

WOODBURY SCHOOL

Annual Report 2024

My footsteps to the peaks. Every footprint counts.



WOODBURY SCHOOL

Annual Report

2024



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Board Members 2024



All BOT members finish their current term in September 2025

Tim Saywell (BOT Chair)
David Earl (Finance)
Ricki Nelson (Property)
Kirstin Ross
Jolene Lewis
Mike de Joux (Principal)
Sarah Greenslade (Staff rep)

Penny Gurr (Secretary)



Analysis of Variance - Maths



Analysis of Variance Reporting

School Name:	Woodbury School	School Number:	3599
Strategic Aim:	Use mathematical skills competently and be able to apply these to everyday situations (2.2)		
Annual Aim:	High quality teaching and learning programmes with emphasis on literacy and numeracy.		
Target:	To achieve over 90% of our children across the school "at" and "above" in Maths		
Baseline Data:	The data shows us that schoolwide in maths we have 84% of students achieving at or above curriculum expectations. While we are happy with this level of achievement, we are aware of the need to support those who continue to struggle in maths, and we have specific strategies in place in 2024 to try and address these needs.		

Analysis of Variance - Maths

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Continued implementation of PRIME maths across the school. Includes PLD across all teaching staff (including TA's) and purchase of resources</p> <p>Part of the South Canterbury cluster receiving professional development through The Learner First (TLF Maths). This focuses on teacher development, teacher understanding and student engagement. We had 5 staff attend throughout the year.</p> <p>Evaluation of current materials used within mathematics teaching, how this looks with PRIME maths and invest in anything required</p> <p>Ongoing evaluation as to how Numicon can be incorporated to support student learning, as well as embedding this in the junior school.</p> <p>Continued tracking of students not achieving at expectations</p>	<p>Across the school students are achieving at 83%, down slightly from last year.</p> <p>Year group breakdown of at/above students (start year in brackets):</p> <p>Year 2: 81% (100%) Year 3: 94% (84%) Year 4: 70% (85%) Year 5: 61% (61%) Year 6: 82% (91%) Maori: 73% (86%) Boys: 88% (94%) Girls: 79% (77%) Overall: 83% (84%)</p> <p><u>Overall</u> a general shift downwards in At and Above achievement for the year. Most groups are <u>pretty steady</u> in their achievement, though some have shown bigger falls (it is worth noting that with the size samples we have, depending on the</p>	<p><u>PRIME Maths</u> After extensive staff discussions, we decided that we weren't using PRIME Maths enough to warrant the cost of the workbooks. Instead, teachers will use this as a resource they can access, alongside other resources.</p> <p><u>Professional Development</u> The TLF sessions have proven useful and supported teachers particularly with embedding some recap strategies to start their lessons. They have developed teacher understandings around how to use quick starter activities to gauge and track student understandings and plan for future lessons.</p>	<p><u>Assessment Tools</u> We hope that the MOE will support schools with specific assessment tools we can use. We are also continuing with TLF Maths PLD, with a focus on assessment and tracking of students. Not only to know where they are at, but to guide curriculum delivery.</p> <p><u>Supporting learners</u> What are we doing to support struggling learners (similar to how we support those struggling in literacy). We will be looking at how to effectively use the Numicon intervention programme.</p> <p><u>Maths PD</u> Alongside TLF maths, we are also taking part in Kahui Ako PLD on the new maths curriculum, during term 2.</p> <p><u>Numicon</u> This was embedded in Year 1-2 this year, and extends to Year 3 next year. The use of hands-on resources and nature of Numicon learning has been well-received in the junior school. We are planning around a number of aspects, including upskilling teachers, long term planning and coverage, tracking and assessment, and the intervention programme</p>

Analysis of Variance - Maths



using learning registers, with regular reviews and identification of areas of support.

Developing teacher understanding of the new curriculum refresh document (in preparation for implementation)

year level 1 child moving "At" to "Below" can represent between 5% - 10% change)

Overall we have 18 students achieving "Below" (that is, 1 year below expectations), and 1 student "Well Below" (2 or more years below expectations).

Resources

Purchasing of additional support resources for the teaching and learning of maths, particularly Numicon resources in the junior.

Caxton & Mathletics

Year 4-6 teachers were not impressed with any of the options provided by the ministry, which were chosen based on availability and supply rather than actual quality. After careful research we felt that the Caxton NZ Curriculum Maths series far better fitted the teacher of the new curriculum than the resources provided for free, so invested in these. Caxton sits alongside the Mathletics programme comfortably (we have purchased subscriptions for all Year 4-6).

Long Term Planning, Year level teaching and coverage

Developing these aspects will go hand in hand with the developments above. We have split the Year 4-6 into Year 4, Year 5 and Year 6. This way we can ensure all aspects in the year level are covered.

Planning for next year:

See "Evaluation"



Analysis of Variance - Culture



Analysis of Variance Reporting

School Name:	Woodbury School	School Number:	3599
Strategic Aim:	To ensure students of all abilities and backgrounds are valued and included within our classrooms (4.4)		
Annual Aim:	High quality teaching and learning programmes with emphasis on literacy and numeracy.		
Target:	Focusing on students throughout the school being confident learners who are comfortable and happy in our school environment.		
Baseline Data:	At Woodbury School we strongly believe that student learning is heavily influenced by a students' sense of belonging, and their confidence in the school environment. If we focus on ensuring children are safe, confident and happy at school we know this will be incredibly beneficial to their willingness and ability to learn. This goal links in with our review around all aspects of school culture – how we use and promote our school PEAK values, our use and delivery of <u>te</u> reo and tikanga Māori, introduction of the <u>KiVA</u> anti-bullying programme, and a Kahui Ako focus and PLD around relationship-based learning.		



Analysis of Variance - Culture

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><u>Renewed focus on our school values</u> This continues to be a core aspect of teaching and learning, regularly referred to (either directly or indirectly) in class, student-teacher discussions, communications with parents and assemblies. The focus in particular on Empathy and Acceptance are important in the context of our school culture. We also added te reo translations for our values this year.</p> <p><u>Review around the te reo curriculum and tikanga Māori</u> This was an important element this year, not just for our Māori students and to honour te tiriti obligations, but also in education our non-Māori learners and teachers.</p> <p><u>Relationship Based Learning PLD</u> This was due to be looked at with the Kahui Ako. With the new curriculum and the MOE pushing schools away from this and narrowing PLD to maths and literacy, this didn't happen.</p> <p><u>Introduction of the KiVA programme</u> This year we implemented the KiVA anti-bullying programme.</p> <p><u>Attendance Plan</u> We created an Attendance Plan, to support regular student attendance</p> <p><u>Student voice</u> Regular opportunities through student council to share how things are going through the students lens.</p>	<p>We have had a settled and productive year at Woodbury School.</p> <p>Students continue to be aware of the school PEAK values and their importance to us, and are learning the te reo translations.</p> <p>Teachers have been following the LTP plans for te reo and NZ Histories and ensuring coverage.</p> <p>We could no longer access the NZCER wellbeing survey, and couldn't find a decent substitute. We did carry out the KiVA survey at the end of the year around anti-bullying. This told us:</p> <ul style="list-style-type: none"> The majority of students new what the term bullying meant, although the numbers identifying they were regularly bullied exceeded what we observe (focus again on embedding what bullying actually means). Students knew who to tell to support them More support required for what to do to help others <p><u>Our school-wide data</u> reflects the environment our children are</p>	<p>Our BOT and staff have a huge focus on students wellbeing, safety and sense of belonging. This is reflected in walkarounds of the classrooms, seeing children calm, happy and learning.</p> <p>The repetition of our "Values" focus areas gives children an excellent understanding of what Perseverance, Empathy, Acceptance and Kindness look like. These directly correspond with what our families value most in school (as per Values development in 2018).</p> <p>Parental involvement in our activities, including wider whanau, has always been essential to all our EOTC activities. We schedule events at times which suit parents best, to have them involved and show children the link between home and school. This allows us also additional time to meet with and talk through any issues with parents.</p> <p>We have a very experienced and settled staff, with the same high expectations across the school. This cannot be understated, as all staff know all children and their needs, making transitions easy and ensuring excellent relationships.</p> <p>KiVA has fitted seamlessly within our current expectations. It also aligns with work from Ross Greene around</p>	<p>Student wellbeing continues to be at the forefront and will remain that way. We can have the best "structured" programmes in the world, but without happy, safe and connected students we will not achieve the learning that we want.</p> <p>The KiVA programme continues to be implemented across the school. The programme itself has been too big to cover all aspects, so we are identifying key themes and methods of getting lessons across. Combined with the Ross Greene CPS approach, we have a consistent and effective behaviour management system across the school which we will continue to embed.</p> <p>We continue into 2025 aspects of the cultural review, particularly around engagement and feedback from our Māori whanau. Te reo and NZ histories tracking and coverage will continue to be embedded, along with regular lessons.</p> <p>Student pastoral care / social concerns continue as weekly staff meeting discussions, and student feedback regularly from council meetings. This includes survey / key questions to get an idea from</p>

Analysis of Variance - Culture



<p><u>BOT planning around learning environment</u></p> <p>We had several building projects that reflect our desire to support students:</p> <p><i>Built a deck extension to enhance outside space and different areas to learn (this will be covered in early 2025, to create a large all-weather space).</i></p> <p><i>New toileting facilities to support HHN students</i></p> <p><i>Continuing to enhance the natural environment so children have a stimulating and exciting outside area</i></p> <p><i>We re-carpeted 4 internal spaces, for more comfort for students.</i></p> <p><i>In the process of developing the office area to create 1-1 and small group teacher <u>spaces</u>, and enhancing the library space.</i></p> <p><u>A range of opportunities outside of the classroom, and outside of the main school focuses of literacy and numeracy</u></p> <p>We continue to offer our usual wide array of learning opportunities outside of the classroom. On top of this, we have carried out a range of other hands-on learning activities including local field trips and visiting entertainers.</p>	<p>learning in, with the majority of children working at or above age expectations. We see these results as a direct outcome of the calm and supportive environment we work on every day.</p>	<p>Collaborative Problem Solving. It gives us an approach that is preventative, and also non-punitive.</p>	<p>students around happiness / how they are feeling about school.</p> <p>Our new attendance plan will be followed, with MOE information sent out to the community, with the goal of 80% regular attendance that the MOE have targeted.</p>
Planning for next year:			
See "Evaluation"			



Assessment and Evaluation



End of Year Assessment and Data Analysis 2024

[Please follow this link](#)



Giving Effect to Te Tiriti

How are we recognising the bi-cultural heritage of Aotearoa

- The use of te reo orally
- Te reo visible within the classroom (days of weeks, karakia, whakatauki, phrases, etc...)
- Artwork and displays
- Acknowledgement of cultural events - Matariki, te tiriti ō Waitangi
- Hei tiki presentations
- Sharing of relevant NZ-based news (local content)
- NZ maps displayed - a sense of place
- Pepeha
- Classroom names recognise local icons
- School vision and school values displayed (incorporating te reo Māori)
- School waiata, karakia and whakatauki
- Use of te reo in communication with parents
- Meaningful efforts on behalf of staff to upskill in pronunciation and knowledge of te reo Māori
- Implementation of NZ Histories in the curriculum
- Specific teaching of te reo Māori following New Zealand and local curriculum
- Utilising whānau in classroom learning



Compliance with Employment Policy

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

We take all reasonable steps to ensure the workplace is safe, both in physical and emotional contexts. We have systems in place in terms of risk management. We have policies and procedures where staff can confidentially approach the principal or the board with any concerns regarding their work environment.

What is in your equal employment opportunities programme?

See [Woodbury School Schooldocs Policies and Procedures](#), "Equal Employment Opportunities"

How have you been fulfilling this programme?

We establish an appointments committee and include appropriate staff or BOT members, and ensure a fair and transparent application process.

How do you practise impartial selection of suitably qualified persons for appointment?

How are you recognising,

- The aims and aspirations of Maori,
- The employment requirements of Maori, and
- Greater involvement of Maori in the Education service?

See [Woodbury School Schooldocs Policies and Procedures](#), "Te Tiriti o Waitangi"

How have you enhanced the abilities of individual employees?

We have a PLD programme in place, which offers professional development to all employees. Employee needs in this regard are discussed and identified through the appraisal process

How are you recognising the employment requirements of women?

The vast majority of our staff are women, including the leadership team – we use this knowledge to ensure our female staff are supported in all aspects of their roles

How are you recognising the employment requirements of persons with disabilities?

Currently N/A, but would be approached on a needs basis

Compliance with Employment Policy

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) programme / policy		
	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓ BOT PD	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓ PRINCIPAL	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	



Audited Reports



Audited Report 2024

[Please follow this link](#) for the Audited Report.

[Please follow this link](#) for the Management Letter



KiwiSport Funding



KiwiSport Funding 2024

For 2024 our Kiwisport base funding was \$1774.88. This funding was used to go towards the costs of around \$3500 for all our students to take part in the “Swim for Life” programme, carried out by trained instructors.



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woodbury.school.nz

