed to reflecting these in our interactions</p> <p>Strong transitions for Year 1 & 6 students</p> <p>Strong transitions year to year through teacher to teacher and whole staff (ākonga korero) Faces on the Data</p> <p>Feedback from Parents via surveys, seesaw, 1-1 conferencing and reporting</p> <p>LSC continues to develop and implement sustainable programmes and practise for students with additional/ diverse needs</p> <p>Te Whare Tapa Whā is visible throughout the classrooms/school (NN)</p> <p>School practices and actions are consistently inclusive and cater for all students including a specific focus on Māori and Pacific learners.</p> <p>Recognise and celebrate Matariki as part of whānau wellbeing and supporting te whare tapa whā.</p>

<p>Evaluation for Improvement</p>	<p>Evaluate best practice models for the Relationships and Sexuality Education and Digital Fluency curriculum</p> <p>Integrate Te Whare Tapa Whā school-wide</p> <p>Evaluate the new Mental Health Guidelines (MOE) and supporting programmes</p>	<p>The observation and shared learning approach is consistent and well established across the school.</p>
<p>Staff PLD</p>	<p>Digital Fluency - AI conferences/PLD</p> <p>Te Whare Tapa Whā - Teaching Staff</p> <p>The Peace Foundation - Peer Mediation</p> <p>Water Safety - Swim Safe (continued)</p> <p>Health PLD (Te Ara Whakamana)</p>	<p>Water Safety Programme PLD Term 1</p>
<p>Building Culturally Inclusive Experiences Global Perspectives</p>	<p>International Students at Woodlands Park School</p> <p><i>WPS is committed to providing a comprehensive and enriching educational experience that prepares students for success in an interconnected world.</i></p> <p>Become signatory to the code and join international organisations and engage with agents in preparation for setting up short term programmes</p> <p>Develop and implement an international learning programme for overseas students attending short term stays of between 1-2 weeks at a time</p> <p>Implementing educational benefit of which will enhance student awareness of diversity and interpersonal skills and thereby strengthening wellbeing.</p>	<p><i>WPS is committed to providing a comprehensive and enriching educational experience that prepares students for success in an interconnected world.</i></p> <p>The school has continuous short term students from other countries e.g. China and Japan</p> <p>Woodlands Park School will continue to establish a reputation for hosting international students to enhances our school's visibility on a global scale.</p> <p>Through building an international network of students and alumni we look to establish long-term global partnerships, collaborative research opportunities, and potential exchange programs, enriching the academic and social prospects of our students.</p>

Vision: SUCCESSFUL. INCLUSIVE. COURAGEOUS.

Strategic Goal 2 - Strengthen our well being through Hauora

Learners experience a school learning climate that is consistently positive and culturally responsive, which promotes their engagement.

We are committed to; the integration of Hauora by building inclusive practices for all children by all staff

OUTCOMES/MEASURES Strengthen our well being through Hauora

All Stakeholders can articulate the 5 walls of Te Whare Tapa Whā, understand the importance of Hauora and express ways to strengthen these 'walls'. Learners with diverse needs and high needs are well supported, integrated, monitored and resourced.

Annual Plan 2024				
Adaptive & localised curriculum development	Intended Action to meet Outcomes	Allocation of Resource / Budget	Timeframe	Responsible
	<p>Transitions and Parent Community Consultation</p> <p>By the end of Term 1 all teachers, whānau leaders and SLT have met to deliberately discuss learner outcomes across the school to support student transition (discussion #2)</p> <p>Family Wellbeing surveys have been sent out with feedback strengthening student-teacher relationships and family partnerships</p> <p>Student Surveys sent out (based on Teacher Impact, John Hattie) for teacher reflection and action</p> <p>By the end of year staff have systematically worked through the new mental health guidelines and are exploring the implementation for classroom programmes</p> <p>By the end of Term 3 teachers have worked collaboratively within their whānau to integrate Te Whare Tapa Whā throughout their learning programmes.</p> <p>By T4 The Health & PE Strategic team have continued to develop a range of developmentally appropriate learning opportunities in sexuality education which includes critical thinking, reflection, and social-action skills related to issues of equity,</p>	<p>Design work - to update prospectus/website / signage etc</p> <p>Mental Health resources</p> <p>Admin Budget</p> <p>Curriculum Budgets</p> <p>Matariki - budget support for full school celebration</p> <p>Water Skills for Life</p>	<p>Ongoing monitoring Assessment T1, T2, T4</p>	<p>ALL STAFF</p> <p>SLT & Whānau Leaders</p>

	<p>gender, body image, sexualisation, risk, and safety.</p> <p>By T3 Inquiry is directly linked to Matariki and taught through a localised curriculum involving the Arts. Matariki celebration is supported and planned by teaching staff including planting (each Whānau to organise planting in support of their commitment to being a Green-Gold Enviro school)</p> <p>By T1 Staff have reviewed their teaching of the Water Safety programme and are teaching water safety lessons throughout Terms 1 &4 (includes life jacket workshops) PLD</p> <p>EFS - By the end of the year the school has continued to sustain its' status as a Green-Gold enviro school with next steps integrated school-wide (e.g. Bee Education Area)</p>			
<p>Evaluation for Improvement</p>	<p>By the end of the year Te Whare Tapa Wha is visible school wide</p> <p>By the end of the year the school's values (Māori symbols) are clearly displayed and understood throughout the school (graduate profile)</p> <p>By the end of T2 review prospectus and up- date relevant information for new enrolments</p> <p>By the end of the year teachers have reported to parents on the integration of Te Whare Tapa Whā</p> <p>Spaces and areas in the school are identified for upgrading and rebuilding -scope of works include;</p> <p>Continue to update spaces with furniture which is ergonomically sound and in keeping with the school's commitment to health and wellbeing</p> <p>Hall modernisation - kitchen, entrance, seating,</p> <p>Lighting in the school for events after hours</p> <p>Classrooms 11-13 complete redesign and modernisation, new toilet blocks</p>	<p>Minor/Major Capital Works budget</p> <p>Board</p> <p>PTA</p> <p>5YA Grounds</p> <p>Principal's Ex</p>	<p>Ongoing monitoring Assessment T1, T2, T4</p>	<p>ALL STAFF</p> <p>Curriculum Team leaders</p>

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	<p>Addition of signage where need is identified</p> <p>identified areas in the school to be updated/created throughout the year through various funding streams (e.g Rs1-4 corridor)</p> <p>Library refresh - new furniture and updated and modern display of books etc</p>			
<p>Leadership & Capability</p>	<p>Whānau Leaders and SLT will ensure teachers & students have access to programmes which support their wellbeing.</p> <p>School council is an effective and active groups of leaders in the school All staff contribute to school wide events throughout the year</p> <p>EAP is available for all staff</p> <p>Professional Support and Coaching for Principal is provided</p> <p>The school celebrates events such as;</p> <ul style="list-style-type: none"> • I am Hope • Community Triathlon • Pink Shirt Day • MHAW <p>The budget reflects the capability to ensure that wellbeing is being supported through;</p> <ul style="list-style-type: none"> • First Aid training (May 2024) • Flu shot (June 2024) • Shared kai & inu (ongoing) • RAK (Random Acts of Kindness) <p>By the end of the year SLT (+other relevant staff) will attend PLD which incorporates elements of the new mental health curriculum including realted aspects of it.</p>	<p>PLD Budget</p> <p>Principals Budget</p> <p>Health Budget</p> <p>PPCB / Principal Ex</p>	<p>SLT</p>	<p>All Staff</p>

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<p>Building Culturally Inclusive Experiences Global Perspectives</p>	<p>By the end of the year Woodlands Park School will have begun to foster a globally inclusive and diverse learning environment. We will actively promote and increase the hosting of international students at our school. This initiative aligns with our commitment to providing a comprehensive and enriching educational experience that prepares students for success in an interconnected world.</p> <p><i>Building Collaborative Partnerships through Proactive Engagement with International Schools</i></p> <p>To support being signatory to the code, the Principal will proactively seek to understand the information needs of prospective international school learners by establishing relationships with partner schools. This initiative aims to enhance collaboration, share best practices, and foster a supportive network that facilitates the smooth transition and integration of international students into our school community.</p> <ul style="list-style-type: none"> • develop and provide information to prospective international school learners and review the information to ensure it is kept up to date and relevant • Meet the process clauses of being signatory to the code <p>By the end of the year 1-2 staff (Principal) will travel to Japan/China to set up international relationships with prospective schools set up by Sieba/international agents.</p> <p>* International programme to support pathways for long-term financial security for the school</p>	<p>International Budget</p> <p>International expenses</p> <p>TBC - working capital</p>		
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Vision: SUCCESSFUL. INCLUSIVE. COURAGEOUS.

**Strategic Goal 3 -
EXPERIENCE, LEARN
ABOUT AND CONNECT
WITH TE AO MAAORI**
through Te reo (language) Tikanga
(customs) Titiriti (principles)

We are committed to; The school values being the foundation of our school's culture; Manaakitanga, Whanaungatanga, Rangatiratanga and Kaitiakitanga. Explicit focus on all learners being able to experience deep learning in relation to Te Ao Maaori, Te Reo Maaori me ona Tikanga and Maatauranga Maaori.

OUTCOMES/MEASURES

Actively protecting and preserving the Maaori language, connecting with the culture of the community and whānau.

connectedness to people (whānau), places (whenua/environment) and identity (whakapapa).
All stakeholders confidently presenting their pepeha
All stakeholders engaging in powhiri
All stakeholders understanding the importance of the Treaty of Waitangi



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Strategic Goal 3 - Experience, learn about and connect with Te Ao Māori

Strategic Programme	Strategic Plan 2024	Strategic Plan 2025
<p>Adaptive & localised curriculum development</p> <p>Te Hurihanganui Pou</p>	<p>The school values are visible and are referred to consistently. The values will be referred to in both English and Māori orally by teachers. These are the foundation of our school culture. They are consistently celebrated in a variety of ways. Fortnightly certificates will reflect these values.</p> <p>Evidence in teacher planning is required (Whānau Leaders) through the teaching of Hauora - Explicit teaching of the values in class.</p>	<p>The values are visible and are referred to consistently.. The values will be referred to in both English and Māori orally by teachers. These are the foundation of our school culture. They are consistently celebrated in a variety of ways. Fortnightly certificates will reflect these values. Explicit teaching of the values in class.</p> <p>Evidence in teacher planning is required (Whānau Leaders) through the teaching of Hauora</p>
	<p>Students' reports reflect their progress in demonstrating the school's values are reported on twice per year.</p> <p>Learner profiles developed which reflect a progression of the values throughout the year levels</p> <p>Values to be explored and developed further with a Te Ao Māori lens incorporating the essence of our school vision and local history.</p> <p>Continued development of the implementation of the Aotearoa New Zealand Histories Curriculum through Inquiry.</p> <p>Explicit focus on all learners being able to experience deep learning in relation to Te Ao Māori, Te Reo Māori me ona Tikanga and Mātauranga Māori. Progressions are developed</p>	<p>Students' reports reflect their progress in demonstrating the school's values are reported on twice per year.</p> <p>Learner profiles are integrated into whānau leadership and implemented</p> <p>Values are integrated through a Te Ao Māori lens incorporating the essence of our school vision and local history.</p> <p>The school values are displayed throughout the school in widely used areas</p> <p>Strategic teams consolidate 3 years of teacher impact and the growth of teacher capability and capacity in assessment</p> <p>Learning progressions are fully embedded schoolwide with common understandings of achievement between students, families and school.</p>

	<p>through the Kahui Ako workstream.</p> <p>Māori learners are consistently well supported to achieve success with a strong secure sense of their cultural identity.</p> <p>Te Tiriti o Waitangi is integral to learner outcomes and the curriculum.</p> <p>Progressions in te reo Māori me ona tikanga are well-enacted.</p>	
<p>Evaluation for Improvement</p>	<p>All staff are confident with the integration of Te Reo Māori.</p> <p>School wide environments reflect bilingual signage including development of a bi-lingual website for the homepage.</p> <p>Reporting to parents also includes the use of Te Reo Māori in the report format as well as reporting to parents on progress made with Te Reo and Tikanga and the Māori histories curriculum through Inquiry.</p> <p>The school continues to build on knowledge of Te Reo and progressions for achievement through TKI and contextualised whānau indicators.</p> <p>Working with MAC (Māori Achievement Collaborative) throughout 2022 will inform our plan going forward to 2024/25</p> <p>Review and Expansion of the Arts Curriculum</p>	
<p>Staff PLD</p>	<p>MAC advisory partnership</p> <p>Aotearoa Histories curriculum support accessed PLD Te Reo Māori</p> <p>Working partnership developed with local iwi - tangata</p>	

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	whenua through Te Kawarau-ā-Maki in conjunction with Kotuitui	
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Te Ao Māori: Rich and legitimate knowledge is located within a Māori worldview. Under Te Tiriti o Waitangi, Woodlands Park School creates and hold safe spaces for this knowledge to thrive, supporting Māori to live and learn as Māori.

Tino Rangatiratanga: Māori exercise authority and agency over their mātauranga, tikanga and taonga. In order to access this knowledge, Māori leadership is essential. Through decolonisation of the education system Māori potential will be realised.

Whanaungatanga: Whānau relationships are an exemplar for authentic, meaningful and transformative relationships in education. These relationships are based on mutual trust and respect from which shared understandings and reciprocal benefits can arise.

Te Ira Tangata: Every person is a taonga: born of greatness and full of inner potential. This brings with it the responsibility to be critically aware of ourselves, our world, and each other.

Mana Ōrite: Te Tiriti o Waitangi provides the foundation for equal, reciprocal, respectful and interdependent relationships between Māori and non-Māori.

Te Hāngaitanga: We must take collective responsibility for ensuring Māori can enjoy and achieve educational success as Māori.

Vision: SUCCESSFUL. INCLUSIVE. COURAGEOUS.

Responsive Curriculum Planning & Te Tiriti o Waitangi Realising the aspirations of all learners and Māori whānau, hapū, iwi and parents, families and communities.

Strategic Goal 3 - Experience, learn about and connect with Te Ao Māori

We are committed to; The school values being the foundation of our school's culture; Manākitanga, Whānaungatanga, Rangatiratanga and Kaitiakitanga. Explicit focus on all learners being able to experience deep learning in relation to Te Ao Māori, Te Reo Māori me ona Tikanga and Mātauranga Māori.

OUTCOMES/MEASURES Learner Progress and Achievement

Actively protecting and preserving the Māori language, connecting with the culture of the community and whānau. By the end of 2024 all stakeholders will; Demonstrate connectedness to people (whanau), places (whenua/environment) and identity (whakapapa).

All stakeholders confidently presenting their pepeha

All stakeholders engaging in powhiri

All stakeholders understanding the importance of the Treaty of Waitangi

Adaptive & localised curriculum development	Outcome	Resource / Budget	Timeframe	Responsible
	By Term 1 All students have access to the school values which are visible in the classroom The school values are evident in teacher planning The values are worked on at a deeper level to reflect Te Ao Māori and use imagery to reflect our local surroundings. The values once developed to be shared school wide and be displayed in prominent places within the school. By the end of the year teachers will have contributed to and be familiar with the graduate profile for the school values Each space in the school reflects the values evident /relevant for that area demonstrating this value By the end of the year teachers have integrated new phrases/vocabulary every week of each term which are progressional	Curriculum budget PLD budget Property budget Māori budget Admin budget Te Reo Classroom	Ongoing monitoring Assessment T1, T2, T4	All Staff SLT & Whānau Leaders

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	Development of Te Reo Māori progressions through icol role			
Evaluation for Improvement	<p>Teachers curriculum planning is responsive and reflects Te Tiriti o Waitangi</p> <p>All stakeholders are involved in knowing the aspirations of all learners and Māori whānau, hapū, iwi and parents, families and communities through regular hui.</p> <p>Educational experiences and pathways are meaningful with consistent access to well developed curriculum outcomes and implementation.</p> <p>Learners experience a responsive, rich broad and deep localised curriculum, which continually responds to their cultures, languages and identities.</p> <p>Explicit focus on all learners being able to experience deep learning in relation to Te Ao Māori, Te Reo Māori me ona Tikanga and Mātauranga Māori.</p> <p>Māori learners are consistently well supported to achieve success with a strong secure sense of their cultural identity.</p> <p>Te Reo Māori signage throughout the school</p> <p>All staff continue to contribute to school wide integration of Te Ao Māori through;</p> <ul style="list-style-type: none"> • Acknowledging the importance of karakia and waiata • Participating in regular use of Te Reo Māori • Using and building on Te Reo Māori phrases shared weekly • Contributing positively to Matariki • Annual registration through the Education council holds teachers accountable for their development and progress in Te Reo Māori 	Māori curriculum budget	Ongoing monitoring Assessment T1, T2, T4	All Staff Curriculum Team Leaders
Staff PLD	<p>By the end of the year all teachers will have had access to weekly PLD in the following;</p> <ul style="list-style-type: none"> • Te Reo Māori Classroom • Tikanga Māori - internal PLD • History & whakapapa of Waitakere, Tāmaki Makaurau, Puke Atua • History of Te Tiriti o Waitangi • Tamsyn Hanly resources 	Curriculum budgets PLD budget MOE centralised PLD funding	Ongoing monitoring Assessment T1, T2, T4	All Staff Curriculum Team leaders SLT

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	<ul style="list-style-type: none"> • MAC - continued commitment and PLD as a MAC school • MAC hui (attendance for staff) 			
Leadership & Capability	<p>By the end of the year SLT had access to appropriate and relevant PLD & resources which support the sustainability of high levels of capability and capacity to continually improve and innovate with access to relevant expertise.</p> <p>Capability building includes building inclusive equity for Māori learners and is consistently enhanced in relation to Te Ao Māori, Te Reo Māori me ona Tikanga and Mātauranga Māori. SLT are continually engaged in professional knowledge building to support and enhance the teaching and learning in the school.</p> <p>Critical Histories Aotearoa Tasmin Hanly - Units of work 2024</p> <ul style="list-style-type: none"> • Te Ao Māori o Neherā • British Isles • Two Worlds Meet • Te Tiriti o Waitangi • Pākehā Responses • Māori Responses 	<p>NZPF CHCH</p> <p>Post Grad / Masters (SLT)</p> <p>TTMP Conference (P)</p> <p>Waitangi Treaty Grounds April (MAC)</p> <p>APPA and WAPA workshops, events, conferences+ MAC</p>	<p>PLD Budget Principals Budge</p> <p>Staff access to PLD</p>	<p>SLT</p>

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