

# Charter 2023



Woodford House - School MOE No: 225

Ratified by Board of Trustees – 28 March 2023

# Charter 2023

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# Charter 2023

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## Context and Background

Changes to the Education Act 1989 have had significant implications for the future governance requirements and functions of the Board of Trustees.

Under the amendments, school Boards will be required to develop a Strategic Plan rather than a Charter. The primary objective of the Board must remain that of ensuring that every student at the School is able to attain their highest possible standard in educational achievement. However, rather than giving effect to the current national education guidelines and national administration guidelines to that end, these will be replaced by national education and learning priorities.

We continue to deliver our 2020-2023 Strategic Plan. Woodford House has adopted and committed to the “that her light will shine” vision representing the School’s commitment to provide an exceptional education for every girl so she can achieve her personal excellence. A broad ranging independent review of educational practice, focused on School Improvement, has also been completed and is an ongoing process of implementation.

In that context, the Board’s Strategic Priorities for 2023 are very much in the mode of building on the Philosophy, Identity, Guiding Principles and Strategic Priorities of the 2020-2023 Strategic Plan along with the four cornerstones underpinning education at Woodford House – cultural, academic, spiritual and sport. This sets the platform as the Board continues the process of the current Strategic Plan, in consultation with the wider School community.

The diagram on our cover encapsulated the dimensions of the Strategic Plan with the Vision and the Woodford House Girl at the centre of everything we do. The Strategic Priorities are supported by the School’s four cornerstones and Houses, which are firmly embedded in the culture of Woodford House. These important priorities and foundational pillars form the School’s Vision Statement “That her light will shine”.

The Board consulted extensively with the School community in developing the Strategic Plan 2020-2023 which underpins the strategic aims of the 2023 Charter, as set out below.

### Our Philosophy

Cherish the Past  
Embrace the Present  
Challenge the Future

### *Tō Mātau Rapunga Whakaaro*

*Whakamānawatia te wāmua  
Awhinatia te wātū  
Kia pūmau ki te wāheke*

### Our Special Character

As an Anglican community founded on Christian principles and values, our Special Character education shapes the **head, heart and hands** of every member of our learning community.

### *Tō Mātau Mana Motuhake*

### Our Vision

That her light will shine.

### *Tō Mātau Anga Whakamua*

## Our Mission

### *Tō Mātau Whāinga*

To fulfil the vision of our founding Principal Mabel Annie Hodge to create a real school for girls where the **head, heart and hands** are engaged, equipping young women to embrace their brightest possible future.

## Our Identity

### *Tō Mātau Tauoranga*

Since 1894, Woodford House has been a leading **special character** school for boarding and day girls. Our community is anchored in tradition, enriched by a vibrant Christian faith and a confidence that we are equipping our girls for the future.

## Our Guiding Principles

As a learning community we:

- Commit to ongoing learning and personal excellence
- Nurture an inclusive and collaborative community underpinned by our Christian ethos
- Recognise and value the Treaty of Waitangi /Te Tiriti o Waitangi
- Act with respect, integrity, honesty and empathy serving others

## Strategic Priorities

- Love of Learning *Aroha nui ki te ako*
- Respectful Relationships *Whanaungatanga*
- Faithful Stewardship *Kaitiakitanga*

## Specific Strategic Aims for 2023

- Continue to grow links with all our communities to provide opportunities for professional and personal growth to enrich the learning for our students and staff.
- Growing and supporting outstanding educators.

Further develop the strategic and timely Implementation Strategies to deliver the recommended targets outlined in the Strategic Evaluation Cycle:

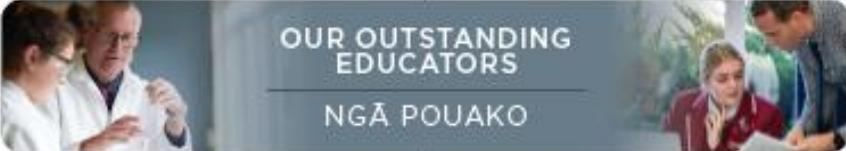
- Conduct external review of Faculty of Physical Education, Health and Sport
- Conduct external review of Faculty of Social Sciences
- Conduct external review of Communications and Marketing (deferred from 2022)
- Review current Strategic Plan 2020-2023

**Please refer to the Strategic Plan 2020-2023**

# OUR STRATEGY | 2023

TŌ MĀTAU RAUTAKI MATUA

OUR VISION | TŌ MĀTAU ANGA WHAKAMUA  
**THAT HER LIGHT WILL SHINE**



STRATEGIC PRIORITIES AND OBJECTIVES  
KO NGĀ WHAKAAROTAU ME NGĀ WHĀINGA



STRATEGIC PRIORITY 01  
**LOVE OF LEARNING**  
AROHĀ NUI KI TE AKO

HOME TO   
**CURIOUS MINDS**  
GLOBAL THINKING



STRATEGIC PRIORITY 02  
**RESPECTFUL RELATIONSHIPS**  
WHANAUNGATANGA

HOME TO   
**A SENSE OF BELONGING**  
FEMALE STRENGTH



STRATEGIC PRIORITY 03  
**FAITHFUL STEWARDSHIP**  
KAITIAKITANGA

HOME TO   
**COURAGE, COMMITMENT AND CITIZENSHIP**  
SECURING OUR FUTURE

Our graduates are capable, confident, ethical and caring young women, equipped to embrace the brightest possible future.

## Academic Achievement

All results are as at 13 March 2023

### NCEA 2022

	Woodford House	National girls	Decile 8-10 girls
Year 11 students gaining NCEA Level 1	100%	66%	78%
Year 12 students gaining NCEA Level 2	100%	77%	87%
Year 13 students gaining NCEA Level 3	100%	71%	89%
Year 13 students gaining University Entrance (UE)	96%	55%	82%

### NCEA Level 1, 2 and 3 Historical

	2022	2021	2020	2019	2018	2017	2016	2015
Year 11 students gaining NCEA Level 1	100%	100%	100%	100%	*98%	98%	100%	100%
Year 12 Students gaining NCEA Level 2	100%	100%	100%	100%	100%	100%	97%	100%
Year 13 Students gaining NCEA Level 3	100%	100%	100%	100%	94%	97%	100%	100%
Year 13 students gaining University Entrance	96%	100%	98%	90%	93%	94%	92%	97.7%

### 2022 In Comparison With Historical Results

	Year 11 students gaining NCEA Level 1	Year 13 students gaining University Entrance	Number of scholarship passes
<b>2022</b>	100%	96%	19 (1 outstanding)
<b>2021</b>	100%	100%	22 (3 outstanding)
<b>2020</b>	100%	98%	20
<b>2019</b>	100%	90%	11 (1 outstanding)
<b>2018</b>	98%	93%	19 (4 outstanding)
<b>2017</b>	98%	94%	10 (1 outstanding)
<b>2016</b>	100%	92%	9
<b>2015</b>	100%	97.7%	7



## 2022 Level Endorsements (figures in brackets 2021 results)

	Woodford House	National Girls	Decile 8-10 Girls
Year 11 students gaining NCEA Level 1 with merit	47% (44%)	35% (37%)	41% (40%)
Year 11 students gaining NCEA Level 1 with excellence	45% (43%)	26% (27%)	41% (45%)
Year 12 students gaining NCEA Level 2 with merit	30% (38%)	28% (29%)	36% (37%)
Year 12 Students gaining NCEA Level 2 with excellence	58% (43%)	21% (23%)	35% (39%)
Year 13 students gaining NCEA Level 3 with merit	30% (32%)	29% (31%)	38% (37%)
Year 13 Students gaining NCEA Level 3 with excellence	41% (42%)	19% (21%)	27% (33%)

## Results in Comparison with Targets

**Target 1: Strategic Priority: Love of Learning**

**Priority One: Learner Centred**

**2022 Target** 100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.  
90% of Year 13 students gaining University Entrance.

**2022 Result** 100% Year 11 students gaining Level 1 - **target met**  
100% Year 12 students gaining Level 2 - **target met**  
100% Year 13 students gaining Level 3 - **target met**  
96% Year 13 students gaining University Entrance – **target exceeded**

**2022 Target** 80% achieving NCEA Level 1 endorsement with at least 40% at excellence.

**2022 Result** 92% endorsement (**target exceeded**) with 45% at excellence **target exceeded**

**2022 Target** 80% achieving NCEA Level 2 endorsement with at least 40% at excellence.

**2022 Result** 88% endorsement (**target exceeded**) with 58% at excellence **target exceeded**

**2022 Target** 60% achieving NCEA Level 3 endorsement with at least 30% at excellence.

**2022 Result** 71% endorsement (**target exceeded**) with 41% at excellence **target exceeded**

**2022 Target** Gain 22 scholarship passes.

**2022 Result** 19 - **target not met**

## 2022 Scholarship Passes:

Accounting	1
Biology	1
Classics	2
DVC	1
English	6 (1 outstanding)
Health & PE	3
History	2
Media English	1
Religious Studies	1
Statistics	1
<b>Total</b>	<b>19</b>

## Māori Student Achievement

**2022 Target** To equip and support our Māori students to set academic goals of personal excellence.  
*100% Woodford House Māori students achieving at Woodford House pass rate or better for NCEA.*

**2022 Result** 100% Year 11 Māori students – **target met**  
100% Year 12 Māori students – **target met**  
100% Year 13 Māori students – **target met**

Each Faculty will continue to provide detailed information regarding 2022 specific achievement, and targets for 2023, in their Board reports – where further analysis will inform next steps for student achievement and staff professional development as identified.

Staff professional development within Faculties will continue to be linked to student achievement data and targeted to improve student outcomes. This data will also form the basis of staff goal setting and professional growth for 2023.

## The Arts

With a philosophy that encourages girls to celebrate imagination and creativity, Woodford House offers a full and stimulating arts programme. It is a vibrant and popular aspect of school life. A Director of Performing Arts oversees this important school connection. Our campus is often alive with the sounds of choirs singing, actors rehearsing and ensembles playing. Likewise, the work of our designers, photographers and artists of tomorrow enrich our environment.

In 2023, the biennial joint musical production with Lindisfarne College is *The Addams Family*, postponed until early Term 2 due to Cyclone Gabrielle. The school continues to have success in extracurricular events in which we enter and we endeavour to always achieve a very high standard.



We have attained considerable success in the HB Chamber Music Groups, the New Zealand Speech Board examinations and the Trinity College of Music practical instrumental examinations. Our students have become Associates of the New Zealand Speech Board in Public Speaking and Communication.

The Dame Kate Harcourt Performing Arts Centre, our purpose-built facility for music and drama classes, continues to provide innovative teaching and learning spaces for staff and students.

## Sport

In sport, we offer students opportunities not only to participate but to thrive and specialise if they wish. Our aim is for girls to appreciate physical activity and to reap the rewards of competition. The Boards are committed to ensuring the provision of best practice in girls' physical education and the promotion of student and staff wellbeing.

The Sports Academy has continued to develop strategic and robust systems for leadership and elite athlete development. Our senior Academy members undertake sport specific strength and conditioning at the Institute and we have developed a tiered pathway for our junior athlete development. This starts with physical literacy and fundamental movement patterns and ultimately leads to graduation into the full strength and conditioning programme when ready. Our offsite workshops for the Academy each term focus on aspects of sport that the girls may not have been exposed to, such as, individual performance planning, nutrition, sport psychology, sport business management and guest speakers. We also focus on leadership and character development. We have had a number of regional, national and international representatives graduate from this programme and continue to evolve with our diverse and ever-changing athlete base.

Woodford House teams have seen success over recent seasons and excel in local and regional sporting codes. Woodford House is also represented well at a number of national sporting tournaments across a myriad of sports. Unfortunately, 2022 was still a much-disrupted year with COVID restrictions continuing, resulting in cancellation of a number of sporting events. Despite this, we were still able to celebrate all of our Woodford House successes at our annual Sports Awards Breakfast.

Parents and teachers, as well as sports professionals, have a valued role to play in coaching and managing our teams. Identifying and implementing coach development opportunities has been important for Woodford House, as well as making sure that senior girls also have the opportunity to develop leadership skills as coaches and officiators.

## Digital and Information Technology

ICT is a fundamental part of the way we work at Woodford House. We develop and maintain state of the art computer and network systems, connecting us around our School, and to the world. Our staff are committed to a programme of ensuring that all the students are responsible and positive digital citizens.

In addition to the hard-wired network, is a campus wide wireless network that ensures students can learn 'anywhere, anytime.' All classrooms are wireless and we have replaced our digital projectors and interactive whiteboards as required with smart screens. BYOD was made compulsory in 2014. Our 2023 system currently supports 24 different types of devices.

The hard-wired network still underpins the ICT infrastructure in the school; most computer suites have been decommissioned and are now utilised for more flexible learning spaces for junior and senior classes. There are hard-wired creation PC's in the Design Room, English and Intermediate Faculties, the Library and Boarding Houses. Staff at Woodford House are part of the TELA Laptop scheme and have remote access to the school network. The Board of Trustees has also provided curriculum areas with iPads to complement ICT development.

The School's Learning Management System (LMS) is Schoology, a second generation LMS that allows for interactive and accessible learning and communication. The School continues to personalise its system as a responsive teaching and learning platform at Woodford House. The Conferencing function on Schoology proved invaluable during school closures and Distance Learning as required during COVID-19 lockdowns.

We continue our use of KAMAR as our School Management System (SMS) and Assay3 enables SLT, Deans and Heads of Faculty to more effectively analyse student achievement and attendance data.

The Boards proactively support innovative professional development initiatives. A culture of ongoing professional learning pervades staff professional development and the sharing of action research is systematically supported and encouraged. Our Learning Vision group aims to ensure that new and existing staff continue to incorporate innovative, effective and rigorous digital activities into their teaching. The two key staff members in that group are our E-Learning Leader and Digital Technologies Leader who work closely together and in conjunction with our Deputy Principals.

Over the past three years, a priority has been the implementation of the Digital Technologies Curriculum. Heads of Faculty are continuing to work with our Digital Technologies Leader, tracking teaching and assessment of computational thinking & designing and developing digital outcomes. Last year we reviewed the delivery of these strands and identified areas for further improvement.

Our Strategic ICT plan is focused on moving to cloud based storage solutions with using One Drive and Microsoft Teams rather than relying on site based servers. This was particularly timely over the Covid-19 lockdowns and restrictions, enabling much better remote access for hybrid learning and the livestreaming and recording of lessons.

We are in a fortunate position to offer a broad range of digital examination opportunities both for those sitting NCEA standards and also for our junior students sitting in-school examinations. Student feedback and results continue to be very positive and it is clear that digital examinations are becoming the normal mode of assessment.

We also continue to offer strong support for students with diverse learning needs to ensure they are able to confidently utilise assistive technology tools. We deliver age appropriate sessions to students in Years 7-10 on digital safety and responsibilities and used the Netsafe Self Review Tool to update our BOT Cybersafety Policies and Procedures. We use a robust firewall, a range of different year level access arrangements and Linewize to ensure we meet our duty of care within both the day and boarding schools.

## Strategic Plan

Our current Strategic Plan outlines the visionary goals that will guide us until the end of 2023.

A Strategic Plan Review is one of the items on our 2023 Strategic Evaluation Cycle. Discussions with the Combined Boards, Parents' Association, Old Girls' Association, teaching staff, students and the wider Woodford House community will be part of the review process; the information received will be used when forming any new goals and action plans. Please see the Strategic Plan 2020-2023.

The Campus Master Plan will continue to be a key focus for 2023 with works continuing on site. Please see the Building Projects section within Charter document.

## Boarding

Through our boarding options, we have a range of students from a variety of geographic locations who bring diversity to our school whānau. This adds richness to our learning community and influences student outcomes.

Each of the boarding houses/wings has an experienced Boarding Supervisor and older girls help younger students within a pastoral care system. The structure of boarding life promotes effective study routines and full participation in school activities is encouraged. House staff supervise prep at all year levels and activities are offered for full boarders on weekends. The Boarding model is progressive and proactive reflecting greater flexibility and recognition of changing family lifestyles.

We have six modern boarding areas:

**Holland House** (apartments) Year 13 students

**Morea House**

**Nelson House**

**Richards House**

**Woodford Wing**

**Mabel Wing** Year 7 & 8 students

## Building Projects

Considerable progress was made in 2022 on the 10 Year Masterplan originally approved by the Woodford House Trust Board in 2020.

The goal remains to modernise teaching and learning spaces, create world leading boarding spaces, more efficient spaces for support staff (Administration, Communications, Global Education, Boarding and the Senior Leadership Team) to work in and improved access around the school grounds.

Building work on a Woodford Wing commenced in Term 3, 2021. This space, which used to be the Health Centre and an empty shell above the dining room, became new, modern boarding facilities for our Intermediate students and was completed early in 2022. This is called the Mabel Wing.

Upgrades to the main Woodford boarding area commenced 2022 and include a new entrance, lift installation and a set of purpose built stairs. There are also new bathrooms now housed in this area. Downstairs the rear of administration is being modified to house our Uniform Shop.

Scott Wing has been refurbished and the Morea kitchen and staff bathroom upgraded.

The Swimming Pool Changing Rooms upgrade commenced in 2022 and is due for completion during Term 2, 2023.

Demolition within our Science Block commenced at the end of the school year in 2022, with major renovations occurring throughout 2023 in this space.

## Communication and Marketing Initiatives

The School has a strategic Communications and Marketing Plan that supports student recruitment and retention objectives and aligns with the Woodford House Strategic Priorities.

The Communications and Marketing team continues to enhance the School's reputation and lead development initiatives and activities and supports the celebration of student achievement.

The focus for the 2023 year is to continue to build on our pre-enrolment initiatives, defining and strengthening our brand position and continuing to utilise our communication mediums to their maximum value.

We continue to evolve our digital presence and ensure our marketing presence is well reflected and targeted through a variety of online channels.

## Recognising Cultural Diversity

Woodford House students come from rural, urban and large city sectors, and the majority on our roll are New Zealand/European girls. Of the NZ domestic students, 12% identify as either 1<sup>st</sup> or 2<sup>nd</sup> ethnicity Māori. We currently have 13 international students.

Recognition of students' backgrounds is an important aspect of preparing them to cope with life and study beyond our gates. Woodford House reflects our extensive cultural diversity and the unique position of Māori within the School in several ways;

- Tikanga Māori and te reo Māori integrated into the Year 7- 10 programme and other curriculum areas as appropriate.
- Study of the Treaty of Waitangi is part of the Social Sciences programme in Years 9 and 10. New Zealand History is studied in Senior History.
- Te Reo Māori is offered and taught up to Level 1.
- Level 2 and 3 Te Reo Māori is offered if there is sufficient student interest.
- The School actively seeks out expertise in the community to enhance the delivery of Te Reo Māori and Tikanga Māori, specifically seeking to build stronger relationships with the Matahiwi marae.
- Regular annual Hui with whanau to determine community aspirations for Māori student achievement.
- Student cultural group who present in assemblies and organise activities for students.
- Growing support of the Kapa Haka group, with outside provider being utilised to lead this area for weekly practice during term time.
- Annual Powhiri / Mihi Whakatau held engaging community support, to welcome new staff and students.
- Use of waiata and karakia in Chapel services and assemblies have been further developed with a broader range of waiata learnt by the school for use on formal occasions.
- Waiata inclusion into whole school House Music competition.
- Bilingual signage throughout the School.

The Board of Trustees will take all reasonable steps to provide instruction in te reo Māori and Tikanga Māori using appropriate procedures aligned with our Teaching and Learning, and Timetable Policies.

Our international students are an integral part of our Woodford House community.

We have 13 students this year with diversity as follows: Germany (1), China (7), Thailand (3), South Korea (1) and Japan (1).

We are actively on recruitment drives to increase our international student numbers, after the border restrictions the past few years due to Covid-19, and hope to increase students next year to return to our prior to Covid-19 international student numbers.

- . They are supported by the following:
- Director of Global Education
  - English Language Learning (ELL) teaching and learning programme
  - Supportive pastoral care / homestay coordination
  - Integration into the four cornerstones of school life
  - Twice-yearly reports to the Boards on pastoral issues, academic achievement and integration.
  - Clear strategic International plan evidenced underpinned by research and best practice in education.

## Success for All

At Woodford House, we are continually monitoring and adapting our programmes to achieve a fully inclusive education system that reflects the individual needs of all our learners. The role of the Diverse Learners' Coordinator enhances our programmes and ensures a comprehensive approach to students' needs, and informative communication with parents and caregivers. Our staff focuses on inclusive practices through reflection of professional learning and development opportunities, discussion on improving our practices, shared evidence and programmes for learning, and improving special education systems and support. Through these practices, the staff focuses on the individual learning needs of all our students to allow them to strive for personal excellence in all aspects of their learning journey.

We welcome and support students from diverse cultures, ethnicities, social backgrounds and sexual orientation.

Our progressive and innovative educational initiative known as our "Shine Strengths Programme" was launched in 2020 and continues to be well-focused on within our School.

The Senior Leadership Team operating structure consists of the Principal and three Deputy Principals. Due to staff resignations and career progressions, we currently have two Deputy Principal positions available and are in the recruitment phase. In the meantime, we have two staff members with great capability fulfilling these roles.

We will continue to reflect a holistic philosophy, enabling and supporting girls to achieve the highest possible educational outcomes. Pastoral, academic, spiritual and cultural dimensions are integrated and influence key decision-making.

## National Education Priorities

National Educational Priorities	How these will be met at Woodford House	
	Current Situation	Future Focus
<p><b>Success for all</b></p> <p>All Year 7 to 13 students will be given opportunities to gain the knowledge, skills, attitudes and values as expressed in the New Zealand Curriculum (NZC).</p>	<ul style="list-style-type: none"> <li>• Each student is at the centre. Achievement of each student is celebrated</li> <li>• Our NZ Curriculum underpins all aspects of the Strategic Plan and will guides our planning</li> <li>• Woodford House is a Special Character School and our philosophy underpins the four cornerstones</li> <li>• Further develop and utilise systemic structures to support and enable curriculum integration and interdisciplinary teaching and learning</li> <li>• Best practice in collaborative teaching and learning is shared and promoted e.g. Intermediate Faculty</li> <li>• Modification of feedback grades to support monitoring of Key Competencies</li> <li>• Diverse Learners' Co-ordinator (DLC) tracks students with special learning needs to ensure IEPs are relevant and appropriate</li> <li>• Appropriately resource all learning areas to ensure the needs of our diverse learners are met and exceeded where possible</li> <li>• Self-directed learning and flipped and blended classroom teaching are supported by further Schoology updates</li> <li>• Ongoing resourcing and upgrade of systems and processes evidenced e.g. Oran / Family Zone, KAMAR, Microsoft Teams</li> </ul>	<ul style="list-style-type: none"> <li>• We proudly celebrate and acknowledge success across our four cornerstones and "Shine Brighter" underpins our philosophy and promotion of success</li> <li>• Our NZ Curriculum is aligned with our Strategic Plan</li> <li>• Our status as a Special Character School is at the forefront of our thinking and can be evidenced in our planning and documents</li> <li>• Clear evidence of the NZ Curriculum in strategic planning documents</li> <li>• Key competencies are embedded in lesson planning - evident, and shared with students as part of their learning process</li> <li>• Systemic structures support e.g. reporting, formative assessment, professional development, inquiry, etc. are evident and actively supporting greater interdisciplinary teaching and learning</li> <li>• Collaborative learning is evidenced</li> <li>• Utilise skills of Intermediate Faculty staff to share models of best practice in interdisciplinary studies</li> <li>• Focus and promote formative feedback and formative assessment models</li> <li>• Additional resourcing for the role of the Diverse Learners' Coordinator results in improved student achievement outcomes</li> <li>• The Head of Faculty structure continues to provide greater efficiencies. Meetings are more systemic and strategic.</li> <li>• Further refinement of our awards and recognition systems. Aim to further refine a best practice model for model for rewarding excellence across all cornerstones.</li> <li>• Consideration of software for best practice in classroom to ensure optimum learning</li> <li>• Further initiatives supporting pastoral care are evidenced e.g. Big Sister</li> </ul>



	<ul style="list-style-type: none"> <li>• Learning Management System (LMS) 'Schoolology' continues to enhance self-directed learning and supports flipped classroom and blended classroom practices</li> <li>• Hardware in classrooms replaced and upgraded to ensure best digital teaching and learning experiences for students and teachers</li> <li>• Evidence based change management processes continue across Boarding/Day School to further integrate new models of pastoral care and academic delivery</li> </ul> <p>Year Level Meetings, SHINE Strengths programme and other opportunities are utilised to deliver a range of additional teaching and learning opportunities, focusing on health, careers, transition and other key topics.</p> <p>Staff Professional Growth cycle is trialed and implemented into our teaching practice; this may include a cycle of inquiry that is data driven, evidence based and focused on outcomes.</p> <p>Professional Learning Group (PLG) time is allocated for whole staff learning.</p> <p>Continue to complete robust and independent Strategic External Reviews in alignment with the published schedule, full reports shared with the Board of Trustees and Board of Proprietors as relevant.</p> <p>Successful implementation of new Full Boarder/Weekly Boarder structure completed. Chapel services extend and develop students understanding of a learner centred world view.</p>	<p>Programme, Woodford House Orientation Week</p> <ul style="list-style-type: none"> <li>• Shine Brighter – we are continuing to promote and incorporate personal achievement for all staff and students</li> <li>• Technology is used strategically to promote learning and move students towards deep learning. Technology is activated as a tool to serve learning</li> </ul> <p>These additional teaching and learning experiences are constantly reviewed and refined to ensure they best meet the needs of the current cohorts</p> <p>Staff Professional Growth cycle is embedded into our teaching practice which is data driven, evidence based and focused on outcomes.</p> <p>Staff Professional Development programme is responsive to identified needs – for staff development and professional growth purposes – closing the gap between intent and implementation by introducing strategy goals and pedagogical approaches. Strategic focus on quality analysis of learning achievement data – e.g. formative, summative, diagnostic and evaluative.</p> <p>New Zealand Curriculum underpins curriculum and professional development decisions.</p> <p>Planned External Reviews are conducted, shared and analysed according to the published schedule.</p> <p>Full Boarder/Weekly Boarder structure is reviewed annually, staff and student voice formally collected and collated.</p>
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National Educational Priorities	How these will be met at Woodford House	
	Current Situation	Future Focus
<p><b>Better use of student achievement information.</b></p> <p>Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities.</p>	<ul style="list-style-type: none"> <li>• Inquiry model may be adopted as part of teaching practice – linked to assessment and reflective practices of staff, linked to the staff appraisal tool – Professional Growth Cycle</li> <li>• Comprehensive assessment data is gathered on our students to inform future teaching (next steps) and learning programme priorities</li> <li>• Review of student learning programmes, in particular Year 10 programme pedagogies, to support decision making for future timetable</li> <li>• Professional Learning Groups continue to focus on innovation and curricular integration</li> <li>• Assist staff to design appropriate learning programmes for students. Faculty reviews including qualitative and quantitative student achievement data is tracked and analysed</li> <li>• Continued use of KAMAR, tracking, monitoring and analysis of results</li> <li>• Use of pastoral programme analysis to support decision making aligned with learning programme, e.g., time analysis and co-curricular activities as support to learning programmes</li> <li>• Qualitative and quantitative student achievement data continues to be collected, shared and evaluated</li> <li>• New data analysis tool <i>On Your Marks and Assay3</i> underpins NCEA analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Formative practices will be evident in teaching</li> <li>• Professional Growth Cycle is implemented</li> <li>• Professional Learning Group focus directed to needs identified by our learning community</li> <li>• Head of Faculties will monitor teacher use of data, eg Board Reports</li> <li>• New student achievement data is available on KAMAR and Assay3 at the beginning of the academic year to form a starting point for individual student learning within a class. Where possible, individualised programmes are created from the data available for each student</li> <li>• Standardised testing data (e.g. PAT, e-asTTle) is used to inform next steps for student achievement and to show value added</li> <li>• Teachers are encouraged and supported to use formative practices to help make students aware of their own learning process (e.g. share criteria, encourage different types of questioning – see Formative Assessment help sheets). Teachers to differentiate by task, content and or outcome for individual students based on data gathered</li> <li>• Evidence shows that individual pathways and learning programmes are not solely dictated by the year level that the student is in but, instead, by the achievement level of the student</li> <li>• Timely and effective assessment of practices evidenced to ensure optimum learning experiences</li> <li>• Further maximise the management of student achievement and pastoral data through KAMAR and Assay3</li> </ul>

National Educational Priorities	How these will be met at Woodford House	
	Current Situation	Future Focus
<p><b>Improving outcomes for students at risk</b></p> <p>Schools will improve outcomes from students who are not achieving, or at risk of not achieving, or have special learning needs.</p>	<ul style="list-style-type: none"> <li>• Ensure all students are well supported to achieve and exceed their learning goals through generous resourcing and staff time e.g. additional tutorials, scholarship and extension tutoring, holiday and evening programmes</li> <li>• Regular meetings scheduled for diverse students with Deputy Principals and Diverse Learners' Coordinator to identify and adapt any learning challenges or needs</li> <li>• Closely Monitor subject selection for diverse learners and adjust and facilitate programmes as required</li> <li>• Maintain ongoing development with a focus on identifying students and groups of students who are: <ul style="list-style-type: none"> <li>- not achieving as expected</li> <li>- at risk of not achieving</li> <li>- have special needs or abilities (accelerate or remedial)</li> </ul> </li> <li>• Provide appropriate support and robust programmes to cater for these students. Courses are adjusted i.e.: Standards removed or replaced, increased capacity and flexibility for personalised learning pathway, timely and appropriate assessment opportunities</li> <li>• Classes do not exceed 24 students</li> <li>• Ongoing monitoring during the year to track progression and provide timely and appropriate reports to parents</li> <li>• Intervention use of Resource Teacher: Learning and Behaviour (RTL) and RT LIT services</li> <li>• Ensure assessment is integrated into the teaching programme and is used to identify next steps and appropriate, personalised learning sequences for each students</li> <li>• Role of the Homeroom Mentor is continually developed to lead the pastoral support and ensure learning is consistent and appropriate. This</li> </ul>	<ul style="list-style-type: none"> <li>• Support staff and girls to continue this excellent model of supported learning</li> <li>• Utilise best practice and software tools to better identify and offer timely support to students at risk</li> <li>• Continue to maintain and strengthen the focus on identifying students and groups of students who are: <ul style="list-style-type: none"> <li>- not achieving as expected</li> <li>- at risk of not achieving</li> <li>- have special needs or abilities (accelerate or remedial).</li> </ul> </li> <li>• Support for this quality Homeroom time is evidenced through the timetable and small homeroom sizes to offer optimum 'family' atmosphere</li> <li>• Small home room size prioritised to ensure optimum pastoral and academic outcomes for all students</li> <li>• Year level meetings will be scheduled fortnightly to ensure key messages are delivered in an age appropriate manner to all students</li> <li>• Develop a course selection process for our senior students that provides closer monitoring and ensures better continuity during the girls' senior years</li> <li>• Successful development of Professional Learning Group programme for all pastoral care staff with a particular focus on Boarding, Health Centre Staff and Deans</li> <li>• Clear evidence of active practice re all policies and procedures pertaining to the wellbeing, health and safety of all staff and students</li> <li>• Strategic focus on promoting and maintaining stronger links between boarding and day school evidenced through</li> </ul>

	<p>has included planning to find more time in the Homeroom and greater communication with home and school, linked through Homeroom Mentor</p> <ul style="list-style-type: none"> <li>• Continued development of Professional Learning Group programme for boarding staff so they can support students learning goals</li> <li>• Ongoing professional development of boarding staff via the Director of Boarding</li> <li>• Creative use of support mechanisms, i.e., LIT Class (Literacy support class in Year 9 and 10), Maths support teaching assistant, teacher aides and reader/writer support assistants</li> <li>• Implementation of Assistive Technology Apps for students where necessary. (Voice to Text, Read Aloud programmes, Grammarly, etc.)</li> <li>• The role of the Homeroom Mentor is developed and resourced as a leader of both student pastoral and academic support to ensure student learning is consistent and appropriate</li> <li>• Home/ school communication is prioritised for student wellbeing</li> <li>• Attendance at international and national boarding conference when relevant to strategic priorities</li> <li>• Continue to resource additional key staff e.g. School Nurse, School Counsellor, School Chaplain to support girls and staff across boarding and day school</li> </ul>	<p>Woodford House Wellbeing Initiative, Peer Support programme for all juniors, Big Sister programme etc</p> <ul style="list-style-type: none"> <li>• Student and staff wellbeing is a key strategic focus eg resourcing is allocated. Specialist providers deliver programmes and achieve optimal wellbeing outcomes eg School Counsellor, School Nurse, School Chaplain, and our three Deputy Principals.</li> </ul>
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National Educational Priorities	How these will be met at Woodford House	
	Current Situation	Future Focus
<p><b>Improving Numeracy and Literacy</b></p> <p><b>Improving Outcomes for Gifted and Talented students</b></p> <p><b>Improving Māori outcomes</b></p> <p>Schools will work with Māori communities to plan, set targets and achieve better outcomes for Māori students.</p>	<ul style="list-style-type: none"> <li>• Further development of numeracy programmes in Years 7 to 10 through developed use of e-asTTle and other assessment tools</li> <li>• Ongoing support for diverse groups and their identified learning needs</li> <li>• Fulltime specialist maths teaching assistant to assist support in class with numeracy and maths confidence in Years 7 to 13</li> <li>• The School will provide an appropriate range of opportunities for its gifted and talented students and make provision for these students in the curriculum programmes. Extension programmes to be delivered</li> <li>• Scholarship programme and the Scholarship Programme reviewed and developed further. Scholarship remains a priority</li> <li>• Student achievement goals are aspirational</li> <li>• Maintain ongoing monitoring of achievement and celebration of success for Māori students in each Faculty</li> <li>• Whanau hui used as a formal forum for support, discussion and feedback</li> <li>• Ruia partnership commitment made by whanau and school</li> <li>• Continue to offer te reo Māori as part of languages in Years 9-10 and continue to build through to NCEA</li> <li>• Genuine inclusion of te reo Māori, Tikanga and hymns continually added and embedded</li> <li>• Ka Hikitia strategies continue to be part of staff PLG and integrated into pastoral team philosophy</li> <li>• Continue to build stronger relationships with local iwi to provide rich, relevant and real learning experiences.</li> <li>• Continue to support existing pathways eg Kapa Haka, Big sister relationships, new student and staff induction, initiatives eg Korowai, Manu Korero Speech Competition, leaving a legacy, Anglican Tri School initiative</li> <li>• Acknowledgement that Māori/ Pasifika are of both 1st and 2<sup>nd</sup> ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of programmes in use across the school</li> <li>• Diverse groups will receive adequate support evidenced</li> <li>• A range of provision for gifted and talented will be evidenced through extension programmes</li> <li>• Data informed learning and teaching will be evident</li> <li>• Goals and targets for learning beyond expected levels based on knowledge of how we learn</li> <li>• Opportunities for Scholarship students will be evident throughout the school</li> <li>• Acceleration and extension opportunities will be available</li> <li>• Māori student success and achievement will be celebrated in whole school context.</li> <li>• Māori students identified by the staff - as 1<sup>st</sup> and 2<sup>nd</sup> ethnicity</li> <li>• Maintain, monitor and celebrate achievement of Māori students across all four cornerstones</li> <li>• Whanau Hui offered annually for discussion, relationship building and feedback</li> <li>• Te reo Māori evident as a curriculum choice in Years 7 to 10</li> <li>• Curriculum support will be sought for girls needing assistance with Te reo Māori in Years 11-13</li> <li>• Hymns and Tikanga will be evident in assemblies, chapel, prize giving.</li> <li>• Ka Hikitia strategies evident in PD and pastoral team</li> <li>• Māori students are meeting and/or exceeding all Woodford House student achievement targets</li> <li>• Home and family communication is evident</li> <li>• A strong culture of respect and support of others is evident</li> <li>• Our Māori students continue to meet and exceed their academic goals in 2023</li> <li>• Our Māori students are strategically supported to meet and exceed their school wide goals in 2023</li> </ul>

National Educational Priorities	How these will be met at Woodford House	
	Current Situation	Future Focus
<p><b>A Safe Learning Environment</b></p> <p><b>Providing career guidance</b></p> <p>Schools will provide career education guidance in Year 7 and above.</p>	<ul style="list-style-type: none"> <li>• On-going opportunity for staff to train in Restorative Practices</li> <li>• Servant leadership model further embedded in leadership programme in Years 12 and 13</li> <li>• Formal review of programmes and placement</li> <li>• Development of Homeroom Mentor role as 'significant' adult' who coordinates day and boarding school and ensures pastoral and academic links are strong and consistent</li> <li>• Continue to develop positive communication with parents/caregivers</li> <li>• Strengthen the process of subject selection and consequently timetable process</li> <li>• Continued support for careers department administration. Software tools explored</li> <li>• Secondary Tertiary Alignment Resource (STAR) programmes further developed and widely communicated to give senior girls practical opportunities to explore career options</li> <li>• Gateway programme developed within the school philosophy and criteria communicated effectively to support student career advice</li> <li>• Opportunities on the Trades Academy programme continue to be offered</li> <li>• Integration of the Shine Strengths Programme to align with senior careers goals</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are trained in restorative practice and Restorative Practice becomes part of a wider Pastoral care 'toolbox'</li> <li>• Evidence of Servant leadership model within leadership programme in Years 12 and 13</li> <li>• Chapel supports and promotes servant leadership opportunities</li> <li>• Formal review of programmes and placement scheduled and completed as appropriate</li> <li>• Homeroom Mentor brief supports student achievement and student wellbeing</li> <li>• Evidence of positive communication between school and home</li> <li>• Review of the current model is ongoing</li> <li>• Students have time available for careers interview and presentations</li> <li>• Recommendations from the external review of all Careers Education informs future direction and resourcing</li> <li>• STAR presentations to staff and school are evident</li> <li>• Overview of STAR and Pathways programmes and personalised yearlong support and mentoring from TIC and Careers leader evident.</li> <li>• A full pathways programme will be offered to Year 11 students</li> <li>• STAR, Gateway and Trades Academy programmes are offered, further developed, monitored and well-supported</li> </ul>

<p><b>Reporting</b></p> <p>Schools will report to students and their parents on the achievement of individual students and to the School's community on the achievement of the students as a whole.</p>	<ul style="list-style-type: none"> <li>• The New Zealand Curriculum continues to be incorporated into reports and communication with parents</li> <li>• Learning Portfolios in Year 7 &amp; 8 are a culmination of the year's work, including assessments indicating progress and next steps</li> <li>• Online digital options available for all pastoral and academic meetings and interviews so that all can access</li> <li>• Deans' roles have been reviewed and refined with additional hours allocated, to help ensure they are able to continue to provide the best levels of support to students in their domain</li> <li>• Community is informed of student achievement through Facebook, website, Tempus (school newsletter) and Week Ahead (weekly online communication)</li> <li>• A new parents' information session, hui and publications were shared widely</li> <li>• Key school events are livestreamed to ensure all are able to access</li> </ul>	<ul style="list-style-type: none"> <li>• Reports and communication with parents will reflect language of the New Zealand curriculum</li> <li>• Information on next steps for student learning is indicated in learning portfolios</li> <li>• Intermediate Faculty will report against appropriate learning and achievement criteria</li> <li>• Data on students in houses is collated by Deans - and communicated to wider staff where appropriate</li> <li>• Continue to celebrate and promote student success and achievement through various communication publications and digital mediums</li> <li>• Boarding families and those unable to physically attend events are able to access information and experiences via livestream</li> </ul>
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## 2023 Analysis of Variance for 2022 Targets

<b>Focus: Raising Student Achievement</b>			
<b>Strategic Priority: Love of Learning</b>			
<b>Annual Aim: To continue to strive for excellence in NCEA results, maintaining top national results:</b>			
<b>2022 Target 1: Strategic Priority: Love of Learning</b>			
To continue to strive for excellence in NCEA results, maintaining top national results: <i>100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.</i>  <i>90% of Year 13 students gaining University Entrance.</i>  <i>80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</i> <i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i> <i>60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i>  <i>Gain 22 scholarship passes.</i>			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?) Staff Responsibility?</b>
Student progress was continually tracked throughout the year through Pastoral meetings, Deans' meetings and by the Diverse Learners' Coordinator.	<b>2022 Target</b> <i>100% of each year level gaining the appropriate Level 1 – 3</i> <i>90% of Year 13 students gaining University Entrance.</i> <b>2022 Result</b> <b>Target exceeded</b> 100% each Level 1, 2, 3. 96% University Entrance	Students who were identified as being in danger of not gaining their expected level of achievement were given further opportunities to achieve through STAR courses and extra subject standards.	Deans and the Diverse Learners' Coordinator will continue to work with class teachers and HOFs for individual and small group success.  With an increased school roll, it will be imperative that

<p>The Level 2 and 3 Pathways courses were offered on a dedicated option line so those students got structured and formalised teacher support.</p> <p>A Level 1 Pathways course was introduced. This course helped students gain Level 1 literacy and numeracy credits and also provided support for their other subjects.</p> <p>New Year 11 students to Woodford House were carefully tracked and offered extra credits through the STAR program to ensure they gained enough credits to get Level 1.</p> <p>The new academic awards system was beneficial</p>	<p><b>2022 Target</b> <i>80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</i></p> <p><b>2022 Result</b> <b>Target exceeded</b> 47% merit, 45% excellence – 92% endorsed</p> <p><b>2022 Target</b> <i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i></p> <p><b>2022 Result</b> <b>Target exceeded</b> 30% merit, 58% excellence – total 88% endorsed</p> <p><b>2022 Target</b> <i>60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i></p> <p><b>2022 Result</b> <b>Target exceeded</b> 30% merit, 41% excellence – total 71% endorsed</p> <p><b>2022 Target</b> <i>Gain 22 scholarship passes.</i></p> <p><b>2022 Result</b> <b>Target not met</b> 19 Scholarship passes</p> <table data-bbox="472 1098 1010 1406"> <tr><td>Accounting</td><td>1</td></tr> <tr><td>Biology</td><td>1</td></tr> <tr><td>Classics</td><td>2</td></tr> <tr><td>DVC</td><td>1</td></tr> <tr><td>English</td><td>6 (1 outstanding)</td></tr> <tr><td>Health &amp; PE</td><td>3</td></tr> <tr><td>History</td><td>2</td></tr> <tr><td>Media English</td><td>1</td></tr> </table>	Accounting	1	Biology	1	Classics	2	DVC	1	English	6 (1 outstanding)	Health & PE	3	History	2	Media English	1	<p>These students were also closely monitored and supported by the Diverse Learners' Coordinator and their subject teachers.</p> <p>During Covid restrictions, staff provided excellent online learning which students responded well to. This meant there was very little lost teaching time and so there were only a few courses that had to reduce the number of standards they offered.</p> <p>The wellbeing of students was closely monitored during Covid restrictions which helped them maintain their academic focus.</p> <p>Every effort was made to provide the students the courses they wanted so that it best suited their academic strengths.</p>	<p>students are checked through both academic and pastoral systems to identify any outliers. Extra support will continue to be given to students at risk.</p> <p>2023 will continue with the 2-2-1 school day system, which was trialed in 2021 and continued in 2022. The rationale behind this was that it would improve the academic engagement of the students. Targeted tutoring will continue to be offered in Term 4.</p> <p>The pre-scholarship program will continue to be developed, with outside tutors again being used.</p> <p>Students in Years 11 and 12 will continue to be given the opportunity to prepare for and sit scholarship examinations.</p> <p>Dedicated scholarship teaching/tutorials will continue.</p>
Accounting	1																		
Biology	1																		
Classics	2																		
DVC	1																		
English	6 (1 outstanding)																		
Health & PE	3																		
History	2																		
Media English	1																		

<p>A targeted tutoring program across many subject areas was offered in Term 4 to prepare students for the external examinations.</p>	<table> <tr> <td>Religious Studies</td> <td>1</td> </tr> <tr> <td>Statistics</td> <td>1</td> </tr> <tr> <td><b>Total</b></td> <td><b>19</b></td> </tr> </table>	Religious Studies	1	Statistics	1	<b>Total</b>	<b>19</b>	<p>Students in the senior school continued to be given the opportunity to take courses at a higher level of study.</p> <p>Teaching staff devoted a lot of time in Term 4 to preparing the students for the external examinations. For some courses, outside tutors were used.</p> <p>A number of Year 12 students sat scholarship subjects. Two of these students were successful in gaining scholarship passes.</p>	<p>Scholarship Professional Development for staff will remain a focus.</p>
Religious Studies	1								
Statistics	1								
<b>Total</b>	<b>19</b>								

**Focus: Raising Student Achievement**

**Strategic Priorities: Love of Learning and Respectful Relationships**

**2022 Target 2:**

To equip and support our Māori students to set academic goals of personal excellence. **Target Met.**

*100% Woodford House Māori students achieving at Woodford House pass rate or better for NCEA.*

**Māori Student Achievement**

**2022: 100% at Years 11, 12 and 13**

Yr 13 75% University Entrance

37.5% Level 3 E endorsed, 12.5% Level 3 M endorsed

Yr 12 66.7% Level 2 E endorsed, 11.1% Level 2 M endorsed

Yr 11 33.3% Level 1 E endorsed, 66.7% Level 1 M endorsed

Historical:

2021: 100% at Years 11, 12 and 13

Yr 13 100% UE, 42.9% endorsements (7)

Yr 12 57.2% M/E endorsed (7) 3x Strong Ex  
endorsed at L1 and 2, 1xM

Yr 11 87.5% M/E endorsed (8) 3 x Ex, 40M

2020: 100% at Years 11, 12 and 13

Year 13 100% UE 83% M/E endorsements (6)

Year 12 87.5% M/E endorsed (8)

Year 11 57.2% M/E endorsed (7)

2019: 100% at Years 11, 12 and 13. Strong M+ endorsements across each year level.

2018: 100% at Years 11 and 12. 80% at Year 13 (1 health issue.)

2017: 100% at Years 11, 12 and 13.

### **NZQA Scholarships won by Māori students**

3 in 2022

0 in 2021

2 in 2020

0 in 2019

1 in 2017

1 in 2018

### **Tertiary Scholarships won in 2022**

Victoria University Wellington – Tangiwai Scholarship \$10,000

Otago University – Maori Entrance Scholarship x 2 @ \$14,000 each

Otago University – Leaders of Tomorrow Scholarship \$6,000

Canterbury University – Hiranga Scholarship x 2 @ \$5,000 each

Canterbury University – Horomata Scholarship \$6,000

Canterbury University - Takere Scholarship \$1,000

Total \$61,000

### **Tertiary Scholarships won in 2021**

AUT Welcome to Auckland Scholarship \$17,000

C Alma Baker Trust Scholarship \$2,500

Total \$19,500

## **Future Pathways Yr 13**

### **2022**

6 of 8 students gained University Entrance

5 of 8 students to tertiary study:

B Com

B ComA

Bio Chem

B Arts

BA LLB

### 2021

5 out of 6 students to tertiary study:

BVetSci

BCom x

B Communications

BA LLB

## **Breakdown of students who identify as Māori at Woodford House (1st and 2nd ethnicities) plus historical comparison numbers**

### **43 Māori students enrolled in 2022.**

2021 46

2020 45

2019 49

2018 51

2017 53

2016 44

2015 29

**Curriculum 2022:**

Te Reo Māori subject and rolls. Part time teacher of Māori 13 hours per week.  
 Y7 and 8 in trimesters. 2 hours per week. All girls take Māori.  
 Y9 20 students  
 Y10 9 students full year course / 8 students ½ year course  
 Year 11 3 students in dedicated Level 1 class  
 Year 12 1 student studied Level 3 Te Reo Maori through Te Kura  
 Year 13 -

**Woodford House reflects our extensive cultural diversity and the unique position of Māori within the School.  
 We aim to support and foster Māori succeeding as Māori.**

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?) Staff Responsibility?</b>
<p><b>Academic</b></p> <p>Enact Board of Trustee goals for 100% pass rate or better for Māori and support setting and meeting academic goals of personal excellence.</p> <p><b>High expectations articulated to each Maori student</b> by the Dean or course advisor, teacher and mentor.</p> <p><b>Focus on teaching and learning</b></p> <p>i.e. <b>Staff Professional Development.</b> Te Reo Teacher worked with staff on kupu-vocab and pronunciation.</p>	<p>Again, NCEA L1-3 was gained with 100% for all WH students in 2022.</p> <p>Offered a dedicated Level 1 class for the first time in many years.</p> <p>Senior Internal assessments handled particularly well.</p> <p>Dedicated teacher appointed for junior te reo Māori. Course consolidated.</p> <p>Positive adoption of national curriculum shifts.</p>	<p>Student need and Staff availability.</p> <p>Focused on te reo and classroom tikanga rather than Special Character ties.</p>	<p>Board of Trustees to continue to support the additional goal with staff professional development, resourcing for students and staff <i>“To equip and support our Māori students to set academic goals of personal excellence”</i> alongside the existing goal of 100% Woodford House Māori students achieving at Woodford House pass rates or better for NCEA.</p> <p>Work undertaken with each student to give academic and pastoral support to set and achieve academic success</p> <p>Faculty/ teacher responsibility for supporting resilient engagement until external exams. Individual conversations between student and</p>



<p>School-wide Professional Learning Development (PLD) for Cultural Responsiveness. Conrad Waitoa and Tania Robin.</p> <p>Nick Fitness: SEG for NZ Histories Curriculum. Led Head of Faculty PLD for Matauranga Māori</p> <p>Faculty audit for Cultural responsive material per subject per year level.</p> <p>Actively weave Tikanga Māori and te reo Māori integrated into the Year 7-10 programme and other curriculum areas eg. place based education focus: all faculties made relevant curriculum and mana whenua links. Important for EOTC trips.</p> <p>Study of the Treaty of Waitangi is part of the Social Sciences programme in Years 9 and 10.</p> <p><b>Scholarship support and Future Pathways</b></p> <p>Woodford House 'Tahu' scholarship.</p> <p>Williams Trust scholarships</p> <p>Māori Education Trust 2023 Scholarship Programme is open and</p>	<p>Deputy Principal-Student Wellbeing to set up a Ropu Māori 2022 for Māori students- establish space to discuss things Māori, learn as Māori learn about te ao Māori.</p> <p>N.B. consideration of timetabling 2023 to provide an inviting space for Te Reo and Māori girls. Can be decorated appropriately.</p> <p>1 student</p> <p>3 students supported by Williams Trust - biennial reporting</p> <p>Any quality Teaching and Learning course, Pathways programme, scholarship or visiting liaison officer focusing on Maori success is</p>	<p>Due to planned building works, classrooms at a premium for 2022/2023 and no area available to set up a new Ropu Māori.</p> <p>Aiming for EOY 2023 when Science block completed, the space being used can become the Ropu Māori.</p> <p>Scholarships/ testimonials/ applications effectively done by Deputy Principals</p>	<p>staff member e.g. the Senior Leadership Team and staff: Diverse Learners' Coordinator/ Deputy Principal-Teaching and Learning / Deputy Principal-Student Outcomes / Careers Advisor.</p> <p>Continue dedicated classes in 2023. Offer Level 2 course as well.</p> <p>Continued support for te reo and tikanga integrated into all curriculum levels and into all areas of the school.</p> <p>Teacher offers support for cultural understanding and activities and acts as a voice for Te Ao Māori at Woodford House. Te Reo teacher supports engagement of Māori students eg in classes, in kapa haka and as Māori.</p> <p>Senior Leadership Team and Board of Trustees support Staff Professional Development –in actively connecting to culture/ addressing kaupapa.</p> <p>Reports, references and testimonials by Deputy Principals</p>
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<p>offers scholarships to Māori secondary school and tertiary students who meet the respective scholarship's criteria.</p> <p><b>Community Engagement and Engagement with Whanau</b></p> <p>Annual Powhiri to held engaging community support, to welcome new staff and students.</p> <p>Whanau hui was planned to be part of the Beginning of the Year programme in 2022 after the Powhiri, Covid-19 restrictions meant unable to hold either.</p> <p>Discussion of co-curricular involvement demonstrated Woodford House encouragement of Maori students to participate and succeed and be celebrated across all four cornerstones.</p> <p>Work with whanau and community to support tikanga, kapa haka and grow understanding. Whānau hui to determine community aspirations for Māori student achievement.</p>	<p>effectively overseen by Jane Perry, Careers Advisor. Māori students have access to and supported in their application for post school, iwi and tertiary scholarships.</p> <p>Held and changed to Mihi Whakatau 2023, not Powhiri, due to Kaumatua illness and no karanga. Many Maori families supported their girls and commented positively on the welcoming atmosphere.</p> <p>Hui allows whanau to meet and talk with staff, about aims and goals for their daughters, know what their children are learning at school and what co-curricular opportunities they are taking. Whanau hui is used as a formal forum for support, discussion and feedback.</p> <p>Demonstration that we maintain, recognise and celebrate achievement of Māori students across all four cornerstones and equip and support our Māori students to set academic goals of personal excellence. A specialist teacher of Te Reo appointed meets long held shared aim, to see the language readily chosen as a language option from Year 9 through to Year 13, to see student numbers increase and that access to te reo and teaching stay consistent.</p> <p>Address and support successful transitions in and out of Woodford House.</p>	<p>School kaumātua and kuia unwell. Links formed with Matua Conrad Waitoa and Whaea Tania Robin to ensure a consistent and sustainable Mihi Whakatau programme as part of their Cultural Advisor roles.</p> <p>Director of Boarding, Student Integration Coordinator and Deputy Principal travelled and met with families at the end of 2022.</p>	<p>Continue to support Careers and Pathway Advisor.</p> <p>Maintain Board of Trustee support for Culturally Responsive focus. Working to implement future focused strategic planning for our school context, succession and sustainability. Aim: continue to focus on capacity building for staff and better integration with mana whenua.</p> <p>Mihi Whakatau planned similarly for start of 2024.</p> <p>Whanau Hui planned for start of 2024.</p>
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<p>We actively seek out expertise in the school community to enhance the delivery of te reo, tikanga Māori and kaupapa Māori to allow girls to embrace their culture with confidence and passion.</p> <p><b>Pastoral Care and Hauora</b></p> <p>Woodford House well-being areas/faculties (Outdoor Education, Health Education, Careers &amp; Transition, The Health Centre, Cultural Responsiveness and Special Character, Pastoral Teams, and Boarding) strategically aligned systems.</p> <p>Aim to offer consistent Hauora messaging and embed this at Woodford House: <b>Hauora central to success for all students.</b></p> <p>Employ current research and best practice to enhance the mental and physical wellbeing of all members of the community.</p> <p><b>Special Character</b></p> <p>Ako demonstrated through genuine and authentic inclusion of te reo Māori, tikanga, and waiata in Chapel</p>	<p>Covid-19 saw intensive personalised pastoral support offered to each student in 2022. Support continues in 2023, including for Cyclone Gabrielle.</p> <p>Illuminating audit for ERO which saw the intersectionality of Maori Cultural Responsiveness/ Wellbeing/ Sport and Health Ed/ Best Teaching and Learning practice and Pastoral Care.</p> <p>Sir Mason Durie's 'Nga Tapa Wha' model underpins Woodford House wellbeing philosophy for HPE and pastorally.</p> <p>Use of waiata and karakia in Chapel services and assemblies have been further developed with a broader range of waiata learnt by the school for use on formal occasions. Karakia commences all assemblies, SLT meetings etc for 2023</p> <p>Chaplain Rev Raewyn has forged close ties with the Chaplain at Te Aute and is incorporating Te Reo into chapel services.</p>		<p>Integration Coordinator to continue on the successful path established with:</p> <p>An awareness of the intent and spirit of the School Charter and Special Character status</p> <p>An awareness of the needs of Māori and non-Māori students</p> <p>Demonstrate cultural sensitivity in dealing with all students</p> <p>Be aware of students with diverse needs</p> <p>Hoping for stronger school/ community ties with visits to contributing schools and areas.</p> <p>Deans, Senior Leadership Team, Diverse Needs Co-ordinator, Careers, Heads of Faculties and staff continue the mahi.</p> <p>Chaplain, Special Character Committee, Chapel Prefect, Prefect team.</p>
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<p>and House Music and Prize Giving.</p> <p>As an Anglican School; Chaplains and SLT from Te Aute, Hukarere and Woodford House schools support growth of interschool connections.</p> <p><b><u>Support of existing pathways</u></b></p> <p>Kapa Haka, Big sister (tuakana/ teina) relationships, new student and staff induction, initiatives e.g. Race Unity Speech Competitions</p> <p><b>Kapa Haka</b></p> <p>Woodford House has the services of Whaea Tania Robin for provision of kapa haka and support with cultural standards. She is providing support also to staff and cultural awareness.</p>	<p>Committed nucleus of girls. Continued through another tough year.</p>		<p>Schoolwide work eg Pastoral Team, Health Centre, Diverse Needs Coordinator, Head of Faculties, Careers and Senior Leadership Team.</p> <p>Focus on rigorous wrap around support from Boarding and Day school with Big Sisters. Director of Boarding-Pastoral, Integration Coordinator and Deputy Principal- Student Outcomes.</p> <p>Aim is to continue to grow and build capacity of the Kapa Haka group from 2022. Give support and mana throughout the year. Many interested and experienced students keen for 2023.</p>
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<b>Focus: Year 7 and 8 Learners</b>			
<b>Strategic Priority: Respectful Relationships</b>			
<b>2022 Target 3:</b>			
<i>100% of Year 7 and 8 students will show an increase in social and emotional confidence by the end of 2022.</i>			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?) Staff Responsibility? Target Date?</b>
<p>Specific wellbeing needs identified using range of tools including, Year 7/8 wellbeing survey and parent and contributing schools' information.</p> <p>Wellbeing survey carried out three times during the course of the year, analysed and supportive steps undertaken as needed.</p> <p>Key Year 7/8 staff collaborated closely with the Chaplain, School Counsellor, Deputy Principal (Student Wellbeing), and school nurse. Several initiatives were undertaken, including allowing time in class for mindfulness practices and raising awareness of strategies such as breathing techniques for alleviating anxiety.</p> <p>Homerooms arranged in English classes instead of School Houses in order to facilitate further opportunities for the girls to connect with their regular teacher.</p>	<p>Analysis of our Wellbeing survey of the six categories we looked at;</p> <p>Overall Happiness, Establishment of school friendships, Confidence at school, Recognition of culture, Problem Solving at School, Use of Strategies to solve problems,</p> <p>All categories made a slight improvement.</p> <p>The confidence category improved by 9% while all others improved by 6 or 7 %.</p>	<p>This was the second year of targeting wellbeing as a focus and having the time to embed initiatives and actions helped.</p> <p>Actioning the target using a range of strategies including a schoolwide approach with support from across the school was beneficial.</p> <p>It is pleasing to note, although the improvement was small, that we met this target. It is especially pleasing considering the impact Covid has had on wellbeing over the past 3 years.</p>	<p>Continue with our 2022 actions into 2023.</p> <p>Work with the Director of Shine to integrate Shine strengths formally into the Intermediate Faculty. A starting initiative will be to switch the Growth Mindset Wellbeing Kit with a Shine Journal.</p> <p>Staff Responsibility: Key Year 7/8 staff Target Date: End of 2023</p>

<p>Health topics (Positive Puberty and Life Education Trust Van Visit) for Year 7/8 integrated wellbeing foci.</p> <p>Attitude Group presented a Year 7/8 session on positive relationships.</p> <p>Junior Shine Summit in Term 4 included wellbeing strategies.</p> <p>Common Faculty language introduced in 2021 continued. Key Phrase poster designed by Communication Faculty and displayed in classrooms and referred to often.</p> <p>Growth Mindset Wellbeing kit of resources purchased and used in Homeroom classes.</p> <p>Wellbeing Prefect/Year 13 Wellbeing committee initiatives undertaken including Term 2 anti-bullying Pink Shirt Day.</p> <p>John Parsons Digital wellbeing presentation to students and staff PD given.</p>			
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<b>Focus: Staffing</b>			
<b>Strategic Priorities: Love of Learning, Respectful Relationships and Faithful Stewardship</b>			
<b>2022 Target 4:</b>			
<b>Outstanding Education.</b> Staff will develop and pursue professional learning goals in alignment with the strategic priorities developing outstanding educators.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?) Staff Responsibility?</b>
<p>Social Sciences Faculty revised and an additional Faculty of Commerce created.</p> <p>Additional systemic and operational support for Teaching and Learning through the Woodford House Strategic Alignment Document.</p> <p>Operational structure of the school day appraised and modified.</p> <p>The 'Professional Growth Cycle' replaced the old teacher appraisal system (Arinui).</p> <p>Staff continued to grow professional capacity by attending targeted Professional Development.</p>	<p>Commerce Faculty worked well for 2022 academic year.</p> <p>More targeted team centred approach.</p> <p>Chapel and Assemblies moved from morning to afternoon. Classes previously 2-1-2, now 2-2-1. New timetable working very well. Academia in the mornings gives more quality classroom time.</p> <p>All teaching staff took part in this new process. This involved classroom observations, gathering student voice and having professional conversations about teaching practise with a colleague. Staff all completed their individual PGC.</p> <p>Some staff attended Professional Development Courses (some of which were online courses).</p> <p>Other staff did not get the opportunity to attend their courses.</p>	<p>Subject teachers' roles more clearly defined, more effective meetings and processes – less breadth, greater depth.</p> <p>Diverse Learners' Coordinator and Specialist Classroom Teacher conducted Professional Development with staff re strategies and resources.</p> <p>Stronger alignment of Strategic Plan targets possible with allocated key teams.</p> <p>General consensus that this provides improved learning opportunities and more productive use of the school day.</p> <p>This new system met the requirements set down by the PPTA and endorsed by the Teacher's Council.</p>	<p>Head of Faculty Commerce continues to develop new Faculty. Head of Faculty Social Sciences has a stronger focus on key areas.</p> <p>Appraise addition of new team members including key Prefect roles.</p> <p>2023 operational structure of the school day to continue as per 2022. Improved student outcomes noted, maximum learning time in the mornings.</p> <p>The Professional Growth Cycle proved to be much more streamlined than the old system. 2022 included professional conversations with unit holders. 2023 continues the cycle.</p> <p>Staff will endeavour to attend appropriate courses in 2023. National Conferences may be scheduled.</p> <p>Cultural Advisors: Matua Conrad Waitoa, Inspire in Education, and</p>



<p>All teaching staff took part in four 'Teacher Accord Days' which were held throughout the year.</p> <p>Weekly Professional Learning Groups (PLG's) took place on a Wednesday afternoon in Terms 1-3</p>	<p>Teaching staff developed and grew their understanding of the new NCEA changes by working as a whole staff, working within their faculties and working with teachers from other schools.</p> <p>All staff took part in targeted PLG sessions so as to continue to develop their teaching practise and grow capacity.</p>	<p>The impact of COVID 19 meant that many courses were postponed or cancelled.</p> <p>Not all teaching staff had the opportunity to work with teachers from other schools due to some of these days not being coordinated between schools.</p> <p>Many of the PLG sessions were in response to the pandemic. E.g. Distance learning, student wellbeing.</p>	<p>Whaea Tania Robins will provide Professional Development to staff, including Tikanga Maori and Te Reo Māori. Group and Individual sessions as required.</p> <p>All teaching staff will take part in the planned 2023 'Teacher Accord Days'.</p> <p>PLG's will continue in the same format in 2023:</p> <ul style="list-style-type: none"> <li>• Literacy/Numeracy</li> <li>• NCEA changes and alignments</li> <li>• Targeted extension of Gifted and Talented students</li> <li>• Diverse Learners</li> <li>• Wellbeing Staff and Students</li> </ul>
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<b>Focus: Partnerships</b>			
<b>Strategic Priorities : Love of Learning, Respectful Relationships and Faithful Stewardship</b>			
<b>2022 Target 5:</b> <i>Maintain and further develop established local, national and global links to provide contextualised opportunities for cultural responsiveness, inclusivity and diversity.</i>			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?) Staff Responsibility?</b>
<p>Many cultural activities planned, signposting excellent educational outcomes.</p> <p>Identified the need for a targeted resource for appointment of a permanent staff member with allocated time for cultural responsiveness.</p>	<p>Many planned events were postponed, deferred or cancelled due to Covid-19 restrictions in place re isolation etc.</p> <p>Working well. Links set up with Conrad Waitoa (Inspire in Education) and Whaea Tania Robin. Working as Cultural Advisors.</p>	<p>Covid-19 restrictions and the inability to 'lock-in' events without constant changes.</p> <p>Staff receive advice, guidance, support and opportunities to increase cultural responsiveness.</p>	<p>Greater opportunities for National and International trips/travel anticipated now restrictions eased.</p> <p>Principal &amp; Director of Global Education focusing on 2023 international travel, initiatives for both existing family contact and new global student recruitment.</p> <p>Festival of Cultures further extended – greater breadth of cultural enrichment. New Director of Global Education making a focused difference.</p> <p>New student exchanges to be established for 2023; Pymble Ladies' College Australia, Badminton United Kingdom. Re-establishment of existing exchanges for 2023 to Harpeth Hall USA, Wilderness Australia and St Hilda's Dunedin.</p> <p>Greater breadth evident across the four cornerstones, shown in the increased number of students taking te reo Māori and joining Kapa Haka.</p> <p>Aim to take senior history trip to Waitangi Day celebrations yearly. Continue to build relationships locally and nationally through our Cultural Advisors.</p>

## 2023 Targets

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### Strategic Priorities 2020-2023:

- **Love of Learning**
- **Respectful Relationships**
- **Faithful Stewardship**

<p><b>Target 1: Strategic Priority: Love of Learning</b></p> <p>To continue to strive for excellence in NCEA results, maintaining top national results: <i>100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates. 90% of Year 13 students gaining University Entrance.</i></p> <p><i>80% achieving NCEA Level 1 endorsement with at least 40% at excellence. 80% achieving NCEA Level 2 endorsement with at least 40% at excellence. 60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i></p> <p><i>Gain 20 scholarship passes.</i></p>
<p><b>Target 2: Strategic Priorities: Love of Learning and Respectful Relationships</b></p> <p>To equip and support our Māori students to set academic goals of personal excellence. <i>100% Woodford House Māori students achieving at Woodford House pass rate or better for NCEA.</i></p>
<p><b>Target 3: Strategic Priority: Love of Learning</b></p> <p><i>At least 90% of Year 7 and 8 students to end the year at or above curriculum expectations for Reading and Writing.</i></p>
<p><b>Target 4: Strategic Priorities: Love of Learning, Respectful Relationships and Faithful Stewardship</b></p> <p><b>Outstanding Education.</b> <i>Staff will develop and pursue professional learning goals in alignment with the strategic priorities developing outstanding educators.</i></p>
<p><b>Target 5: Strategic Priorities: Love of Learning, Respectful Relationships and Faithful Stewardship</b></p> <p><i>Maintain and further develop established local, national and global links to provide opportunities for cultural responsiveness, inclusivity and diversity.</i></p>

**Annual Plan 2023 (includes Targets)**

<b>Strategic Priority: Love of Learning</b>	
<b>2023 – Target 1</b>	<b>Historical Position</b>
<p>To continue to strive for excellence in NCEA results, maintaining top national results:</p> <p><i>100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.</i></p> <p><i>90% of Year 13 students gaining University Entrance.</i></p> <p><i>80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</i></p> <p><i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i></p> <p><i>60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i></p> <p><i>Gain 20 scholarship passes.</i></p>	<p><b>2022 Target</b> <i>100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.</i></p> <p><i>90% of Year 13 students gaining University Entrance.</i></p> <p><b>2022 Result</b> 100% Year 11 students gaining Level 1 - <b>target met</b></p> <p>100% Year 12 students gaining Level 2 - <b>target met</b></p> <p>100% Year 13 students gaining Level 3 - <b>target met</b></p> <p>96% Year 13 students gaining University Entrance - <b>target exceeded</b></p> <p><b>2022 Target</b> <i>80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</i></p> <p><b>2022 Result</b> 92% (<b>target exceeded</b>) endorsement with 45% at excellence - <b>target exceeded</b></p> <p><b>2022 Target</b> <i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i></p> <p><b>2022 Result</b> 88% endorsement (<b>target exceeded</b>) with 58% at excellence <b>target exceeded</b></p> <p><b>2022 Target</b> <i>60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i></p> <p><b>2022 Result</b> 71% endorsement (<b>target exceeded</b>) with 41% at excellence <b>target exceeded</b></p> <p><b>2022 Target</b> <i>Gain 22 scholarship passes.</i></p> <p><b>2022 Result</b> 19 - <b>target not met</b></p>

	<b>Focus Area</b>	<b>Year Group</b>		<b>Gender</b>	<b>Ethnicity</b>
	NCEA	11-13		Female	All
<b>Action</b>	<b>Responsibility</b>	<b>Costs/ Resources</b>	<b>Target Date</b>	<b>Expected Outcomes</b>	
Senior Leadership Team (SLT), Diverse Learners' Coordinator and Deans continue to monitor individual students' achievement and use assessment data to inform of strategies to improve student outcomes through Personalised Learning Plans.	SLT. Deans. Diverse Needs Coordinator		December 2023	<ul style="list-style-type: none"> <li>Evidence demonstrates girls are pastorally and academically supported as individuals by Senior Leadership Team, Pastoral team, Deans, Mentors etc.</li> <li>Staff, students and families have a better understanding of future careers and tertiary pathways.</li> </ul>	
Careers and transition processes continue to be reviewed and developed.	SLT. Careers / Pathways Coordinator	Staff Professional Development Fortnightly meetings	December 2023	<ul style="list-style-type: none"> <li>The role of careers/pathways coordinator continues to be developed.</li> <li>Students value the support and guidance of the transition programme.</li> </ul>	
Maintain proactive and targeted communication with the Board of Trustees to develop a deeper understanding of best practice around different assessment tools and data analysis on student achievement.	Deputy Principal-Teaching and Learning. HOFs		Ongoing	<ul style="list-style-type: none"> <li>Professional development of staff is a priority. Time &amp; resources are allocated to ensure proactive strategies are evidenced, e.g., Wednesday whole staff pastoral meeting and dedicated Professional Learning Group time (T 1-3)</li> <li>The Board of Trustees receives clear, timely and informative communication on student engagement and achievement. The resultant outcome will be a greater understanding of NCEA which leads to a more strategic resourcing of teaching and learning.</li> </ul>	
Embed supported learning programmes at Level 1.  The Deputy Principals meet regularly with the Diverse Learners' Coordinator to monitor individual student progress.	Deputy Principals Diverse Needs Coordinator.	PLG time	Ongoing	<ul style="list-style-type: none"> <li>A wider range of learning pathways are available from</li> </ul>	

Staff wellbeing programme continues to progress	Deputy Principals, Staff Wellbeing Warriors team, Director of People. School Counsellor	PLG time Resourcing for social events and wellbeing initiatives in Budget	Ongoing	<p>Level 1.</p> <ul style="list-style-type: none"> <li>• Students, especially those with diverse needs, achieve in line or above expectation and remain engaged with their learning.</li> <li>• Staff feel supported, settled, valued and stress free.</li> <li>• There are minimal human resource issues.</li> </ul>
A number of Year 13 students continue to be extended and accelerated academically by being offered University courses.	Deputy Principal Teaching and Learning, Careers Coordinator. HOFs	Resourced through the STAR program	Ongoing	

Strategic Priority: Love of Learning and Respectful Relationships				
<b>2023 - Target 2</b>	<b>Historical Position</b>			
<p>To equip and support our Māori students to set academic goals of personal excellence.</p> <p><i>100% Woodford House Māori students achieving at Woodford House pass rate or better for NCEA.</i></p>	<b>Māori Student Achievement</b>			
	<b>2022 Target</b> 100% Woodford House Māori students achieving at Woodford House pass rate or better for NCEA.			
	<b>2022 Result</b> 100% Year 11 Māori students – <b>target met</b> 100% Year 12 Māori students – <b>target met</b> 100% Year 13 Māori students – <b>target met</b>			
	<b>Focus Area</b>	<b>Year Group</b>	<b>Gender</b>	<b>Ethnicity</b>
	Māori Achievement	All	Female	Māori
<b>Action</b>	<b>Responsibility</b>	<b>Costs/ Resources</b>	<b>Target Date</b>	<b>Expected Outcomes</b>
<p>Annually review and refine Beginning-of-Year programme so Powhiri (or Mihi Whakatau) and Hui embed correct protocol with support of local iwi.</p> <p>Conrad Waitoa, Inspire in Education and Whaea Tania Robin, to advise / lead as Cultural Advisors.</p>	Principal, Deputy Principals	<p>Koha for Powhiri / Mihi Whakatau</p> <p>PD for staff - Te Reo Māori and protocols etc</p>	Term 1	<ul style="list-style-type: none"> <li>School te reo Māori and Tikanga processes will reflect expectations.</li> <li>The House and Intermediate Deans have regular contact with Māori students and whanau in their House.</li> <li>The Pastoral team: Homeroom Mentors, Deans, Directors of Boarding and staff, Chaplain, Health Centre staff and Counsellor, Careers Advisor, Diverse Learners' Coordinator and Senior Leadership Team, will have regular contact with students in the homeroom, House and wider school.</li> <li>Students feel valued and their contribution is highly valued and supported.</li> <li>Shared information and communication is established.</li> <li>Whānau will know what their children are learning at</li> </ul>
Interactions of Deans/ Homeroom Mentors supporting Māori learners recorded on KAMAR. Including contact home and with other stakeholders.	Deans/ Mentors/ Pastoral team		All Year	

Accessible for whanau hui/ academic learning conferences and individual meetings as required.				<p>school and will be able to support them at home. The whānau of the students will know their daughters' Homeroom Mentor and a positive ongoing relationship will develop. Open and positive communication will be promoted and highly valued.</p> <ul style="list-style-type: none"> <li>• The Woodford House community will be committed to ensuring success for students. Cultural inclusiveness is a high priority.</li> <li>• Teaching staff know the students who identify as Māori and work to support their success in a culturally responsive way within their classes. Students feel valued and their voice and perspective is highly valued and supported.</li> <li>• Whānau will have voice to discuss aims and goals for their girls at Woodford House, know what their children are learning at school and what co-curricular opportunities they are taking. Māori students encouraged to participate and succeed across all four cornerstones.</li> <li>• Staff more confident with culturally responsive pedagogy through targeted Professional Learning and Growth.</li> <li>• The Woodford House Māori community will feel welcome and included in the Woodford House community and at all key school events.</li> </ul>
BOY: Māori identification information sent to class teachers.	Deputy Principal- Teaching and Learning, HOFs for Faculty staff		All Year	
Support academic success for Māori students.	Deputy Principals Transition Team, Scholarship Coordinator			
Encourage girls to sit NZQA Scholarship as appropriate				
Encourage students to apply for tertiary scholarships as appropriate				
Hold whanau hui for Māori families- new and existing students	Deputy Principals	Hosting costs for hui		
Further Cultural Responsive PLG presentations to staff and opportunity for offsite PLD as appropriate.	Overseen by Deputy Principals	PLD budget for targeted PD	All Year	
Support for te reo Māori, kapa haka, whanau hui and Māoritanga within Woodford House's Special Character by staff and advisors. Whanau explicitly welcomed.	DP - Teaching and Learning- language classes. Director of Performing Arts - Kapa Haka. Chaplain- Anglican tri-school work. DP- Student	Budget for additional iwi approved kapa haka/ waiata tutors  Budget for	All year	



<p>Te ropu Maori set up end of 2023 as a place to support students at Woodford House. Awaiting room space once Science block renovations completed.</p> <p>Sits alongside cultural performance and curriculum classes to support tikanga and cultural identity.</p>	<p>Outcomes- Whanau hui and oversight of Cultural Responsive Pastoral practice.</p> <p>Te reo teacher</p>	<p>appropriate cultural visits</p>	<p>End of Year</p>	
<p>Communications office to prioritise successful, authentic and positive stories from/ about Māori students/ Woodford House wider community in publications.</p>	<p>Communications and Marketing</p>		<p>All year</p>	<ul style="list-style-type: none"> <li>Māori students succeeding as Māori will be seen as highly valued by the Woodford House community.</li> </ul>
<p>Permanent teacher of te reo Māori.</p>	<p>Principal SLT</p>		<p>All year</p>	<ul style="list-style-type: none"> <li>Iwi and Māori language and culture will continue to increase across all four cornerstones. Specialist teaching of te reo Māori will see the language readily chosen as a language option from Year 9 through to Year 13. Confidence in te reo Māori teaching at Woodford House will see student numbers grow. Teaching role becomes self-sustaining. Teacher offers support for cultural understanding and activities and acts as a voice for Te Ao Māori at Woodford House.</li> </ul>

<b>Strategic Priority 1: Love of Learning</b>				
Strategic Aim: Provide rich learning contexts that enable staff and students to shine their light				
<b>2023 - Target 3</b>	<b>Historical Position</b>			
<i>At least 90% of Year 7 and 8 students to end the year at or above curriculum expectations for Reading and Writing.</i>	Historically, Year 7 and 8 students have performed relatively well in reading and less so in writing. The trend, however indicates a decrease in success, particularly for Year 7 students:			
	2020 - <b>Writing:</b> 95% of Y7 students finished the year at or above curriculum expectations			
	2021 - <b>Writing:</b> 84 % of Y7 students finished the year at or above curriculum expectations			
2022 - <b>Writing:</b> 73 % of Y7 students finished the year at or above curriculum expectations				
This target includes both Year 7 and Year 8 cohorts as our classes are composite Year 7/8 classes. There is a need to see if the 2022 cohort as Year 8s in 2023 progress according to our planned actions. Reading and writing are interlinked so both disciplines have been included in the target.				
	<b>Focus Area</b>	<b>Year Group</b>	<b>Gender</b>	<b>Ethnicity</b>
	Literacy	7-8	Female	All

<b>Action</b>	<b>Responsibility</b>	<b>Costs/ Resources</b>	<b>Target Date</b>	<b>Expected Outcomes</b>
Use a range of tools, including E-asttle, to identify and track student progress for reading and writing over the course of the year.	HOF Intermediate Year 7 and 8 key staff	N/A	December 2023	At least 90% of Year 7 and 8 students will finish the year at or above curriculum expectations for Reading and Writing.

<p>Introduce a Structured Literacy approach to teaching of literacy with a focus on spelling and grammar for Y78 students in 2023.</p>	<p>DP teaching and Learning HOF Intermediate Year 7 and 8 key staff</p>	<p>Manipulation of timetable PD</p>	<p>Term 1 2023 – Term 4 2023</p>	<p>The highly explicit and systematic teaching of all foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression) using the structured literacy approach will be adopted as part of a balanced literacy programme for all Y78 students.</p>
<p>Use Writer’s Tool Box as a comprehensive tool to support progress and achievement in writing.</p>	<p>HOF Intermediate Year 7 and 8 key staff</p>	<p>Intermediate Faculty budget</p>	<p>Throughout 2023</p>	<p>The online fully scaffolded resource created by Dr Ian Hunter will be used in all Y78 classes to track, provide individual feedback and support the explicit teaching of writing for students.</p>
<p>Work closely with Diverse Learners’ Co-ordinator to implement appropriate strategies / differentiated programmes to targeted students.</p>	<p>Diverse Learners’ Co-ordinator HOF Intermediate Year 7 and 8 key staff  Teacher aides</p>	<p>Intermediate Faculty budget</p>	<p>Throughout 2023</p>	<p>Regular meetings and professional conversations will be held with the faculty.  RTLB expertise will be investigated and called upon as required.  Innovative supportive technologies will be used to support individual needs.  An extension literacy class will be held once a cycle.</p>

**Strategic Priority: Love of Learning, Respectful Relationships and Faithful Stewardship**

2023 - Target 4	Historical Position			
<p><b>Outstanding Education.</b> Staff will develop and pursue professional learning goals in alignment with the strategic priorities developing outstanding educators.</p>	<ul style="list-style-type: none"> <li>• Strong support from our Boards to extend and develop professional practice</li> <li>• International recognition as a leading New Zealand school for Schoology with former staff member appointed a Schoology Ambassador, links still maintained</li> <li>• Several staff each term recognised as exceptional in many areas, e.g., setting and marking NCEA; presenting at conferences; coaching/officiating at NZ/HB events; leading PLG for others; extending professionally with lifelong learning , including professional groups, expert panels.</li> <li>• With the release of Covid-19 restrictions, more staff will now be able to attend professional development nationally and internationally</li> <li>• Principal attended International Coalition of Girls’ Schools conference in 2022. Planned for 2023.</li> </ul>			
	Focus Area	Year Group	Gender	Ethnicity
	All Staff	All	Female	All
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes
Continual review and refinement of the leadership reporting and management structures.	Principal		December 2023	<ul style="list-style-type: none"> <li>• Staff feel supported and valued to deliver best practice in teaching and learning</li> <li>• School leaders have clearly identified roles and responsibilities, job descriptions are reviewed through the annual professional growth cycle</li> <li>• School managers have clearly identified roles and responsibilities, job descriptions are reviewed through the annual professional growth cycle</li> <li>• Pastoral care remains a strategic priority; <i>students at Woodford House are a ‘name not a number’</i></li> <li>• Staff continue to build professional capacity and</li> </ul>
Continue with our Professional Growth Cycle to ensure staff are further supported to build confidence and understanding of their practice.	Deputy Principal-Teaching and Learning		December 2023	
Continued emphasis on staff professional inquiry/research through regular Professional Learning Group (PLG) sessions.	Deputy Principal-Teaching and Learning		Ongoing – Staff PLG sessions	

Utilise in-house expertise for beacons of best practice. eLearning Team; Digital Technology Team; Special Character Committee; Shine Staff Advisory Team	Key staff		Ongoing – Staff PLG sessions	<p>personal efficacy through internal and external self-review processes and practices to meet our strategic aim to develop outstanding educators</p> <ul style="list-style-type: none"> <li>• Stronger alignment of the School Professional Growth Cycle is a key goal, integrating the Code of Practice, Practising Teacher Criteria all closely linked to the Strategic Plan targets.</li> <li>• The staff Professional Growth Cycle model is evidence based and provides all staff with a robust and rigorous professional review and support process.</li> <li>• Continual active recruiting for new international students globally builds roll well back up to pre-Covid-19 numbers</li> <li>• School roll and waiting lists remain secure and reflecting confidence in the School strategic aims.</li> <li>• International students will continued to be welcomed into the school community, contribute to our education quality, cultural enrichment and diversity as well as promote global citizenship.</li> <li>• Key staff will offer presentations to the School community as models of best practice in staff meetings, assembly, year level meetings, Professional Learning Group sessions.</li> <li>• International students will integrate into and enrich the Woodford House School culture and boarding</li> </ul>
Oversight of global education strategy, in close alignment with the Director of Global Education.  Commenced active recruitment of International students to build back up to pre-Covid-19 numbers.	Principal, Director of Global Education.	Staff Meetings/PLG time allocated	December 2023	
'Shine Strengths Programme' reviewed, staff feedback sought, programme adapted and continued	Principal, Director of Shine, Shine Steering Committee		Ongoing	
Engage in pursuit of Professional Development to support and grow our Outstanding Educators	Principal, All Staff	Online resources may be accessed due to limited physical opportunities - pandemic	Ongoing	

<p>International student initiatives are valued and supported. Staff embrace opportunities for Professional Learning and Growth. Support for the annual Festival of Cultures – school wide.</p>	<p>Principal, All Staff. Director of Global Education. English Language Learning Teacher. Global Education Prefect. Director of Comms</p>		<p>Ongoing  Term check points  Festival of Cultures focal point - June 2023</p>	<p>community.</p> <ul style="list-style-type: none"> <li>• International students will feel welcome, integrate into and enrich the Woodford House School culture, benefiting from a rigorous pastoral care program and supportive relationships as evidenced in extensive orientation, student ambassador program, pizza nights etc.</li> <li>• International and domestic students alike will feel connected, become more aware and understand each other’s culture through Festival of Cultures, International Cooking events, etc., hence, all Woodford students will be more culturally competent.</li> </ul>
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Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes
Encouragement of staff to present at key educational conferences where possible – online if physical attendance not possible	Principal Senior Leadership Team		December 2023	<ul style="list-style-type: none"> <li>Evidence of staff extending their professional learning through collaboration, active membership in subject association, NCEA marking panels, new initiatives in learning areas</li> <li>Clear evidence that learning rather than assessment drives student engagement and this is reflected in positive student achievement outcomes</li> <li>Staff will be strongly supported to embrace professional development opportunities to meet our strategic priority 'outstanding educators'.</li> <li>Woodford House will develop itself as a beacon of 'best practice' in teaching and learning.</li> </ul>
Key School events are primarily during the school day and / or twilight to support family friendly and wellbeing values. We continue to be flexible and responsive to our community's needs	Principal. Director of Performing Arts. Director of Sport. Senior Leadership Team		Key Event dates Term 1 – aim for balance	<ul style="list-style-type: none"> <li>Students will utilise opportunities to establish learning centred relationships with students from other schools through the School's Special Character event (Te Aute College, Hukarere College).</li> <li>Students will have the opportunity to engage in learning experiences led by staff from other schools who are leaders in their field of expertise. Eg. Leadership camps, student conferences</li> </ul>
Key staff attend Woodford House Parents' Association (WHPA), Woodford House Old Girls' Association (WHOGA) and events	Principal. Director of Comms. Business & Operations Manager	Hospitality Catering Staffing	Meetings as scheduled	<ul style="list-style-type: none"> <li>The Woodford House community will have a richer understanding of how co-opportunities provide valuable, holistic, real world learning experiences.</li> </ul>
Our late 2022 appointment of an Alumnae Relations Officer will strengthen stakeholder relationships and engagement, with a particular focus on alumni;	Principal. Director of Comms. Business & Operations Manager. Archivist. President WHOGA Alumnae Relations Officer		December 2023	<ul style="list-style-type: none"> <li>The Woodford House community will increasingly engage in opportunities to enable their daughters' light to shine.</li> <li>Interruptions to teaching and learning are identified and minimised where possible.</li> <li>Internal and external opportunities are provided for the School community to participate in timely and strategic surveys. Student, staff and community voice is valued and encouraged.</li> <li>Students are supported to excel nationally and internationally. Acceleration of students is encouraged to ensure they have</li> </ul>



Plan recruitment campaigns and initiatives that connect with communities locally, nationally and internationally.	Principal. Director of Comms. Business & Operations Manager. Archivist.	Boarding Roadshow costs: Travel Staffing Accom Venue Resources	Ongoing	<p>rich and rigorous learning goals.</p> <ul style="list-style-type: none"> <li>• Qualitative and quantitative data collected to accurately target key markets and confidently allocate marketing spend for higher return on investment.</li> <li>• Stakeholders become more engaged with the School and two-way communication channels are used by stakeholders to engage in meaningful dialogue. Opportunities for community engagement are identified and encouraged eg, Parents' Breakfast, Whanau Hui, New Parents' Information Evening, Old Girls' events and reunions, Boarding Roadshows</li> <li>• Morale is lifted among our Woodford House community to ensure a greater sense of belonging and connectedness.</li> <li>• Increase in Parents' Association engagement.</li> <li>• Increase in Old Girls' Association engagement.</li> <li>• Increased activity and engagement from Boards, parents and alumni.</li> <li>• Brand awareness in regions increases.</li> <li>• Applications from the regions increase.</li> <li>• Morale among Old Girls and parents increases as they see Woodford House in their hometowns.</li> <li>• Wider School community gains a clear understanding of strategic priorities and key messages.</li> <li>• Key messages are explicit and well communicated to the wider Woodford House community.</li> <li>• High quality relationships are developed and sustained</li> <li>• Strategic and data based decision making evident</li> <li>• Greater sense of cohesion among key stakeholder groups.</li> <li>• Continuous improvement of communications channels and material</li> </ul>
Woodford House's strategic priorities, vision, mission and values are a constant focus in communication and marketing material with stakeholders.	Principal. Director of Comms.		Ongoing	
Develop an alumni campaign to reconnect and share stories.	Principal. Director of Comms. President WHOGA Alumnae Relations Officer		Ongoing	
Conduct regular research inviting feedback and promote open, two-way communication.	Principal. Director of Comms.		Ongoing	
Proactive strategies are developed to ensure timely and effective communication and publications.	Principal. Director of Comms.	Well targeted measurable marketing initiatives, collateral and photography	Ongoing	
Students and staff recruitment and retention are prioritised.  Director of People appointed at start of 2023 to manage Human Resources and H&S.	Principal. Senior Leadership Team. Enrolments Team. Director of Comms. Director of People		Ongoing	

The WHOGA database ensures effective communication with all sectors of the Woodford House community.	Principal. Director of Comms. Alumnae Relations Officer		Ongoing	
Ensuring that we appraise and refine our cultural protocols, eg, Powhiri, Hui, Kapa Haka, Korowai	Principal. Senior Leadership Team		Ongoing and key events	<ul style="list-style-type: none"> <li>• Close liaison with our kaumātua and Cultural Advisors as below ensures we honour and respect the cultural protocols</li> <li>• Close liaison with Conrad Waitoa, Inspire in Education</li> <li>• Close liaison with Tania Robins, Kapa Haka tutor</li> </ul>
Continue to develop rich cultural opportunities that allow our girls to connect with their tradition, history and culture.	Principal. Senior Leadership Team Chaplain Director of Sport Director of Performing Arts		Ongoing and events refined	<ul style="list-style-type: none"> <li>• Further evidence demonstrated by the Year 9 Camp structure that is purposefully designed to ensure all students experience a rich cultural experience and an understanding of our local environment. Links in with the Year 9 social studies programme on local myths and legends.</li> <li>• Chapel initiatives further embed and integrate cultural responsiveness.</li> <li>• A new School waiata is learnt by all</li> <li>• A School Karakia is learnt by all and used prior to all assemblies, staff and SLT meetings</li> </ul>
Explore the goal of a comprehensive cultural competence programme for staff and student leaders and trial with a self-nominated group of senior students. Global Education Prefect to share with students at assembly.	Principal Director of Global Education. Global Education Prefect		December 2023	<ul style="list-style-type: none"> <li>• Staff and student leaders will be able to interact and work effectively and respectfully with people of different cultural backgrounds to meet our strategic priority 'global thinking' and 'respectful relationships'.</li> <li>• Woodford House will lead in future-focused education for our students as contributing global citizens.</li> <li>• Students will utilise opportunities to establish learning centred relationships with students from overseas partner schools.</li> </ul>

### Other 2023 Key Improvement Strategies to Achieve Strategic Vision

Property <small>(summarised from property plan)</small>	Brief Report	Finance	Brief Report
<ul style="list-style-type: none"> <li>• Scott Wing refurbished</li> <li>• Morea kitchen and staff bathroom upgraded</li> <li>• Swimming Pool Changing Rooms upgraded, due to be finished during Term 2, 2023</li> <li>• Science Block demolition and upgrades commenced end of 2022, due for completion end of 2023</li> <li>• Upgrades to Woodford Boarding Wings. New stairs, lift installed, new bathrooms</li> <li>• Uniform shop moves into upgraded area behind administration EOT 1, 2023</li> <li>• New Common Room built in downstairs Woodford, due for completion by Term 3, 2023</li> <li>• Implement plans for tree planting and maintenance surrounding the School Campus</li> <li>• Boards consider Risk Mitigation and long term resilience strategies to futureproof the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The 10 Year Masterplan continues with 2023 focus on upgrading Science Block.</li> <li>• Upon completion of Woodford upgrade and changing room rebuild, commence preliminary plans for new administration building</li> </ul>	<ul style="list-style-type: none"> <li>• Amend the frequency of BOT Finance Committee meetings</li> <li>• Contain overheads to approved budgets</li> <li>• Review other funding streams to increase income</li> <li>• Foundation Constitution was amended in 2022 and new members are to be appointed in 2023</li> <li>• Monitor effects of Cyclone Gabrielle</li> </ul>	<ul style="list-style-type: none"> <li>• The agenda and frequency of Board of Trustee finance committee meetings needs is amended to be more efficient and include more members</li> <li>• Ensure Heads of Faculties work within approved budgets</li> <li>• Continue to promote the use of school facilities during school holidays to generate extra income throughout the year</li> <li>• Foundation to be reinvigorated during 2023 to generate funds, particularly for the proposed developments adopted in the Masterplan</li> <li>• Observe payment of fees and donations and offer support where applicable</li> </ul>

**Other 2023 Key Improvement Strategies to Achieve Strategic Vision**

<b>Personnel</b>	<b>Brief Report</b>	<b>Community Engagement</b>	<b>Brief Report</b>
<ul style="list-style-type: none"> <li>• Appointment of a Director of People to manage Human Resources and Health &amp; Safety</li> <li>• Appointment of Alumnae Relations Officer to liaise between the School and WHOGA</li> <li>• Ensure staff are adequately trained, appraised and have appropriate Professional Development</li> <li>• Ensure staff numbers are at expected levels</li> <li>• Focus on staff wellbeing strategies and targets</li> </ul>	<ul style="list-style-type: none"> <li>• Manage teaching staff numbers to meet parent and teacher expectations.</li> <li>• Staff are proactively supported to maximise their own health and safety (mental and physical)</li> <li>• Wellbeing Warriors established in 2021 continues to provide staff with support</li> </ul>	<ul style="list-style-type: none"> <li>• To build strong relationships between the School, Old Girls, past and present parents and the greater Woodford Community.</li> <li>• To foster, increase and maintain parent engagement with Woodford House.</li> <li>• To oversee all fundraising activities for the School</li> </ul>	<ul style="list-style-type: none"> <li>• Management by the Director of Communications of all school wide communications and community relations.</li> <li>• Improved and increased use of Potentiality, the school's database</li> </ul>
<b>Health and Safety</b>	<b>Brief Report</b>	<b>Self-review</b>	<b>Brief Report</b>
<ul style="list-style-type: none"> <li>• Continue active Health and Safety practices</li> <li>• Increase reporting of hazards and accidents on Safety Seek</li> <li>• Continue to use Vistab for managing people on site</li> </ul>	<ul style="list-style-type: none"> <li>• School has always maintained proactive Health and Safety practices</li> <li>• Train and regularly remind staff to report all hazards and accidents on Safety Seek</li> <li>• Vistab was implemented 2021 to manage whereabouts of visitors, staff and students on site.</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Trustee meetings include Self Review as an agenda item</li> </ul>	<ul style="list-style-type: none"> <li>• Include self-review as an agenda item</li> </ul>

## Combined Boards' Policies and Procedures

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### NAG 1 - Curriculum

- **Teaching and Learning Policy**

*Procedures:*

- *Assessment and Reporting*
- *Assessing Achievement Levels of Maori Students*
- *Calculating the Dux and Proxime Accessit*
- *Career Guidance*
- *Identifying and Supporting Students with Diverse Needs*
- *Literacy and Numeracy Education*
- *Sport*
- *Timetable Planning*
- *Treaty of Waitangi*

- **Education Outside the Classroom Policy**

- **Major School Trips Policy**

### NAG 2 – Operations/Administration

- **Schedule of Delegations Policy**

- **Self-Review Policy**

### NAG 3 – Employment and Personnel

- **Complaints by Employees about their Employment Policy**

- **Non-teaching Staff Performance Management Policy (mandatory)**

- **Personnel Policy (mandatory)**

*Procedures:*

- *Allocated Management Units*
- *Children in the Workplace*
- *Equity*
- *Gifts*
- *Human Resources Management*
- *Review of Appraisal*
- *Sexual Harassment*
- *Teaching Staff Selection*

- **Police Checking/Vetting Policy**

- **Principal's Appraisal Policy (mandatory)**

- **Teaching Staff Appraisal Policy**

## **NAG 4 – Finance and Property**

### *Procedures:*

- *Staffing Expenses Related to Non-classroom Activities Involving Students*
- *Travel and Allowances for Staff Members Staying Away From Home*
- *Use of Sports Facilities*

- **Asset Management Policy**
- **Credit Card Policy**
- **Financial Management Policy**
- **Building Projects Policy**
- **Sponsorship Policy**
- **Theft and Fraud Prevention Policy**
- **Pre-Payment of Fees Policy**

## **NAG 5– Student Management – Health and Safety**

- **Anti-bullying Policy**
- **Consumption, Possession or Supply of Alcohol by Students Policy**
- **Cyber Safety Policy**
- **Cyber Safety Management Policy**
- **Duty of Care for Schools following an Emergency Event**
- **Electronic Devices including Laptops, PDAs and Mobile Phones Policy**
- **Enrolment for Boarders Policy**
- **Enrolment for Day Girls & Enrolment Scheme Policy**
- **Enrolment of International Students Policy**
- **Health and Safety Policy**

### *Procedures:*

- *Administration of Over the Counter (OTC) Medication*
- *Administration of Prescription Medication*
- *Contractors' Induction*
- *Crisis Management*
- *Management of a Pandemic Event*
- *Management of Students' Medical Records*
- *Pastoral Care*
- *Retention of Property and Searches of Students*
- *Shady School*
- *Stress Management*
- *Student Non-Suicidal Self-Injury*
- *Suicide Attempt*
- *Suicide Threat*
- *Use of Power Tools and Outdoor Motorised Equipment*
- *Use of Woodford House Vehicles by Staff and Use of Personal Vehicles by Students*
- *Working at Height*

- **Illegal/Illicit Drug Use Policy**
- **Smoking Policy (including vaping)**
- **Socially Safe Environment Policy**
- **Swimming Pool Management and Safety Policy**

## **NAG 6 – Legislative Requirements**

*Procedures:*

- *Stand-downs and Suspensions*

- **Animal Welfare Policy (mandatory)**
- **Complaints Policy**
- **Privacy Policy**
- **Protected Disclosures Policy (mandatory)**
- **Smoke Free Environment Policy (mandatory)**
- **Vulnerable and At Risk Students Policy (mandatory)**

## **NAG 7 – School Charter**

*Procedure; Write the School Charter annually*

## **NAG 8 – School Charter Analysis**

*Procedure; provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the School Charter*

# School Profile 2023

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## Our Philosophy

Cherish the Past	<i>Whakamānawatia te wāmua</i>
Embrace the Present	<i>Awhinatia te wātū</i>
Challenge the Future	<i>Kia pūmau ki te wāheke</i>

## Our Identity

Since 1894 Woodford House has been a leading **special character** school for boarding and day girls. Our community is anchored in tradition, enriched by a vibrant Christian faith and a confidence that we are equipping our girls for the future.

## Our Guiding Principles

As a learning community we:

- Commit to ongoing learning and personal excellence
- Nurture an inclusive and collaborative community underpinned by our Christian ethos
- Recognise and value the Treaty of Waitangi /Te Tiriti o Waitangi
- Act with respect, integrity, honesty and empathy serving others

## Special Character Statement (précis)

- Following Christian doctrine including regular observances and ceremonies
- Faith at the heart of the School
- Role of Chaplain and Chapel are School priorities
- Incorporation of Christian principles and values in all aspects of the life of the School
- Unity of day and boarding
- Commitment to provide boarding for girls of the East Coast rural communities
- Warm, protecting, caring and stimulating learning environment
- Musical diversity led by the Chapel choir
- Emphasis on speech and drama
- Provision of sporting and physical education facilities

## Profile

Woodford House is an integrated school with a capped domestic roll of 355 that enjoys an established reputation for encouraging personal success. The founding Principal's philosophy was that "the Head, Heart and Hands must be trained and developed together." This continues to underpin the School's holistic approach offering quality education to boarding and day girls from Years 7 to 13.

Our students come from a variety of social, economic and geographic backgrounds. The boarding community covers all major areas of the North Island including rural and urban families. Some girls come from countries around the Pacific and Asia. Havelock North, Hastings and Napier form the base for day girls; this roll is limited to 150 students.

In 1894, Miss Mabel Annie Hodge, from Cheltenham, England founded Woodford House in Hastings with 18 day girls and 4 boarders. The School prospered under her leadership. To cater for the development, land was purchased on the hills of Havelock North in 1911. The present hall and dining room are a part of the original building. Since then, many other facilities have been added and the grounds have been developed and landscaped to maximise our impressive 20



hectare site that overlooks orchards, vineyards and mountain ranges. Such space caters for a wide range of sporting and cultural facilities. There are three sports grounds, 12 tennis courts, a swimming pool and two fully equipped gymnasiums with a weights room and squash courts. Indeed, modern, well-appointed learning environments, including our modified science laboratories, performing arts centre, hall and dining room extensions, and renovated library facilities, contribute to ensuring that we are a leading school.

As an interdenominational school with a close affiliation to the Waiapu Diocese of the Anglican Church, Woodford House is enriched by Christian principles and observances, and fosters responsibility, honesty, tolerance and commitment. In 1928, the Chapel, dedicated to St Francis of Assisi, was officially opened and it remains at the heart of the School. In times of increasing change and complexity, it is vital that young people have firm foundations in their search for values and attitudes. As a part of guiding the spiritual life of the School, our Chaplain leads services for the School. In addition, families are encouraged to attend our regular Sunday evening worship. The Anglican Schools' Office completed a review of the School's special character in November, 2013, that reported favourably on the significance of the special character on everyday life in school and boarding. A Special Character Review was conducted again in 2018 and the findings have an ongoing implementation monitored by the Special Character Committee. Our Principal sits on the Anglican Schools' Board of Aotearoa New Zealand and Polynesia.

Woodford House offers an intimate atmosphere, where the development of the individual is encouraged and valued. Pastoral Care is the responsibility of every staff member working with the Pastoral Care Team. The team includes the Principal, Deputy Principal, Deputy Principal – Teaching and Learning, Deputy Principal – Student Outcomes, House Deans, Chaplain, Director of People, Homeroom Mentors, Nurse, Counsellor, Directors of Boarding and Boarding House Staff. All girls join a House upon entrance to the School. The various activities derived from this system, such as drama, music and sport enable the girls to foster a close bond with their House and each other regardless of year levels or whether they attend school on a day or boarding basis. With the support of the Pastoral Care Team and the House structure, together with shared meals at lunch times and weekly attendance at Chapel and assembly, all students come to embrace a strong sense of school community; we define this sense of connectedness as "the Woodford House family".

## Key for Acronyms

BoP	Board of Proprietors
BoT	Board of Trustees
BYOD	Bring Your Own Device
e-asTTle	Online learning and assessment tool
ELL	English Language Learning
EOTC	Education Outside the Classroom
HOF	Head of Faculty
ICT	Information Technology
LMS	Learning Management System
NCEA	National Certificate of Education Achievement
NZC	New Zealand Curriculum
NZQA	New Zealand Qualifications Authority
PAT	Progressive Achievement Tests
PD	Professional Development
PLD	Professional Learning and Development
PLG	Professional Learning Group
PLP	Personalised Learning Plan
RTLB	Resource Teacher: Learning and Behaviour
SCT	Specialist Classroom Teacher
SLT	Senior Leadership Team
SMS	School Management System
SPELD	Solutions for People Experiencing Learning Difficulties
STAR	Secondary Tertiary Alignment Resource
TELA	Laptops for Teachers
UE	University Entrance
WHPA	Woodford House Parents' Association
WHOGA	Woodford House Old Girls' Association