

# 2020 Annual Improvement Plan

## MOE - 3599

**Chairperson:**      **Alistair Holmes**      \_\_\_\_\_      **Date:** \_\_\_\_\_

**Principal:**      **Mike de Joux**      \_\_\_\_\_      **Date:** \_\_\_\_\_



# Woodbury School

Woodbury School is situated 8kms inland from Geraldine, close to the Four Peaks range. We cater for students from Years 1-6. We operate out of five classrooms, four of which operate as co-operative teaching teams using our recently developed innovative learning environments.

The school is well-resourced with a library and wireless internet throughout the school. There is an excellent range of teaching materials including ICT equipment to help the children find information and express themselves in a variety of ways.

The school playground is planted with a mixture of old established trees and New Zealand natives and is a safe and engaging place for students to explore, create and socialise. There is a large plantation for creative play, a challenging “low level” ropes course, a heated swimming pool, a bike track, a sandpit, an adventure playground, raised vegetable gardens and large shaded grass areas.



The integrated curriculum approach is used in the school and is planned to encourage the children to be responsible for their own learning through inquiry thinking. Extension programmes are implemented for the more able students and there is a strong learning support programme in place for any child requiring assistance.

The children’s progress and achievement is generally of a very good standard. This is demonstrated in the data collected from a variety of assessment strategies including many standardised testing tools.



A family atmosphere prevails throughout the school and parents are encouraged to be involved in all class and school activities. Annual events include a Flower and Craft show, Pet show, Triathlon, Matariki, Cross County, Athletics, Ski / Skate trip, Production / Arts Festival and Celebration of Learning at the end of the year. All are well supported by a community that is proud of its’ country character, caring culture and provision of an inclusive and well-balanced education.



# Vision

***Ko Tarahaoa me ona whanau kia whakaruruhau nga tapuwae ki te taumata***

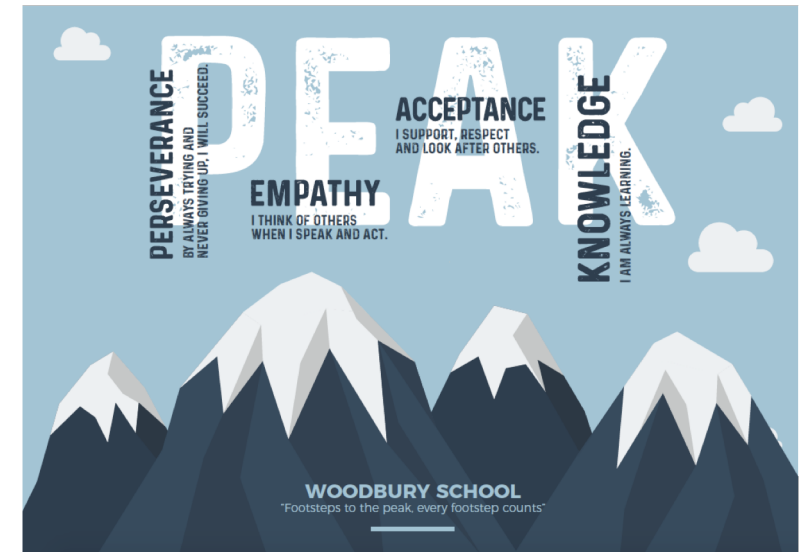
***“My Footsteps to the Peaks. Every Footstep Counts”***

## Principles and Values

***Woodbury School is an inclusive school where everyone is a learner and our steps aim to encourage life-long learning***

*We aim for all learners to:*

- *Continually try their best in order to achieve their goals (Perseverance) (1.1)*
- *Always think of how our actions can impact or support others (Empathy) (1.2)*
- *Respect others and look after those in our community (Acceptance) (1.3)*
- *Value knowledge, be curious and solve problems (Knowledge) (1.4)*



***Children will be aware of and show sensitivity to New Zealand’s cultural heritage and the unique position of Maori culture***



## Māori Dimensions and Cultural Diversity

**Treaty of Waitangi** – Woodbury School acknowledges the importance of the principles of the Treaty of Waitangi and its bi-cultural significance. Students will have the opportunities to learn about te reo Maori me ona tikanga.

**Cultural Diversity** – Cultural diversity is alive in our strategic plan and classroom programmes. The Woodbury School Board of Trustees and the staff are aware of the importance of cultural diversity with the school. A Te Reo programme is integrated into all classroom programmes, with teachers supported by a staff member with a specific Te Ao Maori responsibility. There is a Kapa Haka group involving any students who show an interest, and the school enters the Aoraki Flava Festival in alternative years.

If whanau request a higher level of Tikanga or Te Reo than is evident in Woodbury School's present Maori programme, the staff and family will discuss and explore the following options:

- Further extend the existing programmes if and as appropriate.
- Combine with another school for parts of the programme.
  - Dual enrolment with Correspondence School.
- Provide in-school support and resources to further help the inclusion of Te Reo and Tikanga

## Self-Review

In 2020 we will continue to use our self-review process to look at curriculum and curriculum delivery, teacher practice, student engagement and wellbeing. Recent ERO publications are a useful guide that we can use as a tool to drive self-review and ensure we have complete coverage of each and every aspect that makes a successful school

## Supporting Documentation

| Budget/Finance            | Self-Review Plan                              | Student Achievement Data        |
|---------------------------|---|---------------------------------|
| Assessment & OTJ Guide    | Learning Support Programmes                   | Gifted & Talented Education     |
| Curriculum Delivery Plan  | Staff Organisation Folder                     | Teaching and Learning Resources |
| 5 & 10 Year Property Plan | ICT & e-Learning (under review & development) | EOTC Programmes                 |
| Staffing and Enrolment    | School Policies and Procedures (Schooldocs)   |                                 |
|                           |   |                                 |



# Woodbury School Strategic Goals

| Principles and Values   | Student Achievement Goals  |
|---|--|
| <p><b>We aim for all learners to:</b></p> <ul style="list-style-type: none"> <li>Continually try their best in order to achieve their goals (Perseverance) (1.1)</li> <li>Always think of how our actions can impact or support others (Empathy) (1.2)</li> <li>Respect others and look after those in our community (Acceptance) (1.3)</li> <li>Value knowledge, be curious and solve problems (Knowledge) (1.4)</li> </ul>          | <p><b>By the time our children leave this school, our aim is that they will:</b></p> <ul style="list-style-type: none"> <li>Have strong skills in and a positive attitude towards literacy and the use of effective communication tools (2.1)</li> <li>Use mathematical skills competently and be able to apply these to everyday situations (2.2)</li> <li>Appreciate, care for, question and explore their environment (2.3)</li> <li>Have a positive attitude to and skills for healthy living and physical activity (2.4)</li> <li>Develop skills to operate in our changing world and feel motivated to explore new learning pathways (2.5) <ul style="list-style-type: none"> <li>Learning is supported by a detailed, responsive localised curriculum that addresses the needs of all students (2.6)</li> </ul> </li> </ul> |
| Resource Goals  | Community & Environment Goals  |
| <ul style="list-style-type: none"> <li>To provide a safe, attractive and stimulating environment for the children (3.1)</li> <li>To ensure learning is supported through up-to-date facilities, resources and equipment (3.2)</li> <li>To ensure high quality professional development opportunities for all staff and BoT (3.3)</li> <li>To provide a safe and healthy supportive working environment for all staff (3.4)</li> </ul> | <ul style="list-style-type: none"> <li>To foster healthy partnerships and interactions between home, school and the community (4.1)</li> <li>To value and retain the country character of our rural school (4.2) <ul style="list-style-type: none"> <li>To utilise our local environment and resources (4.3)</li> </ul> </li> <li>To ensure students of all abilities and backgrounds are valued and included within our classrooms (4.4) <ul style="list-style-type: none"> <li>To support parents to understand how their children are progressing and how they can support their learning and development at home (4.5)</li> </ul> </li> </ul>  |






# Strategic Plan 2020-2022

| Student Achievement   | Core Strategies for Achieving Goals 2020-2022   |  |
|---|---|--|
|   | 2020  | 2021 & Beyond  |
| Have strong skills in and a positive attitude towards literacy & the effective use of communication tools (2.1) | <p>Review of oral language programme, teaching, learning and achievement across the school (consolidating CoL learning in 2019)</p> <p>PD opportunities and RTLit support</p> <p>Dyslexia PD and strategies implemented</p> <p>“Target” groups tracked, monitored and supported (Mini-Lit and Dyslexia)</p> <p>Explore ways of extending students “above”</p> | <p>Review of reading &amp; writing programmes, teaching, learning and achievement across the school (including resources, assessment, PD, etc...)</p> <p>Integration of literacy within “Digital” curriculum</p> |
| Use mathematical skills competently and be able to apply these to everyday situations (2.2)                     | <p>Numicon implemented across the school using target groups</p> <p>“Target” groups tracked, monitored and supported</p> <p>Trialling “Mathletics” in-class in Tarahaoa</p> <p>Extension programmes for those students achieving “above” expectations explored</p>  | <p>Numicon review and established across school</p> <p>Dyscalculia Screening and resources investigated</p>  |
| Appreciate, care for, question and explore their environment (2.3)  | <p>Effectively establishing gardening team &amp; using as part of curriculum</p> <p>Explore ways the school can use / teach sustainable practice (in teaching and in actions)</p> <p>Effectively maintaining fruit trees and vege gardens</p> <p>Local environment support (i.e. local rivers and streams, tidy up domain, etc...)</p>                        | <p>Composting and worm farms</p>   |



# Strategic Plan 2020-2022

| Student Achievement   | Core Strategies for Achieving Goals 2020-2022  |  |
|---|--|--|
|   | 2020   | 2021 & Beyond  |
| Have a positive attitude to and skills for healthy living & physical activity (2.4)                                 | Community Survey – Health and PE<br>Values continue to be re-inforced<br>Student and staff wellbeing (CoL and staff PD)  | Review EOTC programme<br>   |
| Develop skills to operate in our changing world & feel motivated to explore new learning pathways (2.5)             | ICT equipment added to<br>Implementation of Digital Curriculum<br>Development of “Environmental Education” component of CDP                                    | <br><br>Exploring “creative Play” opportunities – water play, construction, etc...           |
| Learning is supported by a detailed, responsive localised curriculum that addresses the needs of all students (2.6) | Curriculum Delivery Plan completed<br>Cultural Integration Review<br>Develop means of long-term tracking (i.e. tracking students over extended period of time) | Curriculum Delivery Plan – explore Springboard Trust support to review<br><br>Explore use of PaCT Tool to enhance student assessment practices and reflect on how we use data |




# Strategic Plan 2020-2022

| Resourcing   | Core Strategies for Achieving Goals 2020-2022  |   |
|--|--|---|
|  | 2020   | 2021 & Beyond   |
| To provide a safe, attractive and stimulating learning environment for the children (3.1)    | Further development of bike track and picnic area (landscaping, seating, maintenance)<br><br>Building development southern facing classrooms (external access to classes and build deck)<br><br>Planning for 2021 5YA property money    | 5YA property development                              |
| To ensure learning is supported through up-to-date facilities, resources and equipment (3.2) | IPads for Tarahaoa and Maunga iti<br><br>Furniture where required in school<br><br>Laptop charging station for HTK's<br><br>TV and AppleTV for library   | Discovery play equipment<br><br>Planning for 2021 5YA |
| To ensure high quality professional development opportunities for all staff and BOT (3.3)    | Dyslexia schoolwide focus (shared inquiry)<br><br>Refine appraisal and inquiry systems<br><br>ECE transition / Oral language (CoL)<br><br>Numicon training <br><br>BOT training (with new BOT implemented)<br><br>Teacher aide PD opportunities  | Increase knowledge of BOT around achievement data     |



# Strategic Plan 2020-2022




## Core Strategies for Achieving Goals 2020-2022

| Resourcing   | Core Strategies for Achieving Goals 2020-2022  |   |
|--|--|---|
|  | 2020   | 2021 & Beyond   |
| To provide a safe and healthy supportive working environment for all staff (3.4) | <p>Staff wellbeing focus continue</p> <p>Continued review of systems and processes to ensure work-life balance</p> <p>Identified funding for staff wellbeing initiatives</p> |  |



# Strategic Plan 2020-2022

## Core Strategies for Achieving Goals 2020-2022

| Community & Environment   | Core Strategies for Achieving Goals 2020-2022   |   |
|---|---|---|
|   | 2020  | 2021 & Beyond   |
| To foster healthy partnerships and interactions between home, school and the community (4.1)  | <p>ECE transition to school review of practices</p> <p>Invite wider community including pre-schools and rest homes to specific events</p> <p>Continue to look at opportunities to bring families in for school events (ensure all families feel welcome)</p> <p>Grandparents day / fathers day / mothers day / pre-school and kindy visits</p> <p>Review “Meet the Teacher”, goal-setting and interview systems (more student led, including parent interviews at most relevant time)</p> |    |
| To utilise our local environment and resources (4.3)  | <p>Use of Peel Forest / Waihi Bush / Orari Gorge etc...</p> <p>Effectively maintain bike track and after hours use of pool</p>  |    |
| To ensure students of all abilities and backgrounds are valued and included within our classrooms (4.4)                                   | <p>Use of teacher aide support and programmes with targeted groups to support their learning</p> <p>Dyslexia screening across school &amp; PD to support students</p> <p>Cultural Integration Review</p> <p>Dogs within the classroom</p>   |   |
| To support parents to understand how their children are progressing and how they can support their learning and development at home (4.5) | <p>Use of Class Dojo (or alternative) as an online portfolio option, to allow parents the opportunity to see their child’s learning in “real time”</p> <p>Review and modify our reporting process</p> <p>Parent information evening around supporting dyslexic learners</p>   |  |



# Woodbury School Annual Improvement Action Plan

| Specific Focus  | Link to “equity & excellence”   | Resources / People  | Actions to complete  |
|---|---|---|--|
| <i>Review of oral language programme, teaching, learning and achievement across the school (2.1, 3.3)</i> | Oral language is a foundation for literacy development. A focus on this area and improving delivery and achievement will lead to students more confident in reading, writing, and expressing themselves orally in other areas of the curriculum | CoL Professional Development<br>Maureen & Mike (as leaders in literacy)<br>Del Costello (Literacy expert, provided through CoL PLD) | <ul style="list-style-type: none"> <li>The CoL has been approved PLD funding, and will lead the Professional Development in this area.</li> <li>Sessions during the year with the lead teacher, including working across schools and with PLD provider (Del Costello). This information and development is then taken back to wider staff in afternoon sessions.</li> <li>Maureen to review what has been implemented to look at consolidating learning</li> </ul> |
| <b><u>Progress Report / Future Focus:</u></b>   |   |   |  |
| <i>“Target” groups tracked, monitored and supported (2.1, 2.2)</i>  | In order to give all children the opportunity to succeed, we need to identify those not meeting curriculum expectations and establish effective programmes and supports.  | Vicki Lewis (TA) – Mini-lit<br>Sandy French (TA) - Numicon  | <ul style="list-style-type: none"> <li>Target students identified (within first 4 weeks). These students are identified through available data and grouped according to similar needs.</li> <li>Students assessed to give starting data. Students and groups tracked each term to identify progress.</li> <li>Review groupings at the end of each term and determine whether changes need to be made</li> </ul>  |
| <b><u>Progress Report / Future Focus:</u></b>   |   |   |  |
| <i>Dyslexia PD and strategies implemented (2.1, 3.3, 4.4)</i>   | We have a number of students who display dyslexic tendencies. In order to more effectively support these students we are aware of the need to upskill our teachers.   | PD for whole staff (Mike / Becky co-ordinating)<br>Funding for PD (BOT)<br>Resources to support teachers<br>RTLb support            | <ul style="list-style-type: none"> <li>PD identified and set out on calendar, ensuring it is meaningful and will not overload teachers (maximum buy-in).</li> <li>Identify and book in experts for support</li> <li>Explore dyslexia screening tool so all teachers are familiar</li> <li>Identify resources that can support our teaching</li> </ul>  |
| <b><u>Progress Report / Future Focus:</u></b>   |   |   |  |
| <i>Effectively establishing gardening team (2.3, 4.3)</i>   | All children learn in different ways and have different interests. Allowing children to care for the garden and harvest produce develops a different skill set, an enquiring mind and engages students.   | Sarah Greenslade, Bronwyn Patrick (co-ordinators) and volunteers<br>Seeds and tools (as and when required)                          | <ul style="list-style-type: none"> <li>Identify personnel who can support operating the gardens.</li> <li>Establish gardening times, and students (or groups of students) who will be involved</li> </ul>  |



|   |  |   |   |
|---|--|---|---|
|   |  |   | <ul style="list-style-type: none"> <li>• Purchase or source seeds and seedlings, cultivate and tend to garden</li> <li>• Identify meaningful use of vegetables and fruits (student involvement paramount)</li> </ul>  |
| <b><u>Progress Report / Future Focus:</u></b>     |  |   |   |
| <i>Implementation of Digital Curriculum (2.5)</i> | ICT technology is an integral part of society, and can be a useful tool in engaging students in their learning. By structuring our digital curriculum so students progressively gain the requisite skills we are supporting them to succeed.                   | Teaching staff and principal Curriculum document  | <ul style="list-style-type: none"> <li>• Staff look at curriculum and other examples – what is required?</li> <li>• Determine what each year level will look like</li> <li>• Finalise document and include as part of Curriculum Delivery Plan</li> </ul>   |
| <b><u>Progress Report / Future Focus:</u></b>     |  |   |   |
| <i>Cultural Review completed (2.6)</i>            | As a school we need to ensure we are culturally responsive, in order for all students to feel included and all cultures valued.  | Cultural review template<br>Becky Talbot / Mike led   | <ul style="list-style-type: none"> <li>• Review started in 2019</li> <li>• Work through the document. Establish what we currently do and what we could do further</li> <li>• Feedback with staff and community, where applicable</li> </ul>   |
| <b><u>Progress Report / Future Focus:</u></b>     |  |   |   |
| <i>Building developments 2020 and 2021 (3.1)</i>  | By carefully planning for our learning spaces we can ensure all students have access to a stimulating and engaging learning environment. This also supports teachers by giving them the resources and opportunities to deliver quality programmes.             | All staff (Mike leading)<br>BOT<br>WSSG<br>Ministry of Ed (Property)<br>School Support (Project Managers) | <ul style="list-style-type: none"> <li>• Discussions and review at staff meetings, identifying what would support both teachers and students</li> <li>• Discussion at BOT level around direction of school and future property spending priorities</li> <li>• Community engagement and feedback</li> <li>• Engagement with project manager at School Support</li> </ul> |
| <b><u>Progress Report / Future Focus:</u></b>     |  |   |   |
| <i>Refine appraisal and inquiry systems (3.3)</i> | Staff having more input into the appraisal process (such as co-constructed job descriptions, shared spiral of inquiry) should have more ownership. This leads to increased engagement in the professional learning process, with better outcomes for students. | All staff (Mike leading)  | <ul style="list-style-type: none"> <li>• All staff meeting with principal at start of the year, to discuss roles and responsibilities</li> <li>• Mid-year and end year meeting to discuss progress</li> <li>• Shared spiral of inquiry for dyslexia PD – reviewed at each staff meeting</li> </ul>  |
| <b><u>Progress Report / Future Focus:</u></b>     |  |   |   |



|  |   |  |   |
|--|---|--|---|
| <i>Continued focus on engaging school families and the wider community (4.1)</i> | More involvement with school from families in a range of different learning events and activities shows children that learning is valued, and is an ongoing life skill. Activities outside the traditional classroom setting also engage those learners who prefer a different environment. | Whole staff<br>WSSG  | <ul style="list-style-type: none"> <li>• Wider community invited along to events such as Flower Show and Pet Day</li> <li>• Sharing of kai at school events (such as triathlon and picnic)</li> <li>• Grandparents day, overnight junior camp, mothers / fathers day activities, etc... added to the calendar as a regular chance to have families involved.</li> </ul> |
| <b><u>Progress Report / Future Focus:</u></b>                                    |   |  |   |
| <i>Review of our systems for reporting to parents (4.1, 4.5)</i>                 | By keeping parents informed and understanding where their child is placed, they are able to support their child and we can have an effective school-home relationship.  | Whole staff (Mike and Sarah lead)<br>Ministry guidelines and resources<br>Examples other schools | <ul style="list-style-type: none"> <li>• Establish reporting timeline – when these to go out</li> <li>• Look at examples and ministry guidelines – establish what our parents need to know</li> <li>• Interview system – design a more responsive system based on need</li> </ul>   |
| <b><u>Progress Report / Future Focus:</u></b>                                    |   |  |   |