

2021 Annual Improvement Plan

MOE - 3599

Chairperson: Alistair Holmes

Principal: Mike de Joux

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

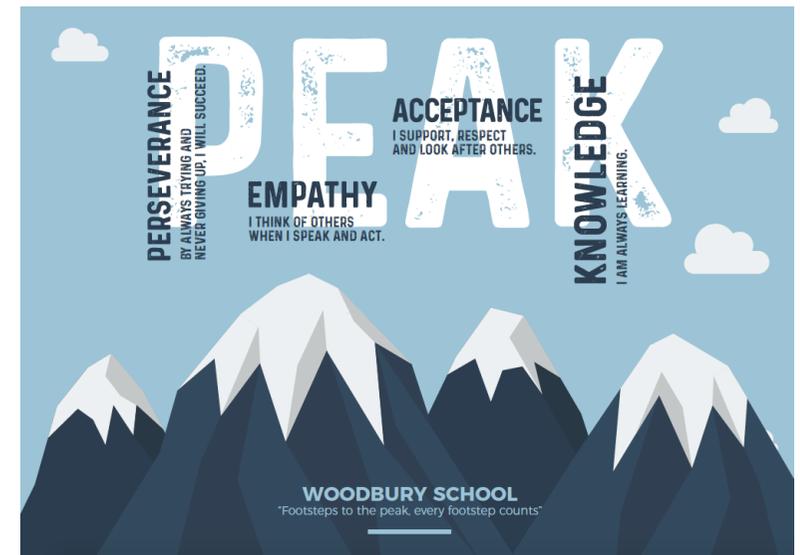
“My Footsteps to the Peaks. Every Footstep Counts”

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

Strategic Plan 2021-2023

Core Strategies for Achieving Goals 2021-2023

Knowledge & Creativity

<p>Have strong skills in and a positive attitude towards literacy & the effective use of communication tools (2.1)</p>	<p>Review of oral language programme, teaching, learning and achievement across the school (consolidating CoL learning in 2019-2020)</p> <p>PD opportunities and RTLit support</p> <p>Dyslexia PD and strategies, and “Wordlab” 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 & writing programmes, teaching, learning and achievement across the school (including resources, assessment, PD, etc...)</p> <p>Integration of literacy within “Digital” curriculum</p>
<p>Use mathematical skills competently and be able to apply these to everyday situations (2.2)</p>	<p>Numicon implemented across the school using target groups</p> <p>“Target” groups tracked, monitored and supported</p> <p>Extension programmes for those students achieving “above” expectations explored</p> <p>Numeracy schoolwide review, including patterns in achievement and knowledge and the use of Numicon</p> <p>Explore use of PRIME maths</p>
<p>Appreciate, care for, question and explore their environment (2.3)</p>	<p>Effectively establishing gardening team & 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 2021-2023

Core Strategies for Achieving Goals 2021-2023

Knowledge & Creativity

Have a positive attitude to and skills for healthy living & physical activity (2.4)

Review EOTC programme
 Review LTP's and coverage for Health & PE
 Student and staff wellbeing (CoL and staff PD)
 Values Review

Develop skills to operate in our changing world & feel motivated to explore new learning pathways (2.5)

ICT equipment added to
 Implementation of Digital Curriculum
 Development of "Environmental Education" component of CDP
 Exploring "creative Play" opportunities – water play, construction, etc... and how we plan building developments to support this

Learning is supported by a detailed, responsive localised curriculum that addresses the needs of all students (2.6)

Curriculum Delivery Plan completed
 The Arts Review
 Explore Springboard Trust involvement for 2022, to enhance the school's Strategic Direction Planning
 Explore use of PaCT Tool to enhance student assessment practices and reflect on how we use data

Strategic Plan 2021-2023

Core Strategies for Achieving Goals 2021-2023

<p>Environment</p>	
<p>To provide a safe, attractive and stimulating learning environment for the children (3.1)</p>	<p>Planning for 2021 5YA property implementation and IOYPP</p> <p>Establish how new learning spaces are used effectively</p>
<p>To ensure learning is supported through up-to-date facilities, resources and equipment (3.2)</p>	<p>ICT equipment where required</p> <p>Furniture where required in school</p> <p>Purchase of literacy resources, particularly in supported of structured literacy</p> <p>Discovery play equipment</p>
<p>To ensure high quality professional development opportunities for all staff and BOT (3.3)</p>	<p>Literacy Review continued</p> <p>Explore Springboard Trust involvement for 2022, to enhance the school's Strategic Direction Planning</p> <p>Explore use of PaCT Tool to enhance student assessment practices and reflect on how we use data</p> <p>Transition / Oral language / Wellbeing (CoL)</p> <p>Teacher aide PD opportunities</p>

Strategic Plan 2021-2023

Core Strategies for Achieving Goals 2021-2023

Environment

To provide a safe and healthy supportive working environment for all staff (3.4)

Staff wellbeing focus continue

Initiatives to ensure staff working cohesively and feel part of a team

Strategic Plan 2021-2023

Core Strategies for Achieving Goals 2021-2023

Relationships	
<p>To foster healthy partnerships and interactions between home, school and the community (4.1)</p>	<p>Continued focus on integrating new families into school</p> <p>Invite wider community including pre-schools and rest homes to specific events</p> <p>Grandparents day / fathers day / mothers day / pre-school and kindy visits</p> <p>Review bus runs – ensure safety and efficiency</p> <p>Petition council to lower speed limit</p>
<p>To value and retain the country character of our rural school (4.2)</p>	<p>Continue to enhance our outdoor spaces for children’s use (establish henhouse, continue gardens, composting)</p>
<p>To utilise our local environment and resources (4.3)</p>	<p>Use of Peel Forest / Waihi Bush / Orari Gorge etc...</p> <p>Use of local working farms in EOTC visits</p>
<p>To ensure students of all abilities and backgrounds are valued and included within our classrooms (4.4)</p>	<p>Use of teacher aide support and programmes with targeted groups to support their learning</p> <p>Dyslexia screening across school & PD to support students</p> <p>Literacy review and resource purchases</p>
<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>	<p>Update our website with supports for parents to explore for their child’s learning</p> <p>Review philosophy of homework and expectations</p>

Woodbury School Annual Improvement Action Plan

(more specific actions for important focus areas 2021)

Specific Focus	Link to “equity & excellence”	Resources / People	Actions to complete
<i>Continued 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 Maureen & Mike (as leaders in literacy) Del Costello (Literacy expert, provided through CoL PLD) New Ministry Resources	<ul style="list-style-type: none"> • The CoL has been approved PLD funding, and will lead the Professional Development in this area. • 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. • Maureen to review what has been implemented to look at consolidating learning • Staff discussions around how Oral Language strategies are implemented in class
Progress Report / Future Focus:			
<i>Literacy review continued (2.1, 3.2, 3.3)</i>	In order to give all children the opportunity to succeed, we need to establish effective programmes and supports.	All staff Mini-Lit programme Word-Lab Liz Kane Resources Reading Eggs Nessy Toe-By-Toe Decodable texts (both purchased and Ministry provided)	<ul style="list-style-type: none"> • Establish consistency of systems in Structured Literacy across the school. Initial trial of Wordlab, though if this is not seen as a long-term tool then Liz Kane trialled. • Establish effective and consistent supports for students who are struggling in literacy (i.e. where can teachers turn to if they require support). <ul style="list-style-type: none"> ○ Toe-By-Toe for certain students ○ Mini-lit ○ Reading eggs and Nessy (online apps) ○ Decodable texts • Update curriculum document to reflect these additions and changes
Progress Report / Future Focus:			
<i>Recording trends and data in maths learning, looking ahead to a 2022 review (2.2)</i>	We have a number of students who struggle in maths, and a number of areas within maths students are not achieving across the board. In order to more effectively support these students we are aware of the need to upskill our teachers and enhance our programmes.	Mike leading JAM / IKAN / GLOSS / PAT testing results	<ul style="list-style-type: none"> • Testing carried out across the year • Mike to collate data across all year levels, and in all areas, to get a clear picture of where students require support • Feedback / surveys of teachers, students and parents
Progress Report / Future Focus:			

<i>Effectively planning for and carrying out property developments from 5YA and 10YPP (3.1, 3.2)</i>	Our learning environment needs to support and enhance teaching and learning. It needs to enable students to be engaged, and flexible in order to allow a range of teaching and learning styles to flourish	Staff BOT Parents Students Property Consultants Builders Ministry	<ul style="list-style-type: none"> ● 10YPP developed alongside Core Logic ● Priorities identified across the school, in consultation with BOT and community ● Integrate needs of 2 x ORS funded students into future developments
<u>Progress Report / Future Focus:</u>			
<i>Continued focus on wellbeing (3.4, 4.1, 4.4))</i>	In order for students to engage in learning, they need to feel safe, happy and secure. For this to happen, staff need to be happy in their work and parents need to be supportive and involved in the school.	Staff Students BOT Families	<ul style="list-style-type: none"> ● Continued opportunities for parental involvement in school ● Engaging learning and play environment for the children – new property planning reflecting this ● Staff support network – staff checking in with and supporting other staff. Ensuring the opportunity to attend family events or take time off as required to refresh
<u>Progress Report / Future Focus:</u>			
<i>Homework philosophy and website support (4.5)</i>	Homework is often a source of frustration and conflict at home for parents, and is around compliance rather than actually making progress. We believe it is important to empower and support both parents and students in this regard	Staff School website and associated resources	<ul style="list-style-type: none"> ● Establish shared staff understandings around the value of homework and our expectations ● Share these expectations with parents and students ● Website established with links to support parents to support their children (as required) in literacy and numeracy.
<u>Progress Report / Future Focus:</u>			

Student Achievement Target for 2021 – No: 1 Reading

Strategic Goal	Annual Goal	Annual Target
<p>Student Achievement Have strong skills in and a positive attitude towards literacy & the effective use of communication tools (2.1)</p>	<p>High quality teaching and learning programmes with emphasis on literacy and numeracy.</p>	<p>Reading: To have 90% of our children across the school and above in Reading</p>

H i s t o r y	<p>The data shows us that schoolwide in reading students are achieving 86% 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 reading, and we have specific strategies in place in 2020 to try and address these needs.</p>
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A c t i o n	Actions to Achieve Target	Led by	Progress Statement
	Mini-lit programme to continue in junior area of the school to support identified students	Vikki Lewis HTK teachers	
	Dyslexia focus for PD in 2020. Focussing on upskilling teachers knowledge around what dyslexia is, tools to identify those with dyslexic traits, and resources and skills to support these students	Mike / Becky Teachers and T.A's	
	Tarahaoa will implement and carry out a phonological awareness program through specific teaching of structured literacy.	Tarahaoa	
	Continued tracking of students not achieving at expectations using learning registers, with regular reviews and identification of areas of support.	SENCO / Principal	

Student Achievement Target for 2021 – No: 2 Wellbeing

Strategic Goal		Annual Goal		Annual Target	
Student Achievement To ensure students of all abilities and backgrounds are valued and included within our classrooms (4.4)		High quality teaching and learning programmes with emphasis on literacy and numeracy.		Wellbeing: We are focusing on students throughout the school being confident learners who are comfortable and happy in our school environment.	
H i s t o r y	At Woodbury School we strongly believe that student learning is heavily influenced by a students' sense of belonging. 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.				
A c t i o n	Actions to Achieve Target		Led by	Progress Statement	
	Continued focus on our School Values of Perseverance, Empathy, Acceptance and Knowledge		Staff		
	BOT planning for our learning environment – a 10YPP that reflects how we want children to learn, that helps to engage children and supports teachers to teach		BOT		
	A range of opportunities outside of the classroom, and outside of the main school focuses of literacy and numeracy		Staff		
	Incorporating whanau wherever possible to continue to demonstrate the link to students between home and school		Staff		
	Opportunities for older students to lead and set the tone and example for younger students (continue fostering “family” feel throughout school)		Staff (Year 5-6)		