



WOODLANDS PARK SCHOOL

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

WOODLANDS PARK SCHOOL Strategic Plan

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



Manaakitanga



Whanaungatanga



Rangatiratanga



Kaitiakitanga

Our Vision: INCLUSIVE. COURAGEOUS. SUCCESSFUL.

MMW
11/03/25

Strategic Goals for Schooling Improvement 2025-2026 (effective for 2 years)

SUCCESSFUL Strategic Goal 1 -

Strengthen progress & achievement



Manaakitanga

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



Whanaungatanga

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



Kaitiakitanga

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

1744

	2023	2024	2025
<p style="text-align: center;">STRATEGIC SCHOOLING IMPROVEMENT</p> <p style="text-align: center;">2023-2025</p> <p>1 ESTABLISHING FOUNDATIONS</p> <p>2 IMPROVEMENT REFINE & IMPROVE</p> <p>WORKING TOWARDS ANALYTICS TO SUPPORT ENGAGED LEARNING</p> <p>3</p> <p>4 EMBEDDING</p> <p>5 EXCELLING</p>	<p>4. ASSESSMENT FOR LEARNING PRACTICES</p> <p>3. STRUCTURED LITERACY PRACTICES</p> <p>5. AOTEAROA HISTORIES CURRICULUM</p> <p>5. INTEGRATED LOCALISED CURRICULUM</p> <p>4. DIGITAL FLUENCY</p> <p>5. ASSESSMENT TOOLS</p>	<p>1. WRITERS TOOLBOX</p> <p>4. STRUCTURED LITERACY</p> <p>5. ASSESSMENT TOOLS</p>	<p>2. WRITERS TOOLBOX</p> <p>4-5. STRUCTURED LITERACY</p> <p>1. CURRICULUM REFRESH</p> <p>ENGLISH - MATHS</p> <p>LEADERSHIP</p> <p>5. ASSESSMENT TOOLS</p>

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Vision: SUCCESSFUL. INCLUSIVE. COURAGEOUS.

2025-2026

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 2025	Strategic Plan 2026
<p>Foundational Skills through Adaptive & localised curriculum development</p>	<p><u>English - Writing</u></p> <p><u>Year 2 of Writers Toolbox continues</u> Teachers will continue to integrate Writer's Toolbox methods into their classroom practice and refine their approach to differentiated instruction. 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, parents, and 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 the impact and the growth of teacher capability and capacity in assessment.</p> <p>Learning progressions are fully embedded school-wide, with a common understanding of achievement between students, families, and the school.</p>	<p><u>Year 3 Writers Toolbox continues</u> Continued PLD with workshops on refining Writer's Toolbox practices, emphasising differentiated instruction techniques.</p> <p>Encourage teacher collaboration through learning circles or peer observations. This will allow teachers to share best practices and refine their approach based on student needs.</p> <p>Establish benchmarks within the assessment system to clearly track progress at set intervals (e.g., monthly, termly) with concrete criteria for evaluating writing skills - including HERO updated recording</p> <p>Supporting teachers in interpreting and acting on real-time data from the online tool, ensuring they are comfortable using the insights to provide tailored feedback for reporting.</p> <p>We should continue regular data review meetings, during which teachers discuss student writing data trends, share observations, and adjust instructional strategies as needed.</p>

	<p>Development of graduate profile - the school values through Te Ao Māori lens</p> <p>Integration of STEM continues (based on 2025 evaluation and reflection)</p>	<p>Use insights from the assessments to create writing goal-setting sessions with students, fostering ownership of their progress.</p> <p>Schedule regular updates for stakeholders, such as sharing digital portfolios or samples of student writing with families.</p> <p>Hold feedback sessions with students and families to discuss progress and gather insights to guide instructional practices.</p> <p>Organise strategic team meetings to evaluate the impact of the Writers Toolbox on teacher capability and literacy outcomes, documenting best practices.</p> <p>Use findings to guide future professional development and set targeted goals for further building assessment and instructional capacity.</p> <p>Graduate Profile Development Continue to work with MAC to ensure the graduate profile authentically incorporates Te Ao Māori values.</p> <p>Conduct community workshops to co-create a shared understanding of these values with families, ensuring the profile resonates with all stakeholders.</p> <p><u>STEM Programme - includes The Arts - shift to STEAM</u></p>
<p>Evaluation for Improvement</p>	<p>All teachers are involved and engaged in the teaching as an inquiry process (faces on data)</p> <p>The professional growth cycle is a collaborative process focusing on using</p>	<p>Deepen Engagement in the Teaching as Inquiry Process:</p> <p>Strengthen teachers' commitment to inquiry by embedding regular, data-driven reflections in professional learning sessions.</p>

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<p>Staff PLD</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 the continuation of the Māori Achievement Collaborative and, building cultural competency, and acknowledging our commitment to bi-cultural partnership.</p> <p>SLT continues to develop a team approach to AI as part of the digital fluency and technology curriculum and participates in regular PLD and conference updates.</p> <p>DP actively participating in PLD for new Maths Curriculum - scope for 2026</p>	<p>Continue PLD by focusing on advanced structured literacy strategies, targeting areas where teachers feel they need further support or improvement.</p> <p>Introduce peer-led sessions where teachers who have mastered certain aspects of Structured Literacy share their insights and methods with colleagues.</p> <p>SLT continues to develop a team approach to AI as part of the digital fluency and technology curriculum and participates in regular PLD and conference updates.</p>
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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/phases of progress per year across the NZ curriculum. Students confidently articulate their own learning through progressions.

Annual Plan 2025				
Curriculum development	INTENDED ACTIONS - Outcomes for 2025	Allocation of Resources to meet intended actions	Timeframe	Responsible
	<p>Strategic Team Development and Analysis</p> <p>By the beginning of Term 1, strategic teams will have analysed both qualitative and quantitative data from 2024 to identify teacher practice gaps, resource needs, and areas for improvement. Each team will establish priorities and create an</p>	<p>Assessment Tools</p> <p>NZCER/ standardised assessments/SL</p>	<p>Ongoing monitoring Assessment T1, T2, T4</p>	<p>ALL STAFF</p> <p>SLT & Whānau</p>

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	<p>action plan to address these needs.</p> <p>Strategic teams will implement their action plans throughout the year, with each team leader reporting progress, updates, and outcomes to the board at mid-year and year-end.</p> <p>By the end of Term 1, teachers will identify priority learners and compile both qualitative and quantitative data for each student as part of their Professional Growth Cycle (PGC) inquiry.</p> <p>By the beginning of Term 1, teachers and whānau leaders will identify students requiring additional support and implement tailored, intensive programs immediately, facilitated by the Senior Leadership Team (SLT) and Learning Support Coordinator (LSC).</p> <p>By mid-year, whānau leaders will report on students' progress and achievements to the board. This will be followed by a review of the next steps and ongoing monitoring of support effectiveness.</p> <p>By the end of the year, students will have actively engaged continuously in discussions with their teachers about their assessment information, using it to identify areas for growth, set personal learning goals, and plan the next steps.</p> <p>By the end of the year, all learners will achieve 1-2 sub-levels of progress across the curriculum.</p> <p>By the end of the year, the Maths Strategic Team will complete collaborative refinement of math progressions, using Numicon resources to support student progress.</p> <p>By the end of the year, strategic teams will develop comprehensive progressions for Reading, and Te Reo Māori as well as a framework for Digital Wellbeing.</p> <p>By the end of the year, teachers will participate in eight Writers Toolbox sessions, including coaching. A framework covering eight essential writing skills will be implemented, with ongoing support through PLD (professional learning and development) workshops over the next two years.</p>	<p>0.1 release for whānau leaders (1 day per fortnight) PTCA/SCHOOL</p> <p>Curriculum Budgets</p> <p>Professional Development</p> <p>Budget Staffing (FTTE)</p> <p>Writer's Toolbox - \$40k approx annually (2nd year of 3) + annual student licences approx \$5k (from subscriptions each year)</p>		<p>Leaders</p> <p>Reports submitted mid-year/ end of year</p>
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<p>Evaluation for Improvement</p>	<p>By the end of Terms 1 and 3, all teachers will be observed teaching writing, focusing on implementing writing progressions and key instructional strategies such as WALTs, Success Criteria, Explicit Teaching, Feedback, and Assessment Capability.</p> <p>Writer's Toolbox will lead coaching, observations, feedback, and debriefing sessions, ensuring that the next steps for improvement are identified and acted upon. Progress will be reviewed by the end of each term.</p> <p>By the end of Terms 2 and 3, all teachers will participate in writing moderation sessions across the school, guided by the Writing Team to ensure consistency, alignment, and shared standards in evaluating student writing progress.</p> <p>Reading and Te Reo progressions will be used school-wide, with Te Reo progressions supported through the addition of Te Ao Māori support (FTTE) in class and specialist classes.</p> <p>Structured Literacy and Writer's Toolbox resources will be identified, purchased, and integrated into the curriculum, ensuring all classrooms are well-resourced for literacy development.</p> <p>Numicon workshops and PLD will be available to all teachers, supported by regular replenishment of resources, to strengthen maths instruction and ensure teachers are equipped to deliver effective hands-on math experiences.</p> <p>SLT (DP) to investigate best practice Mathematics pedagogy for schoolwide practice. Develop a deep understanding of the new Maths curriculum, trial and explore effective practices to roll out to Staff for 2026.</p> <p>SLT to trial Google Gemini for workspace to enhance productivity, to roll out to all staff if successful</p> <p>Assessment, Teacher Inquiries, and Data-Driven Practice</p>	<p>English - Writing and Reading budget</p> <p>Writers Toolbox \$45k</p> <p>.2 Release for whānau leaders per fortnight</p> <p>Curriculum budgets Maths /Science/English/ Māori</p> <p>Inquiry/The Arts PLD (IT Budget)/ Maths budget</p> <p>FTTE</p> <p>MOE resources fall short of the required need - add to the maths curriculum budget</p> <p>Maths curriculum budget</p> <p>PLD 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>

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	<p>Senior leadership will continue to ensure that teacher inquiries are explicitly linked to priority learner outcomes, supporting targeted improvements in teaching practices that address the needs of all students.</p> <p>Teachers will regularly use student information and data to inform planning and practice, foster continuous growth, and support differentiated instruction.</p> <p>By the end of the year, students will be able to articulate their learning journey using a consistent assessment language, demonstrating their understanding of progressions and areas for growth.</p> <p>The school will co-construct and refine various valid, reliable, culturally, and linguistically appropriate formative assessment tools to support proactive teaching and monitor student progress.</p> <p><u>The Arts Curriculum and Cultural Competency</u> An overview of The Arts developed with levels of progression 1-3 Sound Arts - In Context, developing practical knowledge, developing ideas, communicating, and interpreting evidence in teacher planning. *addition of Music specialist teacher employed 1 day per week for choir, chamber choir, orchestra, band, and ukulele through to performance with local schools.</p> <p>After completing the ALS refurbishment, R11 will become a dedicated Music Space- resources such as musical instruments, etc, will be accessible to students.</p> <p><i>& Visual Arts - Development of understanding visual arts in context</i> I.e., student artworks displayed school-wide reflect students as creators and thoughtful interpreters of the arts, fostering deeper engagement and appreciation.</p> <p>Continued resources will be used to create a defined Arts Space to explore new mediums. The Arts will be expressed through international recognition of the Pacific and Asia. Teachers have the tools needed to deliver an engaging Arts Curriculum through Inquiry - with resources aligned to curriculum expectations and supported by ongoing PLD as needed. Creating art-rich environments</p>	<p>IT budget - estimate for iPads/ screens/software/ computing equipment/subscription</p> <p>PLD budget</p> <p>FTTE</p> <p>The Arts Budget</p> <p>Working capital to support</p> <p>PLD and Māori Budget</p>		
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	<p>throughout the school, reducing clutter and displaying student art will be a priority.</p> <p>Resources, training, and collaborative planning will support the integration of bi-cultural partnership principles and Te Ao Māori perspectives across all curricular areas, with regular engagement with Māori communities to ensure alignment and cultural responsiveness.</p> <p>After completing the ALS refurbishment, R12 will become a dedicated Arts Space- resources such as sand light boxes, art easels, etc, will be accessible to students.</p> <p>Health and Physical Education Health Statement and Parent Consultation with report to be completed by mid Term 2.</p> <p>An overview of the Health and PE Curriculum to be developed with levels of progression - Ensure the seven key areas of learning are reflected throughout the school's Health and PE programmes</p> <ul style="list-style-type: none"> • mental health • sexuality education • food and nutrition • body care and physical safety • physical activity • sport studies* • outdoor education <p>Source additional storage for PE equipment (building asset) as well as appropriate Storage solution for an increase in PE equipment</p>	<p>Working Capital to support specialist set up and resource</p>		
<p>Staff PLD</p>	<p>Professional Learning and Development (PLD) for Effective, Equitable Teaching</p> <p>PLD will continue to provide adaptive, effective teaching strategies throughout the year to promote equitable and excellent outcomes for all learners, with a focus on</p>	<p>Curriculum budgets PLD budget</p> <p>MOE centralised PLD funding MAC - Unteach</p>	<p>Ongoing monitoring Assessment T1, T2, T4</p>	<p>ALL STAFF</p> <p>Curriculum Team leaders</p>

	<p>responsiveness to diverse learning needs.</p> <p>By the end of the year, all staff will have participated in and engaged with MAC PLD. Staff will integrate culturally responsive practices and new learnings into their classrooms and school-wide, creating a more inclusive and supportive environment for all students.</p> <p>By year-end, learner and graduate profiles linked to school values will be developed with a Tiriti-centric focus, ensuring alignment with the principles of Te Tiriti o Waitangi.</p> <p>AI and IT Professional Development for SLT</p> <p>SLT will attend PLD related to the safe and ethical use of AI in schools and focus on Digital Citizenship / Well-Being for students. Attend Edutech/or similar conference/workshops to obtain comprehensive information on how the Australian curriculum addresses digital well-being and online safety, focusing on effective strategies, resources, and best practices to implement in student learning and teaching initiatives. This also includes I am Mindful PLD through our Learning Support Coordinator.</p> <p>Access to Curriculum Support for All Staff</p> <p>Throughout the year, all teachers and SLT will have access to curriculum support where needed, fostering a responsive and well-resourced approach to curriculum development and instructional practice.</p>	<p>Racism</p> <p>NZ Histories</p> <p>Structured Literacy</p>		<p>SLT</p>
<p>Leadership & Capability SLT/WL</p>	<p>Whānau Leaders continue refining and improving data collation and analysis, ensuring their leadership aligns with the school's priorities.</p> <p>New Whanau Leaders/DP will seek PLD relevant to leadership growth through relevant selected PLD opportunities.</p> <p>Deputy Principals and LSC are continuing to strengthen the professional capability and collective capacity to improve learner outcomes and ongoing improvement and innovation (including Te Ao Māori)—Master's, online courses, workshops, and conferences.</p>	<p>Coaching/WTB</p> <p>PLD group DP's</p> <p>PLD - NZPF + National Senior Leadership Conferences</p> <p>APPA Leadership PLD Conference 2025</p>	<p>PLD Budget</p>	<p>SLT</p> <p>Whanau Leaders</p>

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	<p>The principal continues to build sustainable high levels of professional capability and collective capacity to continually improve and innovate with access to relevant expertise. The principal will engage with and attend conferences (both national and international) that support the school's goals and leadership enhancement throughout the year.</p> <p>The principal, as President of WAPA, and Vice President of APPA will attend NZPF MOOT and executive meetings (Auckland, Wellington, Christchurch) throughout the year.</p> <p>The Principal will participate in an international Principal Exchange Programme through Learning Network NZ and the International Education Bureau.</p> <p>P/DP attends AI conferences (national/international) to support pedagogy and develop strategic direction for AI in education. Remain up to date on the ethical and safe use of AI.</p> <p>SLT - build knowledge and networks across up-to-date Legal Wise (Education Law workshops)</p> <p>PGC - SLT (7 habits DP)</p> <p>Whanau Leaders - Middle Leadership Map pathways of growth through PGCs</p>	<p>Edu Tech/Similar (DP/P)</p> <p>Education Law Summits</p> <p>International Principal Exchange Programme</p> <p>AI (Int) Interface Expo</p> <p>WAPA Funded APPA Funded</p> <p>PLD Budget</p>	<p>Principals Budget PPCB</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. Maaori 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 Whaa, 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.

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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 2025	Strategic Plan 2026
<p>Strong Transitions & Engagement</p>	<p>Strong transitions for Year 1 & 6 students through the Transition Leader and SLT</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>Learning Support Coordinator (LSC) - Sustainable Programmes for Neurodiverse Students (I am Mindful Initiative)</p> <p>Expand I am Mindful to include staff PLD on neurodiversity and inclusive teaching strategies.</p> <p>Develop clear pathways for identifying and supporting students with additional learning needs.</p> <p>Partner with external agencies to strengthen support for neurodiverse learners.</p> <p>Establish student-led wellbeing groups to promote self-regulation and mindfulness strategies.</p> <p>School practices and actions are consistently inclusive and cater to all students, specifically focusing on Māori and Pacific learners.</p>	<p>Strong Transitions for Year 1 & 6 Students (Transition Leader & SLT)</p> <p>Strengthen collaboration between early childhood centers, primary, and intermediate schools to ensure a seamless transition.</p> <p>Establish clear transition plans, including school visits, whānau meetings, and orientation sessions.</p> <p>Gather student voice on their transition experiences to refine processes.</p> <p>Regularly review transition data to identify areas for improvement.</p> <p>Use Faces on the Data sessions to track student progress and inform teaching practices.</p> <p>Create transition profiles for each student, capturing learning styles, strengths, and next steps.</p> <p>Embed culturally responsive approaches to support Māori and Pacific students' transitions.</p> <p>Monitor the impact of Pulse on student wellbeing</p>

	<p>Introduce the Pulse - Mental health trial for Years 3-6</p> <p>EFS - Environmental Sustainability</p> <p>Continue to embed environmental sustainability into all aspects of school life, fostering kaitiakitanga (guardianship) and empowering students, staff, and the community to take meaningful action toward a sustainable future.</p>	<p>through surveys and teacher observations.</p> <p>Provide PLD for teachers on supporting students' mental health and resilience.</p> <p>Ensure sustainability by integrating Pulse practices into wider wellbeing initiatives.</p> <p>Gather student and parent feedback to refine and expand the programme if successful.</p>
Evaluation for Improvement	<p>Continue to evaluate best practice models for the Relationships and Sexuality Education, including Digital Wellbeing</p> <p>All stakeholders continue to identify with the Māori model of health and are committed to reflecting these in our interactions.</p> <p>Continue to evaluate the new Mental Health Guidelines (MOE) and supporting programmes (e.g., Vision West)</p> <p>I Am Mindful Programme - Working with Melbourne Institute (LSC/P)</p>	
Staff PLD	<p>Digital Wellbeing</p> <p>Professional Development in this area is continued. As the Digital Team refines the framework for learning about digital wellbeing, staff will be provided with PLD and resources.</p>	
Building Culturally Inclusive Experiences Global Perspectives	<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 other parts of the world.</p> <p>As a signatory to the code, Woodlands Park School will continue</p>	

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	<p>establishing a reputation for hosting international students, enhancing its global visibility.</p> <p>By building an international network of students and alumni, we look to establish long-term global partnerships, collaborative research opportunities, and potential exchange programs, enriching our students' academic and social prospects.</p> <p>Implementing an international exchange programme will enhance student awareness of diversity and interpersonal skills, strengthening well-being. A cultural exchange opportunity will be planned between WPS and Hangzhou School, a small group of Year 6 students, to participate following criterion.</p> <p>The Principal will continue to develop partnerships with schools in China, Japan, and Spain. The Principal will establish an International Partnership Team - DP/WL to support the work undertaken over the past 2 years to set up Signatory to the Code and Sister Schools. International Campaigning through Sieba/EN to be attended for marketing. Projected business plan to be completed.</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.

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 2025				
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 leader,s and SLT have met to deliberately discuss learner outcomes across the school to support student transition (discussion #2)</p> <p>Family well-being 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 (Yr3-6)</p> <p>By the end of the year, staff have systematically worked through the new mental health guidelines and are exploring the implementation for classroom programmes with SLT/LSC, aligning these to the I am Mindful Programme.</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 has continued to develop a range of</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>developmentally appropriate learning opportunities in sexuality education.</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>Evaluation for Improvement</p>	<p>By the end of the year, Te Whare Tapa Wha will be visible school-wide</p> <p>By the end of the year, the school's values (Māori symbols) are displayed and understood throughout the school (graduate profile)</p> <p>By the end of T2, review the prospectus and up-to-date relevant information for new enrolments (digital) as well as international marketing</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 that is ergonomically sound and in keeping with the school's commitment to health and wellbeing in relation to environment</p> <p>Hall modernisation - kitchen, entrance, seating,</p> <p>Classrooms 11-13 complete redesign and modernisation, new toilet blocks, break out space, and installation of Art/Music resource</p> <p>Addition of signage where the need is identified - Art displays</p> <p>identified areas in the school to be updated/created throughout the year through various funding streams (e.g., Rms 16-18 corridor)</p> <p>Shade Sails - Rms 15-18</p> <p>Property Development - PLD workshops planned for and attended to support the internal workings of the school property</p>	<p>Minor/Major Capital Works budget</p> <p>Board</p> <p>PTA</p> <p>5YA Grounds</p>	<p>Ongoing monitoring Assessment T1, T2, T4</p>	<p>ALL STAFF</p> <p>Curriculum Team leaders</p>

	<p>EFS - Environmental Sustainability <i>Embed sustainability education across all learning areas, with authentic, hands-on environmental projects. Continue to remain a GREEN-GOLD school.</i></p> <p>Sustainable School Operations</p> <p>Reduce waste through school-wide composting, recycling, and zero-waste initiatives. E.g. Literless lunches Maintain and expand sustainable food gardens, native planting, and biodiversity projects. Host sustainability events, workshops, and action days to involve the wider school community. Promote sustainable transport options, such as walking, biking, and carpooling. Continue the expansion of the Bee Education Area - planting and Bee Education.</p>	<p>RRR Units</p> <p>Budget (Science and inquiry)</p>		
<p>Leadership & Capability</p>	<p>Whānau Leaders and SLT will ensure teachers & students have access to programmes that support their well-being.</p> <p>The school council is an effective and active group of leaders in the school</p> <p>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 the 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 well-being is being supported through;</p> <ul style="list-style-type: none"> • Shared kai & inu (ongoing) - coffee machine lease for staffroom • RAK (Random Acts of Kindness) 	<p>PLD Budget</p> <p>Principals Budget</p> <p>Health Budget</p> <p>PPCB / Principal Ex</p> <p>Health Budget</p>	<p>SLT</p>	<p>All Staff</p>

	<ul style="list-style-type: none"> • Celebrating staff birthdays and events • Recognising long service <p>By the end of the year, SLTs (and other relevant staff) will attend PLD, which incorporates elements of the new mental health curriculum, including related aspects of it through the I am Mindful Programme (Melbourne)</p>	PLD Budget		
<p>Building Culturally Inclusive Experiences Global Perspectives</p>	<p>By the end of the year, Woodlands Park School will have continued to foster a globally inclusive and diverse learning environment. We will actively promote and increase the number of international students we host. 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 a signatory to the code, the Principal will proactively seek to understand the needs of WPS and prospective international school learners by continuing to build relationships with partner schools. This initiative aims to enhance collaboration, share best practices, and foster a supportive network that facilitates international students' smooth transition and integration into our school community.</p> <ul style="list-style-type: none"> • Continue to be involved in the international market for both cultural exchange as well as hosting international schools • Meet the process clauses of being signatory to the code • Principal to participate in International Principal Exchange Programme 2025 <p>By the end of the year, the 1-2 staff (Principal) will travel internationally to establish international relationships with prospective schools set up by Sieba/international agents, and plan for cultural exchange for WPS students - ENZ Team will consist of SLT (P/DP) and WL (The Arts)</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>		

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



Vision: SUCCESSFUL. INCLUSIVE. COURAGEOUS.

2025-2026

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

Strategic Programme	Strategic Plan 2025	Strategic Plan 2026
<p>Curriculum development</p> <p>Te Hurihanganui Pou</p>	<p>The values are visible and consistently referred to. Teachers will refer to the values in both English and Māori orally. These are the foundation of our school culture. They are consistently celebrated in a variety of ways. Fortnightly certificates will reflect these values. The values are explicitly taught 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, which are reported 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 in the school, and students, families, and the school share a common understanding of achievement.</p>	<p>The values are visible and consistently referred to. Teachers will refer to the values in both English and Māori orally. These are the foundation of our school culture. They are consistently celebrated in a variety of ways. Fortnightly certificates will reflect these values. The values are explicitly taught 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, which are reported 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 in the school, and students, families, and the school share a common understanding of achievement.</p>

Evaluation for Improvement	Review and Expansion of the Histories Curriculum using the new curriculum refresh model - Understand, Know, Do	Shift from STEM to STEAM
Staff PLD	MAC advisory partnership Aotearoa Histories curriculum support accessed PLD Te Reo Māori Working partnership developed with local iwi-tangata whenua through Te Kawarau-ā-Maki in conjunction with Kotuitui	MAC advisory partnership Aotearoa Histories curriculum support accessed PLD Te Reo Māori Working partnership developed with local iwi-tangata whenua through Te Kawarau-ā-Maki in conjunction with Kotuitui
<p>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.</p> <p>Tino Rangatiratanga: Māori exercise authority and agency over their mātauranga, tikanga and taonga. To access this knowledge, Māori leadership is essential. Through decolonisation of the education system, Māori potential will be realised.</p> <p>Whanaungatanga: Whānau relationships exemplify 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.</p> <p>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.</p>		

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

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OUTCOMES/MEASURES Learner Progress and Achievement

Protect and preserve 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 understand the importance of the Treaty of Waitangi

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

	Development of Te Reo Māori progressions through .5 Te Reo me ona tikanga kaiako	FTTE -staffing		
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, 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 that 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 robust and 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 in the classroom (Te Reo Kaiako) • MAC - continued commitment and PLD as a MAC school • MAC hui (attendance for staff) Kaiako Māori 	<p>Curriculum budgets PLD budget</p> <p>MOE centralised PLD funding</p>	Ongoing monitoring Assessment T1, T2, T4	All Staff Curriculum Team leaders SLT

		FTTE		
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 2024/2025</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 Principal Budget</p> <p>Staff access to PLD</p>	SLT

Statement of Variance Reporting



Woodlands Park School	1578
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Strategic Goal 1 - Strengthen Student Progress and Achievement Strategic Goal 2 - Strengthen wellbeing through HauOra Strategic Goal 3 - Strengthen Te Ao Māori	
See 2024 Annual Plan (attached)	
Target	2024 End of Year Data Reading 100% of students working at and above their expected curriculum level 2024 End of Year Data Writing 95% of students working at and above their expected curriculum level 2024 End of Year Data Maths 100% of students working at and above their expected curriculum level Outcome English -Reading 99.5% of our students are working at and above the expected curriculum level English - Writing 95% of our students are working at and above the expected curriculum level Mathematics and Statistics 99% of our students are working at and above the expected curriculum level

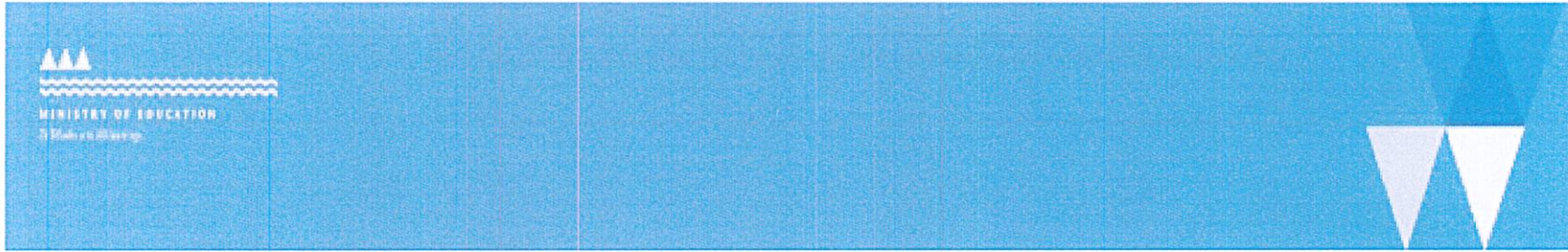
Michelle Hutton
M.Hutton
18/02/25

2022 End of Year Data Reading 97.6% of students working at and above their expected curriculum level

2023 End of Year Data Reading 99% of students working at and above their expected curriculum level
2024 End-of-Year Data Reading 95.5% of students working at and above their expected curriculum level

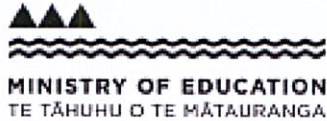
2022 End of Year Data Writing 88.6% of students working at and above their expected curriculum level
2023 End of Year Data Writing 94% of students working at and above their expected curriculum level
2024 End of year Data Writing 95% of students working at and above their expected curriculum level

2022 End of Year Data Maths 95.3% of students working at and above their expected curriculum level
2023 End of Year Data Maths 99% of students working at and above their expected curriculum level
2024 End of Year Data Maths 99% of students working at and above their expected curriculum level



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Statement of Variance Reporting



Woodlands Park School	1578
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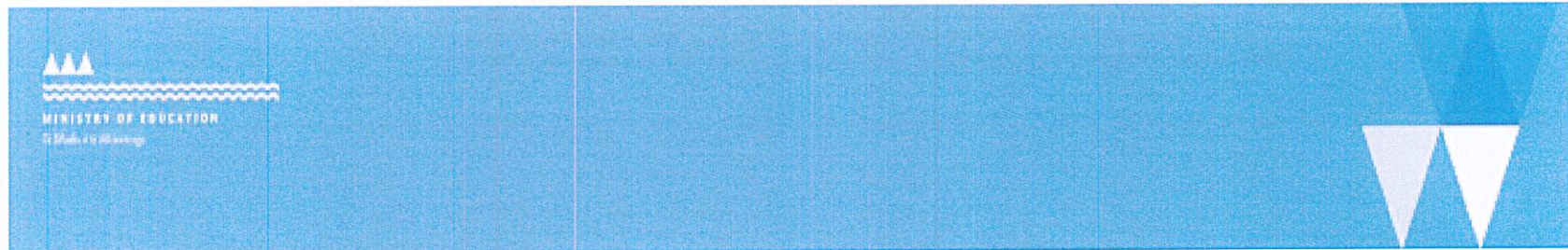
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Ministry of Education | Statement of Variance Reporting [New Zealand Government](#)



Ministry of Education | Tātāritanga raraunga Page 2

A handwritten signature in blue ink, consisting of several loops and a long tail, located in the bottom right corner of the page.

English - Writing Since the beginning of the year, both staff and students have embarked on a focused journey to improve writing outcomes through the integration of *The Writer's Toolbox* (WTB). This initiative aims to bring consistency, structured support, and enhanced teaching strategies to improve writing skills across all year levels. The report below outlines the key areas of development, training, and implementation that have taken place, as well as the anticipated future steps.

Staff Training and Professional Development

All staff have participated in workshops and coaching sessions focused on developing writing instruction methods that are uniform across the school. These sessions have provided essential training in using the WTB tools effectively, with specific attention to:

WALTs (We Are Learning To...): Establishing clear learning intentions that are consistent across classrooms.

Success Criteria: Developing uniform criteria to help students understand and achieve the learning goals in writing.

Explicit Teaching and Relevant Feedback: Building teacher capacity to deliver focused lessons with clear feedback directly supporting student learning.

Through ongoing training, teachers are developing a shared approach to lesson content and a common language, thereby building a cohesive foundation for student success.

Writer's Toolbox Coaching Sessions - Focus on Sentence Structure

The *Writer's Toolbox* coaching sessions have specifically targeted sentence structure through the "Sentence Coaching" program, which introduces *The Sentence Train* resource. Key aspects include:

- **The Sentence Train Resource:** This resource provides teachers with tools to teach sentence structure effectively. Teachers have had the opportunity to co-teach, exchange ideas, and model sentence-building strategies with students. This approach encourages a consistent methodology for sentence teaching across the school.
- **Collaboration and Uniformity:** By discussing ideas and sharing experiences, teachers can create a uniform approach in using the Sentence Train resource. This collaborative coaching reinforces school-wide alignment on writing instruction practices, ensuring students have a cohesive learning experience in writing, regardless of year level.

End of year
Data Writing
95% of
students
working at
and above
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WPS were successful in strengthening and raising student progress and achievement - why?
Whanau Kowhai (Y0-2)

In Whanau Kowhai, the Writer's Toolbox is introduced only after foundational writing skills are developed through our Structured Literacy programme. Year 1-3 students do not use the online tool. Instead, teachers incorporate foundational writing skills. This year we have been focusing on creating Simple Sentences (using the "Give Me 5" concept), Adverb Start sentences, and expanding ideas. Next year, further sentence types will be included.

Key insights include:

- The explicit teaching methods and visual scaffolding in the programme enhance students' understanding, making it easier to use correct sentence structure and basic punctuation.
- The use of Sentence Trains has been invaluable for both teachers and students, helping students build structured sentences. Increased access to Student Sentence Trains in each classroom would be beneficial.
- Although the online tool is not used by students, an online teacher resource (The Learning Journey) provides background information, quizzes, and whole-class activities that the children enjoy.

Whanau Pohutukawa (Y3-4)

Whanau Pohutukawa finds the structured, step-by-step approach helpful for teaching writing. Teachers have focused on various sentence styles, including simple sentences (using the "Give Me 5" concept), "red, white, and blue" sentences, adverb starts, and sentence expansion.

Key insights include:

- The combination of online tools and physical resources is beneficial, particularly as it allows Year 3 students to engage with the programme. However, more Student Sentence Trains are needed to facilitate small-group work.
 - Teachers have been using "The Learning Journey" (an online tool) as a whole class. The Year 4 students have also been progressing through the modules independently and with a year 3 buddy.
- The online tool provides immediate feedback for students, fostering independent learning and making the writing process more engaging. However, an increased number of Chromebooks would support greater access, particularly for Year 4 students, as Year 3 students do not use the online tool.

Whanau Harakeke (Y4-6)

Whanau Harakeke values the Writer's Toolbox for both teaching new writing concepts and allowing students to practice independently with instant feedback. Teacher workshops and coaching sessions have been helpful, and students have been very engaged with the online programme.

Key insights include:

Evaluation for Improvement

Continue;
Relentlessly pursue targets with intervention and ongoing monitoring

Ongoing professional development in the use of The Writer's Toolbox

Alignment of the writing progressions with the new English curriculum

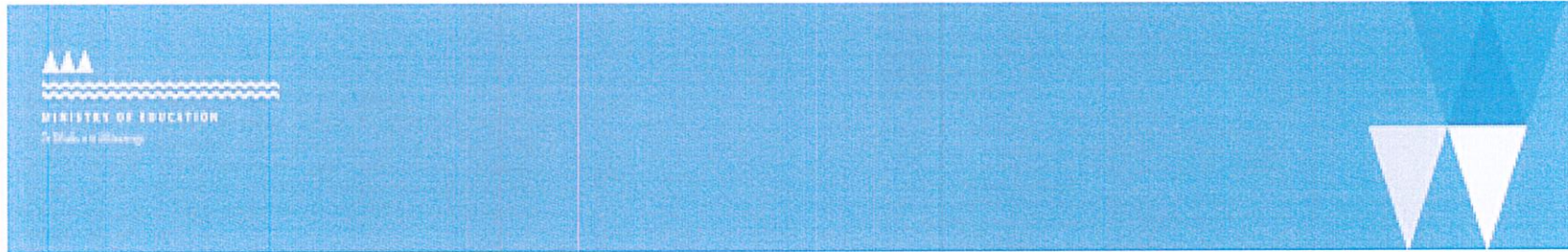
Adapting the progressions so they fit with The Writer's Toolbox programme

Continued moderation of writing samples to ensure consistency of assessment levels

All teachers to have the resources they need to provide an effective Writing programme

Resource management - To provide activities that are aligned with the Structured Literacy programmes

Replacing and renewing classroom consumables and equipment



Progression of Writing Skills Across Year Levels
The *Writer's Toolbox* recommended "Progression of Writing Skills Across Year Levels" has been introduced and is currently included as a supplement to our school Writing Progressions to guide skill development across the school. It will provide additional guidance as the school adapts to the new English curriculum.

the past three years, we have invested in building teacher capacity and acquiring quality resources, ensuring preparedness for these upcoming changes. This proactive approach has allowed us to meet the diverse needs of our learners, including those who are neurodiverse, in alignment with Strategic Goals #1 and #2.

Integration with the New English Curriculum
The introduction of the updated English curriculum will require ongoing work over the next few years as we examine how the WPS writing progressions and the WTB progression aligns with the new curriculum. So far, it seems generally compatible, however some adaptations will be necessary to fully integrate the new curriculum's concepts into our writing instruction approach.

Reading progressions were developed during the year so that a common language of structured literacy is used, assessment tools are standardised and all teachers use the same criteria to access students. The new draft English curriculum has meant some changes to the progressions have been made up to Year 6. We are also waiting to hear about the new phonological

An overview of each team's experience so far
All teachers have fully embraced the *Writer's Toolbox* and are finding it a very useful tool to use in teaching. They have found the workshops and coaching sessions to be very helpful and are pleased with the results they are getting.

English - Reading Over the past 3 years, we have implemented a Structured Literacy approach. Over

- Teachers focus on diverse sentence structures, including simple sentences, very short sentences, adverb starts,

encouraged students to improve their work actively. Offline tasks incorporate Sentence Trains to practise new sentence styles, which students find engaging.

- Students are progressing through Learning Journey modules, moving from Stages 1 to 3, with additional resources like videos and quizzes to reinforce learning. Subject and tasks also support learning retention.
- Moving forward, considerations include managing students' focus on feedback scores (which sometimes detracts from their writing output), ensuring compatibility with Google Read & Write, and providing a Chromebook for each student.

Conclusion
The integration of *The Writer's Toolbox* has fostered a strong, consistent foundation for writing instruction across all year levels. With staff development through workshops, coaching sessions, and collaborative teaching, the school is well-positioned to support ongoing student achievement in Writing. We look forward to continuing our professional development journey over the next 2 years. Ongoing alignment with the new English curriculum will further enhance our writing programme to meet school-wide aspirations and student needs.

WPS were successful in strengthening and raising student progress and achievement - why?

Students can confidently articulate their own learning through the use of progressions. Learners with diverse and high needs are well-supported, integrated, monitored, and well-resourced by the school through constant monitoring.

End of year Data Reading 99.5% of students working at and above their expected curriculum level

- w-start sentences, explore-the-subject sentences, sentence expansion, and the "Give Me 5" concept.
- Online writing tasks, which provide immediate feedback, have

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Ongoing professional development in the use of The Writer's Toolbox

Alignment of the writing progressions with the new English curriculum

Adapting the progressions so they fit with The Writer's Toolbox programme

Continued moderation of writing samples to ensure consistency of assessment levels

All teachers to have the resources they need to provide an effective Writing programme

Resource management - To provide activities that are aligned with the Structured Literacy programmes

Replacing and renewing classroom consumables and equipment



Progression of Writing Skills Across Year Levels
 The *Writer's Toolbox* recommended "Progression of Writing Skills Across Year Levels" has been introduced and is currently included as a supplement to our school Writing Progressions to guide skill development across the school. It will provide additional guidance as the school adapts to the new English curriculum.

Integration with the New English Curriculum
 The introduction of the updated English curriculum will require ongoing work over the next few years as we examine how the WPS writing progressions and the WTB progression aligns with the new curriculum. So far, it seems generally compatible, however some adaptations will be necessary to fully integrate the new curriculum's concepts into our writing instruction approach.

An overview of each team's experience so far
 All teachers have fully embraced the *Writer's Toolbox* and are finding it a very useful tool to use in teaching. They have found the workshops and coaching sessions to be very helpful and are pleased with the results they are getting.

English - Reading Over the past 3 years, we have implemented a Structured Literacy approach. Over

the past three years, we have invested in building teacher capacity and acquiring quality resources, ensuring preparedness for these upcoming changes. This proactive approach has allowed us to meet the diverse needs of our learners, including those who are neurodiverse, in alignment with Strategic Goals #1 and #2.

Reading progressions were developed during the year so that a common language of structured literacy is used, assessment tools are standardised and all teachers use the same criteria to access students. The new draft English curriculum has meant some changes to the progressions have been made up to Year 6. We are also waiting to hear about the new phonological

- Teachers focus on diverse sentence structures, including simple sentences, very short sentences, adverb starts,

encouraged students to improve their work actively. Offline tasks incorporate Sentence Trains to practise new sentence styles, which students find engaging.

- Students are progressing through Learning Journey modules, moving from Stages 1 to 3, with additional resources like videos and quizzes to reinforce learning. Subjectland tasks also support learning retention.
- Moving forward, considerations include managing students' focus on feedback scores (which sometimes detracts from their writing output), ensuring compatibility with Google Read & Write, and providing a Chromebook for each student.

Conclusion
 The integration of *The Writer's Toolbox* has fostered a strong, consistent foundation for writing instruction across all year levels. With staff development through workshops, coaching sessions, and collaborative teaching, the school is well-positioned to support ongoing student achievement in Writing. We look forward to continuing our professional development journey over the next 2 years. Ongoing alignment with the new English curriculum will further enhance our writing programme to meet school-wide aspirations and student needs.

WPS were successful in strengthening and raising student progress and achievement - why?

Students can confidently articulate their own learning through the use of progressions. Learners with diverse and high needs are well-supported, integrated, monitored, and well-resourced by the school through constant monitoring.

End of year Data Reading 99.5% of students working at and above their expected curriculum level

- w-start sentences, explore-the-subject sentences, sentence expansion, and the "Give Me 5" concept.
- Online writing tasks, which provide immediate feedback, have



To continue developing the reading progressions as the MoE rolls out the new curriculum

To purchase StepsWeb log-ins for all students Y3-6

To purchase StepsWeb resources for students with a spelling age

Evaluation for Improvement

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screening tool and the assessment tool recommended for assessing reading rate and comprehension. The draft progressions have been shared with staff for feedback. We have several children working at level 4 of the curriculum in reading (Year 7 & 8) and we will be working on developing the progressions for level 4 early in 2025 - [links to strategic goal #1](#)

- All NE and Y1 children will be tested using the *Phonological Screening tool* - this has been done by

the teacher aides as each cohort of students arrives throughout the year. This data gives a baseline of phonological and phonemic awareness. - *To continue to upskill staff in Structured Literacy* - in Term 1, three staff attended training - a 2-day structured literacy course, either SL for juniors or teaching The Code. Staff were also encouraged to visit their colleagues' classes to observe and unpack the teaching of

Structured Literacy

Maths and Statistics

As in previous years, the Maths team set clear and structured SMART goals to enhance the mathematics teaching, learning and assessment at our kura.

Term 1, Woodlands Park School focused on embedding the Maths Progressions as an essential teaching tool, encouraging both teacher and student engagement through visible displays, in modelling books and student workbooks. Additionally, the school introduced Numicon for Years 1-4 to support number knowledge in early education, highlighting its

research-backed, structured approach that aligns with the NZ Curriculum. This included a substantial budget allocation to purchase Numicon materials, providing essential equipment and online resources for teaching support.

Term 2 continued the Maths Progressions and Numicon approach, with staff professional development (PD) in Week 7 focusing on aligning assessment tools (PAT, GLOSS, JAM) with the WPS progressions to ensure comprehensive student

End of Year Data Maths 99% of students working at and above their expected curriculum level

WPS were successful in strengthening and raising student progress and achievement - why?

Numicon Group T3-T4 2024

- Mid-year analysis identified groups in Years 3 - 6 who would benefit from intensive group sessions focusing on number knowledge and strategies
 - Each group had 2/3 x 30-minute sessions weekly
 - Numicon pedagogy was the prime teaching tool and DM (one of our teacher aides) facilitated this
- MathEX Group 2024 The mid-year analysis identified

groups in Years 5 - 6 who would benefit from maths extension, particularly in problem-solving The group has 1 x 40-minute

more than 1 year below their chronological age

To enrol with Sunshine Online - free To subscribe to Little Learners Love Literacy online - Y1-2 classes

To continue building teacher capacity and ensure that practices are consistent across the school - including new staff

To investigate assessment tools for reading that are aligned with Structured Literacy

Resource management - wear & tear on books and replacement orders. To continue purchasing SL books and resources as needed, and novels for the seniors, games, and activities

Maths

- Using the maths progressions and alignment with the curriculum
- Numicon resources supplied by MOE
- Assessment - alignment with curriculum

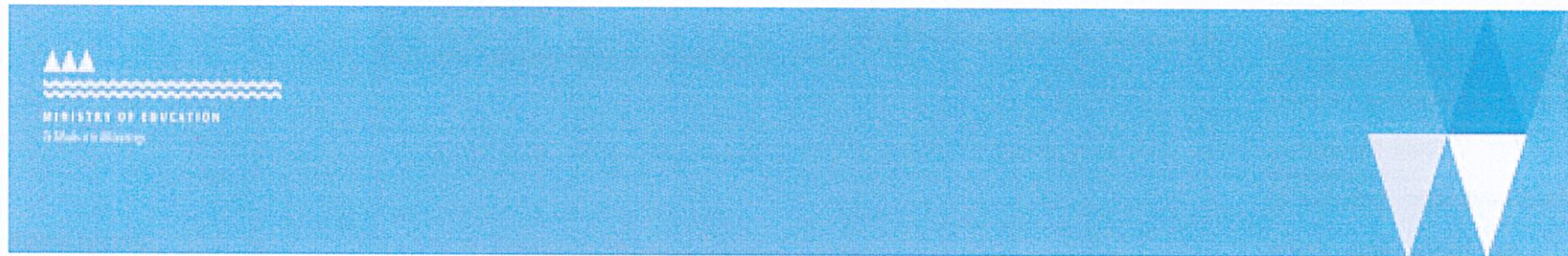
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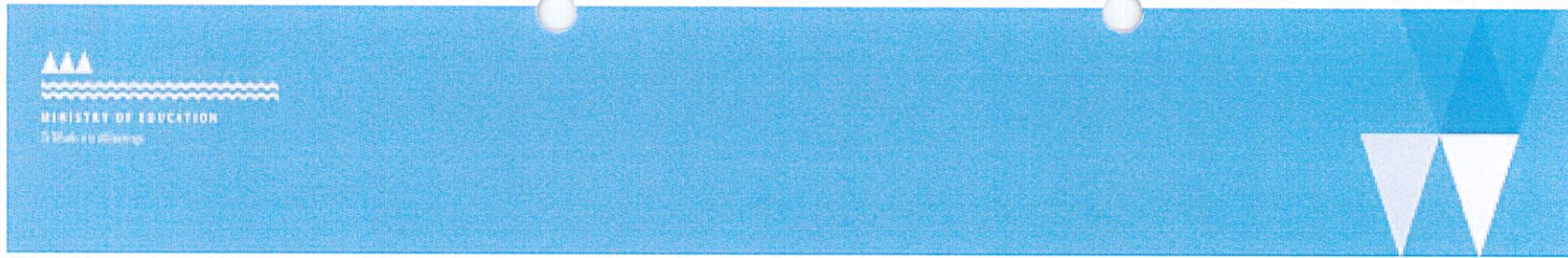
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progress tracking. Observations showed alignment between assessment results and the progressions, affirming their validity for both teaching and reporting.

Term 3, mid-year data analysis determined the need for targeted interventions in Y3-6, reflecting a commitment to data-driven adjustments. A was employed to teach small groups basic maths knowledge and strategies using Numicon. Additionally, Nick Gill tutored an extension group of Year 5/6 and PAT testing was introduced for this group, using an adaptive approach to assess higher-level achievement.

For Term 4, the focus will shift to, analysing end-of-year data, and planning professional development for 2025 - exploring the new curriculum to ensure continuous improvement in maths education.

See 2025 Annual Plan

session weekly

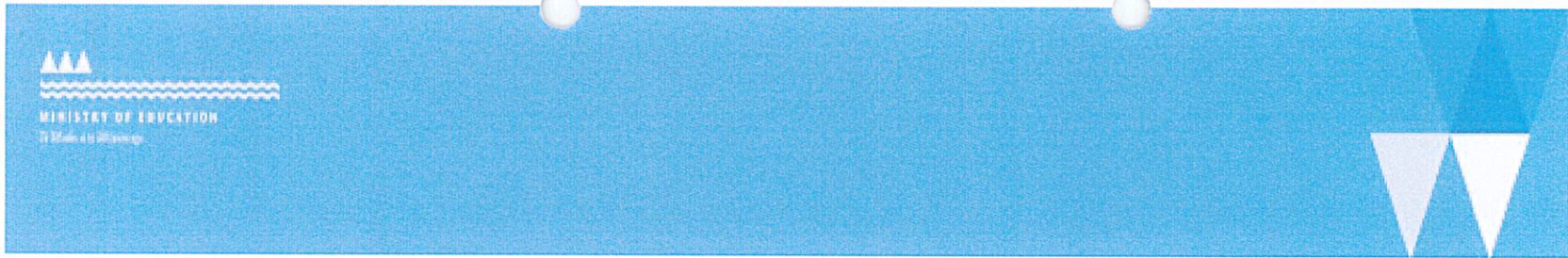
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The group completed an adaptive PAT Mathematics assessment which showed that most of these students were working well above the expected level in maths, across all strands. Of the Year 6 students in the group: 4 were Stanine 9, 4 were Stanine 8 and 1 was Stanine 7. Of the Year 5s: 5 were Stanine 9, 1 was Stanine 8 and 4 were Stanine 7.

Handwritten note: 1/1/25

Handwritten signature: MAA

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