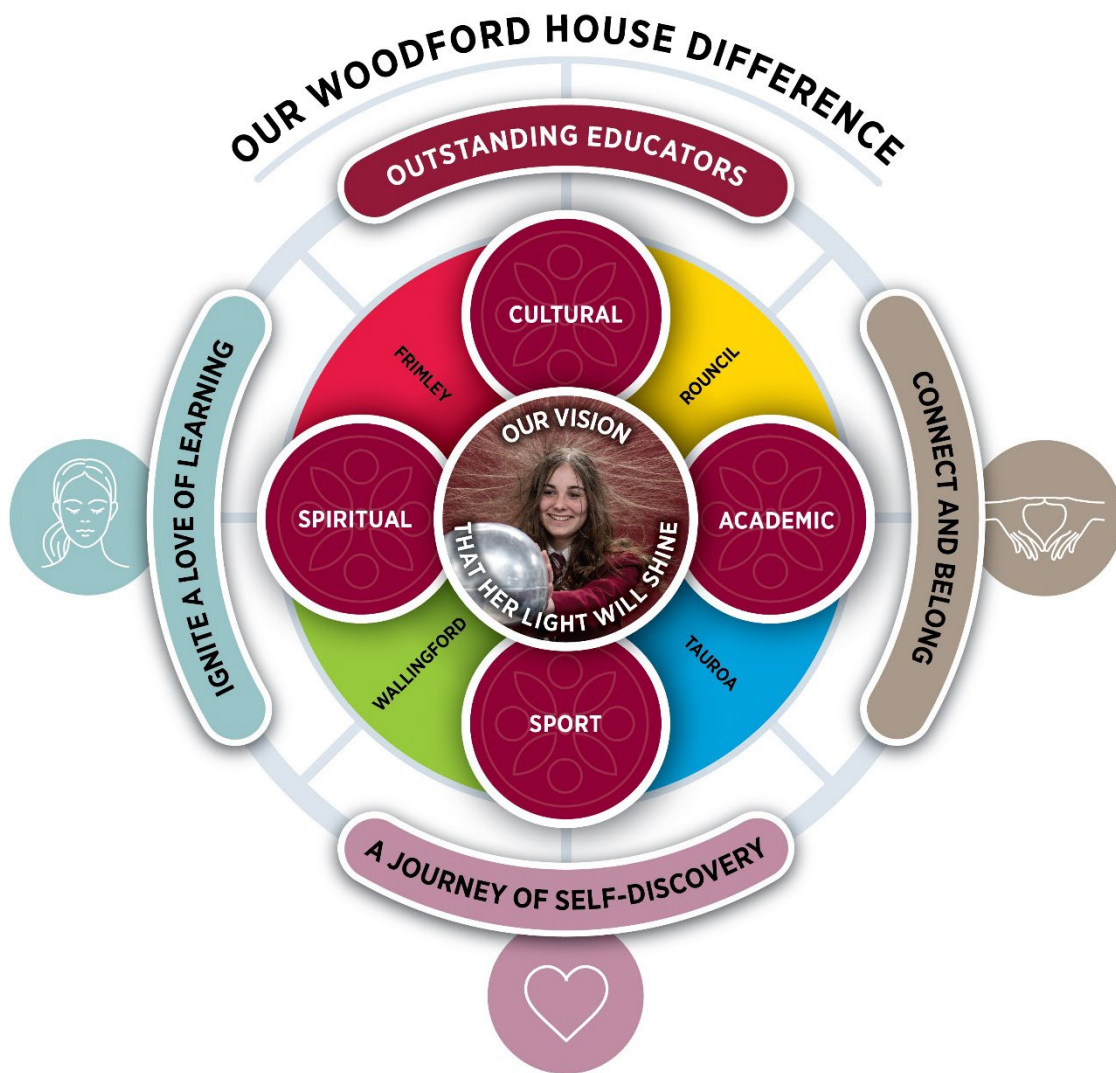


Annual Implementation Plan 2024



Woodford House - School MOE No: 225

Ratified by Board of Trustees

Annual Implementation Plan 2024

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Annual Implementation Plan 2024

Context and Background

We have implemented our 2024-2027 Strategic Plan. Woodford House has committed to continuation of 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.

In that context, the Board’s Strategic Priorities for 2024 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.

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 2024-2027 which underpins the strategic aims of the 2024 Annual Implementation Plan, as set out below.

Our Vision

Tō Mātau Anga Whakamua

That her light will shine.

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 Special Character

Tō Mātau Mana Motuhake

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.

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

- Ignite a Love of Learning *Te Aronui ki te Ako*
- A Journey of Self-Discovery *Te Ara ki te Whaiaro*
- Connect and Belong *Te Piringa, Te Herenga*

Specific Strategic Aims for 2024

- 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:

- Pilot of Year 11 Diploma
- Administration and Systems
- Community Engagement

Please refer to the Strategic Plan 2024-2027

Academic Achievement (All results are as at 22 February 2024)

*These figures are based on participation

NCEA 2023	Woodford House
Year 11 students gaining NCEA Level 1	100%
Year 12 students gaining NCEA Level 2	98%
Year 13 students gaining NCEA Level 3	100%
Year 13 students gaining University Entrance (UE)	100%

NCEA Level 1, 2 and 3 Historical

	2023	2022	2021	2020	2019	2018	2017	2016
Year 11 students gaining NCEA Level 1	100%	100%	100%	100%	100%	*98%	98%	100%
Year 12 Students gaining NCEA Level 2	98%	100%	100%	100%	100%	100%	100%	97%
Year 13 Students gaining NCEA Level 3	100%	100%	100%	100%	100%	94%	97%	100%
Year 13 students gaining University Entrance	100%	96%	100%	98%	90%	93%	94%	92%

2023 Level Endorsements

(figures in brackets 2022 results)

	Woodford House
Year 11 students gaining NCEA Level 1 with merit	44% (49%)
Year 11 students gaining NCEA Level 1 with excellence	43% (43%)
Year 12 students gaining NCEA Level 2 with merit	41% (33%)
Year 12 Students gaining NCEA Level 2 with excellence	35% (56%)
Year 13 students gaining NCEA Level 3 with merit	38% (31%)
Year 13 Students gaining NCEA Level 3 with excellence	35% (40%)

2023 Scholarship Passes:

Biology	1
Classical Studies	1 (outstanding)
English	4
Painting	2 (1 x outstanding)
te reo Māori	1
Total	9

Scholarship Historical Results

Year	Number of scholarship passes
2023	9 (2 outstanding)
2022	19 (1 outstanding)
2021	22 (3 outstanding)
2020	20
2019	11 (1 outstanding)
2018	19 (4 outstanding)
2017	10 (1 outstanding)
2016	9

Results in Comparison with Targets

Target 1: Strategic Priority: Love of Learning

Priority One: Learner Centred

2023 Target 100% of each year level gaining the appropriate Level 1 – 3 qualifications for appropriate candidates.

90% of Year 13 students gaining University Entrance.

2023 Result 100% Year 11 students gaining Level 1 - **target met**
 98% Year 12 students gaining Level 2 - **target not met**
 100% Year 13 students gaining Level 3 - **target met**
 100% Year 13 students gaining University Entrance – **target met**

2023 Target 80% achieving NCEA Level 1 endorsement with at least 40% at excellence.

2023 Result 87% endorsement (**target exceeded**) with 43% at excellence **target exceeded**

2023 Target 80% achieving NCEA Level 2 endorsement with at least 40% at excellence.

2023 Result 76% endorsement (**target not met**) with 35% at excellence **target not met**

2023 Target 60% achieving NCEA Level 3 endorsement with at least 30% at excellence.

2023 Result 73% endorsement (**target exceeded**) with 35% at excellence **target exceeded**

2023 Target Gain 20 scholarship passes.

2023 Result 9 - **target not met**

Māori Student Achievement

2023 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.

2023 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 2023 specific achievement, and targets for 2024, 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 2024.

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.

We have a biennial joint musical production with Lindisfarne College, and 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. We celebrate all of our Woodford House successes at our annual Performing Arts Awards' Breakfast.

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. We 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 2024 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). This is a comprehensive program for tracking student attendance and achievement data, reporting, and timetabling.

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. Key staff members such as our Digital Technologies Leader, Specialist Classroom Teacher, and Deputy Principal – School Outcomes share an e-learning focus and aim to ensure that new and existing staff continue to incorporate innovative, effective and rigorous digital activities into their teaching.

The Digital Technologies Curriculum is imbedded across our learning areas. Heads of Faculty are continuing to work with our Digital Technologies Leader, tracking teaching and assessment of computational thinking & designing and developing digital outcomes. This year we have also introduced a compulsory 10-week Digital Technology course for our Year 9 students.

Cloud based storage solutions such as One Drive and Microsoft Teams/SharePoint have allowed us to move away from reliance on site-based servers. This continues to be a focus of our Strategic ICT plan. Use of cloud-based storage has been instrumental in ease of remote access and employing hybrid learning models.

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 new 2024 Strategic Plan outlines the visionary goals that will guide us until the end of 2027.

A Strategic Plan Review was 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 were part of the review process; the information received used to form our new goals and action plans. Please see our Strategic Plan 2024-2027.

The Campus Master Plan will continue to be a key focus for 2024 with works continuing on site. Please see the Building Projects section within this 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

With the upgrade of the changing rooms and Woodford Boarding House completed in 2023, the focus for the first half of 2024 is completing and then relocating back into the refurbished Science Centre in April this year. This refurbished building consists of four dedicated Science classrooms, two Science labs (previously there were not any) and a storeroom, office and workspace for the Science Technician. This will free up space for three additional teaching and learning areas that have been accommodation Science classrooms since the beginning of 2023.

Also occurring during 2024 is the design of the new Administration building, which will be located opposite the Hall alongside the swimming pool.

Other general major maintenance will continue, with a particular focus on continuing to upgrade Boarding facilities.

2024 will also have a focus on how to ensure land currently underused around the perimeter of the buildings is maintained, safe and sustainable.

Communication and Marketing Initiatives

The School has a Communications and Marketing Plan that 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 new position of Foundation Executive Officer commences Term 2, 2024.

The focus for the 2024 year is to continue to define and strengthen our brand position and continuing to utilise our communication mediums to their maximum value.

Our digital and 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 1st or 2nd ethnicity Māori. We currently have 21 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 up to Scholarship Level.
- The School actively seeks out expertise in the community to enhance the delivery of Te Reo Māori and Tikanga Māori.
- 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 21 students at the start of 2024, with diversity as follows: Germany (1), China (10), Thailand (2), South Korea (4), Nigeria (1) and Japan (3). We aim for 10% of the School roll.

We remain actively on recruitment drives to increase our international student numbers.

They are supported by the following:

- Director of Global Education
- Global Education Coordinator
- 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" continues to be well-focused on within our School.

The Senior Leadership Team operating structure currently consists of the Principal and three Deputy Principals.

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.

2024 Analysis of Variance for 2023 Targets

Focus: Raising Student Achievement			
Strategic Priority: Love of Learning			
Annual Aim: To continue to strive for excellence in NCEA results, maintaining top national results:			
<p>2023 Target 1: Strategic Priority: Love of Learning</p> <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 qualifications 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>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
Student progress was continually tracked throughout the year through Pastoral meetings, Deans' meetings and by the Diverse Learners' Coordinator.	<p>2023 Target</p> <p><i>100% of each year level gaining the appropriate Level 1 – 3</i></p> <p><i>90% of Year 13 students gaining University Entrance.</i></p> <p>2023 Result</p> <p>100% Level 1 – Target met</p> <p>98% Level 2 – Target not met</p> <p>100% Level 3 – Target met</p> <p>100% University Entrance – Target met</p>	Students 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. These students also	Deans and the Diverse Learners' Coordinator will continue to work with class teachers and HOFs for individual and small group success.

<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>A targeted tutoring program across many subject areas was offered in Term 4 to prepare students for the external examinations.</p>	<p>2023 Target 80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</p> <p>2023 Result Target exceeded 44% merit, 43% excellence – 87% endorsed</p> <p>2023 Target 80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</p> <p>2023 Result Target not met 41% merit, 35% excellence – total 76% endorsed</p> <p>2023 Target 60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</p> <p>2023 Result Target exceeded 38% merit, 35% excellence – total 73% endorsed</p> <p>2023 Target Gain 20 scholarship passes.</p> <p>2023 Result Target not met 9 Scholarship passes</p> <table data-bbox="495 1098 1041 1326"> <tr> <td>Biology</td> <td>1</td> </tr> <tr> <td>Classical Studies</td> <td>1 (outstanding)</td> </tr> <tr> <td>English</td> <td>4</td> </tr> <tr> <td>Painting</td> <td>2 (1 x outstanding)</td> </tr> <tr> <td>te reo Māori</td> <td>1</td> </tr> <tr> <td>Total</td> <td>9</td> </tr> </table>	Biology	1	Classical Studies	1 (outstanding)	English	4	Painting	2 (1 x outstanding)	te reo Māori	1	Total	9	<p>closely monitored and supported by the Diverse Learners' Coordinator and their subject teachers.</p> <p>The wellbeing of students was closely monitored to help them maintain their academic focus. Every effort was made to provide the students the courses they wanted so that it best suited their academic strengths. 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>1 Year 11, 3 Year 12 and 5 Year 13 students were successful in gaining scholarship passes.</p>	<p>With an increased school roll, it will be imperative that 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>2024 has a 2-2-1 school day system. The rationale being it will 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> <p>Scholarship Professional Development for staff will remain a focus.</p>
Biology	1														
Classical Studies	1 (outstanding)														
English	4														
Painting	2 (1 x outstanding)														
te reo Māori	1														
Total	9														

Focus: Raising Student Achievement

Strategic Priorities: Love of Learning and Respectful Relationships

2023 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

2023: 100% at Years 11, 12 and 13

Endorsements:

L1 12.5% E, 62.5% M
L2 33.3% E, 33.3% M
L3 30.3% E, 50% M
UE 100%

Historical:

2022: 100% at Years 11, 12 and 13

Yr 13 75% University Entrance
37.5% Level 3 E, 12.5% Level 3 M
Yr 12 66.7% Level 2 E 11.1% Level 2 M
Yr 11 33.3% Level 1 E 66.7% Level 1 M

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

2 in 2023
3 in 2022
0 in 2021
2 in 2020
0 in 2019
1 in 2017
1 in 2018

Tertiary Scholarships won in 2023 by Māori students

Vaka Moana Scholarship Auckland University \$18,000
Maori Entrance Scholarship \$15,000
UC Hiranga Scholarship \$5,000
UC Kaitoko Maori Scholarship \$6,000
University of Otago Maori Scholarship \$15,000
Universty of Otago Maori Entrance \$15,000
University of Otago New Frontiers Excellence Entrance Scholarship \$2,000
Victoria University Totoweka Scholarship \$5,000
UC Maori Scholarship \$6,000

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

Tertiary Scholarships won in 2021

AUT Welcome to Auckland Scholarship \$17,000

C Alma Baker Trust Scholarship \$2,500

Future Pathways Yr 13

2023

4 of 5 transitioned to Tertiary study:

- Melbourne Australia (Computer science)
- B Ag and Food Marketing at Lincoln
- BA Psychology at Victoria
- 1 international student, outcome unknown. Intention was to study in Auckland or Australia.

1 student outcome unknown.

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

44 Māori students enrolled in 2023.

2022 43
2021 46
2020 45
2019 49
2018 51
2017 53
2016 44
2015 29

Curriculum 2023:

Te Reo Māori subject and rolls.

Part time teacher of Māori 14 hours per week.

All Year 7 x 1 hour per week

All Year 8 x 2 hours per week

Year 9 23 students

Year 10 7 students

Year 11 3 students in dedicated Level 1 class plus 1 student Level 2 through Te Kura

Year 12 1 student studied Scholarship (Achieved)

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.**

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
<p><u>Academic</u></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>High expectations articulated to each Maori student by the Dean or course advisor, teacher and mentor.</p> <p>Focus on teaching and learning</p> <p>i.e. Staff Professional Development. Te Reo Teacher worked with staff on kupu-vocab and pronunciation.</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>Again, NCEA L1-3 was gained with 100% for all WH māori students in 2023.</p> <p>Offered a dedicated Level 1 class.</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 staff member e.g. the Senior Leadership Team and staff: Diverse Learners’ Coordinator/ Deputy Principals / Careers Advisor.</p> <p>Continue dedicated classes in 2024. Offer Level 2 course.</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>Scholarship support and Future Pathways</p> <p>Woodford House 'Tahu' scholarship.</p> <p>Williams Trust scholarships</p> <p>Māori Education Trust 2023 Scholarship Programme is open and offers scholarships to Māori secondary school and tertiary students who meet the respective scholarship's criteria.</p> <p>Community Engagement and Engagement with Whanau</p>	<p>Deputy Principal-Student Wellbeing to set up a Ropu Māori 2023 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 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>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 Term 2 2024 when Science block completed, the space being used will then become the Ropu Māori.</p> <p>Scholarships/ testimonials/ applications effectively done by Deputy Principals</p> <p>Links formed with Matua Conrad Waitoa and Whaea Tania Robin</p>	<p>Continued support for te reo and tikanga integrated into all curriculum levels and into all areas of the school.</p> <p>Full-Time Te Reo Māori teacher employed for 2024.</p> <p>Ropu Māori set up for 2024 Term 2 when space becomes available.</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> <p>Continue to support Careers and Pathway Advisor.</p>
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<p>Annual Powhiri to be held 2023 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 2023.</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>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>Pastoral Care and Hauora</p> <p>Woodford House well-being areas/faculties (Outdoor Education, Health Education, Careers &</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>Personalised pastoral support offered to each student in 2023.</p>	<p>working well 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 during 2023.</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> <p>New Te Reo Māori teacher now part of cultural advisory roles within school.</p> <p>Integration Coordinator to continue on the successful path established with:</p>
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<p>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: Hauora central to success for all students.</p> <p>Employ current research and best practice to enhance the mental and physical wellbeing of all members of the community.</p> <p><u>Special Character</u></p> <p>Ako demonstrated through genuine and authentic inclusion of te reo Māori, tikanga, and waiata in Chapel 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><u>Support of existing pathways</u></p> <p>Kapa Haka, Big sister (tuakana/ teina) relationships, new student</p>	<p>Support continues in 2023, including for Cyclone Gabrielle.</p> <p>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 from start of 2023 Chaplain and Principal have forged closer ties with Te Aute and Hukarere schools. Chaplain is incorporating Te Reo into chapel services.</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, Head of Junior School, 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 staff induction, initiatives e.g. Race Unity Speech Competitions</p> <p>Kapa Haka</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 in Kapa Haka. Exponential growth in group under Whaea Tania's leadership.</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. Give support and mana throughout the year. Many interested and experienced students keen for 2024.</p>
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Focus: Year 7 and 8 Learners

Strategic Priority: Love of Learning

2023 Target 3:

At least 90% of Year 7 and 8 students to end the year at or above curriculum expectations for Reading and Writing.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility? Target Date?
<p>E-asTTe used to identify and track student progress for reading and writing.</p> <p>Writer’s Toolbox resource used as a comprehensive tool to support progress and achievement in writing.</p> <p>Key Staff attended Writer’s Toolbox professional development with a focus on accelerating student writing.</p> <p>Structured Literacy Y7 class and Y8 class introduced 2 x a cycle and programme designed and implemented.</p> <p>Key Staff attended New Zealand Literacy Conference 25- 27 September. The focus was on literacy across the curriculum, student wellbeing and the Structured Literacy approach.</p> <p>Teacher aide support in-class for small groups and individuals.</p>	<p>This goal was met for our Year 7 and Year 8 cohort in Reading.</p> <p>Our Year 7 cohort met this goal for writing.</p> <p>Our Year 8 cohort fell short of the goal by 7%.</p>	<p>Several Year 8 students, 24% of the cohort, were identified as having diverse needs particularly in the area of literacy.</p> <p>7% of these students need further support and additional time at our school in order to achieve curriculum expectations.</p>	<p>Continue with best practice pedagogy for literacy teaching and learning.</p> <p>Staff responsibility: Head of Intermediate Faculty</p> <p>Target Date: Ongoing throughout 2024</p> <p>Build on our Structured literacy approach by using a proven and recommended Platform as a teacher support resource.</p> <p>Staff responsibility: Head of Intermediate Faculty</p> <p>Target Date: Initially start of Term 1 and then ongoing throughout 2024</p> <p>Connect with like-schools and attend MOE Lead Teacher meetings.</p> <p>Staff responsibility: Head of Intermediate Faculty</p> <p>Target Date: Ongoing throughout 2024</p>

Focus: Staffing

Strategic Priorities: Love of Learning, Respectful Relationships and Faithful Stewardship

2023 Target 4:

Outstanding Education. Staff will develop and pursue professional learning goals in alignment with the strategic priorities developing outstanding educators.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
<p>Continual review and refinement of the leadership reporting and management structures.</p> <p>Continue with our Professional Growth Cycle to ensure staff are further supported to build confidence and understanding of their practice.</p>	<p>Two new Deputy Principals appointed during 2023. New role created – Head of Junior School New role created - Director of People</p> <p>Staff felt supported and valued to deliver best practice in teaching and learning. School leaders and managers have clearly identified roles and responsibilities, job descriptions are reviewed through the annual professional growth cycle.</p> <p>All teaching staff took part in this 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>The staff Professional Growth Cycle model is evidence based and provided all staff with a robust and rigorous professional review and support process.</p>	<p>Staff resignations led to ability to refine Senior Leadership Team position descriptions.</p>	<p>Continue to embed, appraise and support addition of new team members</p> <p>Set up formal 2024 Wider Leadership Team with 2/termly meetings, include leadership development, PD sessions, external facilitators.</p> <p>2024 continues the cycle. Staff will continue to build professional capacity and personal efficacy through internal and external self-review processes and practices to meet our strategic aim supporting staff to be leading global practitioners.</p>

<p>Continued emphasis on staff professional inquiry/research through regular Professional Learning Group (PLG) sessions.</p> <p>Utilise in-house expertise for beacons of best practice. eLearning Team; Digital Technology Team; Special Character Committee; Shine Staff Advisory Team</p> <p>Oversight of global education strategy, in close alignment with the Director of Global Education.</p> <p>Commenced active recruitment of International students to build back up to pre-Covid-19 numbers.</p> <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>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. All staff took part in targeted PLG sessions so as to continue to develop their teaching practise and grow capacity. Cultural Advisors: Matua Conrad Waitoa, Inspire in Education, and Whaea Tania Robins provided Professional Development to staff, including Tikanga Maori and Te Reo Māori. Group and Individual sessions as required.</p> <p>International students continue to be welcomed into the school community, contributing to our education quality, cultural enrichment and diversity as well as promoting global citizenship.</p> <p>Key staff offered presentations to the School community as models of best practice in staff meetings, assembly, year level meetings, Professional Learning Group sessions. International students felt welcome, integrated into and enriched 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.</p>	<p>Diverse Learners' Coordinator and Specialist Classroom Teacher conducted Professional Development with staff re strategies and resources.</p> <p>All teaching staff took part in the planned 2023 'Teacher Accord Days' networking and learning alongside other local high school teachers/faculties.</p> <p>New position created – Global Education Coordinator. Enabled further care of our international students and ability to look after a larger number of students.</p> <p>Full Orientation Day programme when new student starts. International students integrated well into Woodford House School culture and boarding community. International and domestic students alike 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.</p>	<p>PLG's will continue in the same format in 2024, including but not limited to:</p> <ul style="list-style-type: none"> • Literacy/Numeracy • NCEA changes and alignments • Targeted extension of Gifted and Talented students • Diverse Learners • Wellbeing Staff and Students • Cultural Competencies <p>Active travel by Director of Global Education and Principal in 2024 to recruit new international students, establish new and network with current agents, to add new countries to our global student directory.</p> <p>Head of Junior School working with Principal on creating many new short-term international reciprocal exchanges with students from Yr 7 – 13, throughout the world.</p>
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<p>'Shine Strengths Programme' reviewed, staff feedback sought, programme adapted and continued.</p>	<p>Video launched. Specific focus and aims given to SHINE in our new Strategic Plan set in 2023, for 2024-2027 Shine Integration:</p> <ul style="list-style-type: none"> ● Staff Professional Development Session with Innovative Leadership Consultancy; Five. ● NEW Expanded Shine Girls' Team with Specialised Support Teams. ● NEW Shine Journal launched for Junior School. ● Revised Shine Star Initiative activated. ● Shine Certificates to celebrate Performing Arts / Camps. <p>NEW Shine Introduction within Big Sister/Little Sister Initiative.</p> <ul style="list-style-type: none"> ● Launched 'this is Shine' videos across multiple platforms. ● Shine Strength Stand: point of difference at Open Day. ● NEW Shine Connect: Build My Networks. 	<p>Shine directly aligns with Woodford House's Strategic Vision.</p>	<p>Continue to grow and review Shine in 2024.</p>
<p>Engage in pursuit of Professional Development to support and grow our Outstanding Educators</p>	<p>Many staff attended Professional Development Courses during 2023, teaching and ancillary</p>	<p>Staff continued to grow professional capacity by attending targeted Professional Development.</p> <p>All teaching staff took part in four 'Teacher Accord Days' 2023 which were held throughout the year.</p>	<p>Staff will endeavour to attend appropriate courses in 2024.</p> <p>4 x Teacher Accord Days for 2024.</p> <p>National Conferences scheduled.</p> <p>ICGS Conference (USA) 2024 two teachers attending as GARC Fellows, plus Principal attending.</p>

		Key staff offered presentations to the School community as models of best practice in staff meetings, assembly, year level meetings, Professional Learning Group sessions.	
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Focus: Partnerships

Strategic Priorities : Love of Learning, Respectful Relationships and Faithful Stewardship

2022 Target 5:
Maintain and further develop established local, national and global links to provide contextualised opportunities for cultural responsiveness, inclusivity and diversity.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
<p>Key School events primarily held 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</p> <p>Key staff attended Woodford House Parents' Association (WHPA), Woodford House Old Girls' Association (WHOGA) and events</p> <p>Plan recruitment campaigns and initiatives that connect with communities locally, nationally and internationally.</p> <p>Woodford House's strategic priorities, vision, mission and values are a constant focus in communication and marketing material with stakeholders.</p>	<p>Students utilised opportunities to establish learning centred relationships with students from other schools through the School's Special Character event (Te Aute College, Hukarere College)</p> <p>Students had 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</p> <p>The Woodford House community will have a richer understanding of how co-opportunities provide valuable,</p>	<p>Increase in Parents' Association engagement.</p> <p>Increase in Old Girls' Association engagement.</p>	<p>To continue with all initiatives and strengthen in 2024.</p>

<p>Appointment of an Alumnae Relations Officer will strengthen stakeholder relationships and engagement, with a particular focus on alumni;</p> <p>Ensuring that we appraise and refine our cultural protocols, eg, Powhiri, Hui, Kapa Haka, Korowai</p> <p>Continue to develop rich cultural opportunities that allow our girls to connect with their tradition, history and culture.</p>	<p>holistic, real world learning experiences.</p> <p>Qualitative and quantitative data collected to accurately target key markets and confidently allocate marketing spend for higher return on investment.</p> <p>Wider School community gains a clear understanding of strategic priorities and key messages.</p> <p>Key messages are explicit and well communicated to the wider Woodford House community.</p> <p>Close liaison with our Cultural Advisors ensures we honour and respect the cultural protocols; Conrad Waitoa, Inspire in Education Tania Robins, Kapa Haka tutor</p> <p>Chapel initiatives further embed and integrate cultural responsiveness. A new School waiata learnt by all. A School Karakia learnt by all and used prior to all assemblies, staff and SLT meetings.</p> <p>Staff and student leaders interact and work effectively and respectfully with people of different cultural backgrounds meeting our strategic</p>	<p>Increased activity and engagement from Boards, parents and alumni.</p> <p>Brand awareness in regions increased.</p> <p>Applications from the regions increased.</p> <p>Morale among Old Girls and parents increases as they see Woodford House in their hometowns.</p> <p>Evidence demonstrated by the Year 9 Camp structure 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.</p>	
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	<p>priority 'global thinking' and 'respectful relationships'.</p> <p>Students utilised opportunities to establish learning centred relationships with students from overseas partner schools.</p>		
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2024 Targets

PRIORITY 01	HEAD 	IGNITE A LOVE OF LEARNING TE ARONUI KI TE AKO
PRIORITY 02	HEART 	A JOURNEY OF SELF-DISCOVERY TE ARA KI TE WHAIARO
PRIORITY 03	HANDS 	CONNECT AND BELONG TE PIRINGA, TE HERENGA

Target 1: Strategic Priority: Ignite a Love of Learning

To continue to strive for excellence in NCEA results, maintaining top national results:

100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.

90% of Year 13 students gaining University Entrance.

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.

Gain 20 scholarship passes.

Target 2: Strategic Priorities: Ignite a Love of Learning and A Journey of Self-Discovery

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.

Target 3: Strategic Priority: Ignite a Love of Learning

At least 85% of Year 7 and 8 students to end the year at or above curriculum expectations for Mathematics

Target 4: Strategic Priorities: Ignite a Love of Learning, A Journey of Self-Discovery and Connect and Belong

Outstanding Education. *Staff will develop and pursue professional learning goals in alignment with the strategic priorities.*

Target 5: Strategic Priorities: Ignite A Love of Learning, A Journey of Self-Discovery and Faithful Stewardship

Maintain and further develop established local, national and global links to provide opportunities for cultural responsiveness, inclusivity and diversity.

Annual Plan 2024 (includes Targets)

Strategic Priority: Ignite a Love of Learning	
2024 – Target 1	Historical Position
<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 2 – 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 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>2023 Target <i>100% of each year level gaining the appropriate Level 2 – 3 qualification for appropriate candidates.</i></p> <p><i>90% of Year 13 students gaining University Entrance.</i></p> <p>2023 Result 98% Year 12 students gaining Level 2 - target not met</p> <p>100% Year 13 students gaining Level 3 - target met</p> <p>100% Year 13 students gaining University Entrance - target met</p> <p>2023 Target <i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i></p> <p>2023 Result 76% endorsement (target not met) with 35% at excellence target not met</p> <p>2023 Target <i>60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i></p> <p>2023 Result 73% endorsement (target exceeded) with 35% at excellence target exceeded</p> <p>2023 Target <i>Gain 20 scholarship passes.</i></p> <p>2023 Result 9 - target not met</p>

	Focus Area	Year Group		Gender	Ethnicity
	NCEA	12-13		Female	All
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes	
Senior Leadership Team (SLT), Diverse Learners' Coordinator, Head of Junior School 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. Head of Junior School. Deans. Diverse Needs Coordinator		December 2024	<ul style="list-style-type: none"> Evidence demonstrates girls are pastorally and academically supported as individuals by Senior Leadership Team, Pastoral team, Deans, Mentors etc. Staff, students and families have a better understanding of future careers and tertiary pathways. The role of careers/pathways coordinator continues to be developed. Students value the support and guidance of the transition programme. Professional development of staff is a priority. Time & 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) 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. 	
Careers and transition processes continue to be reviewed and developed.	SLT. Careers / Pathways Coordinator	Staff Professional Development Fortnightly meetings	December 2024		
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		
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		

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	<ul style="list-style-type: none"> • A wider range of learning pathways are available from Level 2. • Students, especially those with diverse needs, achieve in line or above expectation and remain engaged with their learning. • Staff feel supported, settled, valued and stress free. • There are minimal human resource issues.
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 Priorities: Ignite a Love of Learning and A Journey of Self-Discovery				
2024 - Target 2	Historical Position			
<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 Level 2 & Level 3 NCEA.</i></p>	Māori Student Achievement			
	2023 Target 100% Woodford House Māori students achieving at Woodford House pass rate or better for NCEA.			
	2023 Result 100% Year 12 Māori students – target met 100% Year 13 Māori students – target met			
	Focus Area	Year Group	Gender	Ethnicity
	Māori Achievement	All	Female	Māori
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes
<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>WH Te Reo Teacher Noelene Terere, 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"> School te reo Māori and Tikanga processes will reflect expectations. The House and Intermediate Deans have regular contact with Māori students and whanau in their House. The Pastoral team: Homeroom Mentors, Deans, Directors of Boarding and staff, Chaplain, Health Centre staff and Counsellor, Careers Advisor, Diverse Learners' Coordinator, Head of Junior School and Senior Leadership Team, will have regular contact with students in the homeroom, House and wider school.
<p>Interactions of Deans/ Homeroom Mentors supporting Māori learners recorded on KAMAR. Including contact home and with other stakeholders. Accessible for whanau hui/ academic learning conferences and individual meetings as required.</p>	Deans/ Mentors/ Pastoral team		All Year	<ul style="list-style-type: none"> Students feel valued and their contribution is highly valued and supported. Shared information and communication is established. Whānau will know what their children are learning at school and will be able to support them at home.

<p>BOY: Māori identification information sent to class teachers.</p> <p>Support academic success for Māori students.</p> <p>Encourage girls to sit NZQA Scholarship as appropriate</p> <p>Encourage students to apply for tertiary scholarships as appropriate</p>	<p>Deputy Principal- Teaching and Learning, HOFs for Faculty staff</p> <p>Deputy Principals Transition Team, Scholarship Coordinator</p>		All Year	<ul style="list-style-type: none"> • 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. • The Woodford House community will be committed to ensuring success for students. Cultural inclusiveness is a high priority. • 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. • 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. • Staff more confident with culturally responsive pedagogy through targeted Professional Learning and Growth.
<p>Hold whanau hui for Māori families- new and existing students</p>	<p>Deputy Principals Te Reo Teacher</p>	<p>Hosting costs for hui</p>		
<p>Further Cultural Responsive PLG presentations to staff and opportunity for offsite PLD as appropriate.</p>	<p>Overseen by Deputy Principals</p>	<p>PLD budget for targeted PD</p>	All Year	
<p>Support for te reo Māori, kapa haka, whanau hui and Māoritanga within Woodford House's Special Character by staff and advisors. Whanau explicitly welcomed.</p>	<p>DP - Teaching and Learning- language classes. Te Reo Teacher. Director of Performing Arts - Kapa Haka. Chaplain- Anglican tri-school work.</p>	<p>Budget for additional iwi approved kapa haka/ waiata tutors</p>	All year	<ul style="list-style-type: none"> • The Woodford House Māori community will feel welcome and included in the Woodford House community and at all key school events.

<p>Te ropu Maori set up during 2024 as a place to support students at Woodford House (when new science block finished and able to move in).</p> <p>Sits alongside cultural performance and curriculum classes to support tikanga and cultural identity.</p>	<p>DP- Student Outcomes- Whanau hui and oversight of Cultural Responsive Pastoral practice.</p> <p>Te reo teacher</p>	<p>Budget for appropriate cultural visits</p>	<p>Term 2</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"> • Māori students succeeding as Māori will be seen as highly valued by the Woodford House community.
<p>Permanent teacher of te reo Māori in place for 2024.</p>	<p>Principal SLT</p>		<p>All year</p>	<ul style="list-style-type: none"> • 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.

Strategic Priority 1: Ignite a Love of Learning				
2023 - Target 3	Historical Position			
<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>Generally speaking, the Year 7 students find that transition from level 3 of NZC to level 4 in Mathematics requires time to learn, practice, and time to consolidate the knowledge, skills and strategies of NZC. A second year in the Intermediate Faculty, as Year 8s, usually sees an increase in progress.</p> <p>A noticeable trend over recent years has been a reticence to persevere with Mathematics learning. Student self-perception of their own abilities to learn and improve in this curriculum area has been somewhat negative.</p> <p>2021 - Mathematics: : 72% of Y7 students finished the year at or above curriculum expectation and 88% of Y7 students finished the year at or above curriculum expectations</p> <p>2022 - Mathematics: 63% of Y7 students finished the year at or above curriculum expectation and 82% of Y7 students finished the year at or above curriculum expectations</p> <p>2023 - Mathematics: 81% of Y7 students finished the year at or above curriculum expectation and 79% of Y7 students finished the year at or above curriculum expectations</p>			
	Focus Area	Year Group	Gender	Ethnicity
	Mathematics	7-8	Female	All
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes
Use a range of tools, including E-asttle, to identify and track student progress for mathematics over the course of the year.	<p>HOF Intermediate Year 7 and 8 key staff</p> <p>HOF Dean Year 7 and 8 key staff</p>	N/A	December 2024	At least 85% of Year 7 and 8 students will finish the year at or above curriculum expectations for Mathematics.

Introduce a growth mind set approach as a pastoral focus which will link into how Mathematics is taught and learnt in the Intermediate Faculty.		Time Professional reading material	Throughout 2024	Students will be better motivated to tackle challenges in Mathematics, will show an increase in confidence and ability. Teacher confidence with open-ended, authentic maths tasks improves.
Teacher lesson observations of each other, providing feedback and feed forward.	HOF Intermediate Year 7 and 8 key staff	Time Professional reading material	Throughout 2024	Professional conversations based on observation of colleague teaching in real-time will support reflection and adjustments in teaching practice. Teacher confidence with open-ended, authentic maths tasks will improve.
HOF Intermediate to undertake Action Research GARC programme linked to student agency in the Y78 Mathematics classroom	HOF Intermediate Year 7 and 8 key staff	Staff study budget	2024 - 2025	HOF will complete a formal practitioner-research by July 2025. Insights gained through this programme will lead to adaptations in practice for all key Y78 Mathematics teachers.

Strategic Priority: Ignite a Love of Learning, A Journey of Self-Discovery and Connect and Belong				
2024 - Target 4	Historical Position			
Outstanding Education. Staff will develop and pursue professional learning goals in alignment with the strategic priorities.	<ul style="list-style-type: none"> • Strong support from our Boards to extend and develop professional practice • 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. • Principal attended (ICGS)International Coalition of Girls’ Schools conference in 2022, 2023. Planned for 2024. • Two staff members (HOFs) GARC fellowships for ICGS – one 2023/2024 , one 2025//2025. Attending conferences and presenting findings. 			
	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		Ongoing	<ul style="list-style-type: none"> • Staff feel supported and valued to deliver best practice in teaching and learning • School leaders have clearly identified roles and responsibilities, job descriptions are reviewed through the annual professional growth cycle • School managers have clearly identified roles and responsibilities, job descriptions are reviewed through the annual professional growth cycle • Pastoral care remains a strategic priority; <i>students at Woodford House are a ‘name not a number’</i>
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		Ongoing	
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	<ul style="list-style-type: none"> • Staff continue to build professional capacity and personal efficacy through internal and external self-review processes and practices to meet our strategic aim to develop outstanding educators • 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. • The staff Professional Growth Cycle model is evidence based and provides all staff with a robust and rigorous professional review and support process. • Continual active recruiting for new international students globally • School roll and waiting lists remain secure and reflecting confidence in the School strategic aims. • 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. • Key staff will offer presentations to the School
Oversight of global education strategy, in close alignment with the Director of Global Education. Continue active recruitment of International students to build numbers to approx. 10% of roll.	Principal, Director of Global Education.	Staff Meetings/PLG time allocated	Ongoing	
Further evolve the 'Shine Strengths Programme' to extend its effectiveness and reach.	Principal, Director of Shine, Shine Steering Committee		Ongoing	
Engage in pursuit of Professional Development to support and grow our staff to be leading global practitioners.	Principal, All Staff		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. Global Education Coordinator. English Language Learning Teacher. Global Education Prefect. Director of Comms</p>		<p>Ongoing</p> <p>Term check points</p> <p>Festival of Cultures focal point - June 2024</p>	<p>community as models of best practice in staff meetings, assembly, year level meetings, Professional Learning Group sessions.</p> <ul style="list-style-type: none"> • International students will integrate into and enrich the Woodford House School culture and boarding community. • 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. • 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.
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Strategic Priority: Ignite a Love of Learning, A Journey of Self-Discovery and Connect and Belong	
2024 - Target 5	Historical Position
<p><i>Maintain and further develop established local, national and global links to provide opportunities for cultural responsiveness, inclusivity and diversity.</i></p>	<ul style="list-style-type: none"> • Mobilise the resources and skills available within the Woodford House Parents' Association to support school events and extend / improve school facilities and resources to benefit all students • Explore and promote where applicable opportunities for scholarships for Māori students • Continue to collaborate with traditional scholarship providers, such as HB Williams Educational Trust, H&W Williams Trust • Support the international students currently at Woodford House. Continue to maintain connections with overseas agents and interested overseas families for future years. • Grow the Festival of Cultures to ensure all staff and students are involved • Grow international student numbers • Ensure a greater diversity of international students • Ensure a strong and sustainable growth in enrolments across day, boarding and international students • Globally grow student exchanges (short-term) across all year levels with relationships established at schools worldwide

	Focus Area	Year Group		Gender	Ethnicity
	All	All		All	All
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes	
Encouragement of staff to present at key educational conferences where possible	Principal Senior Leadership Team		Ongoing	<ul style="list-style-type: none"> Evidence of staff extending their professional learning through collaboration, active membership in subject association, NCEA marking panels, new initiatives in learning areas Clear evidence that learning rather than assessment drives student engagement and this is reflected in positive student achievement outcomes Staff will be strongly supported to embrace professional development opportunities to meet our strategic priority 'outstanding educators'. Woodford House will develop itself as a beacon of 'best practice' in teaching and learning. 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). 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 The Woodford House community will have a richer understanding of how co-opportunities provide valuable, holistic, real world learning experiences. 	
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 Events – aim for balance		
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		

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		Ongoing	<ul style="list-style-type: none"> • The Woodford House community will increasingly engage in opportunities to enable their daughters' light to shine. • Interruptions to teaching and learning are identified and minimised where possible. • 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. • Students are supported to excel nationally and internationally. Acceleration of students is encouraged to ensure they have rich and rigorous learning goals. • Qualitative and quantitative data collected to accurately target key markets and confidently allocate marketing spend for higher return on investment. • 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 • Morale is lifted among our Woodford House community to ensure a greater sense of belonging and connectedness. • Increase in Parents' Association engagement. • Increase in Old Girls' Association engagement. • Increased activity and engagement from Boards, parents and alumni. • Brand awareness in regions increases. • Applications from the regions increase. • Morale among Old Girls and parents increases as they see Woodford House in their hometowns. • Wider School community gains a clear understanding of strategic priorities and key messages. • Key messages are explicit and well communicated to the wider Woodford House community. • High quality relationships are developed and sustained • Strategic and data based decision making evident
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	
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 manages Human Resources and H&S.	Principal. Senior Leadership Team. Enrolments Team. Director of Comms. Director of People		Ongoing	<ul style="list-style-type: none"> • Greater sense of cohesion among key stakeholder groups. • Continuous improvement of communications channels and material
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"> • Close liaison with our te reo Teacher and Cultural Advisors as below ensures we honour and respect the cultural protocols • Close liaison with Conrad Waitoa, Inspire in Education • Close liaison with Tania Robins, Kapa Haka tutor
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"> • 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. • Chapel initiatives further embed and integrate cultural responsiveness. • School waiata • School Karakia used prior to all assemblies, staff and SLT meetings

				<ul style="list-style-type: none">• 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.• Woodford House will lead in future-focused education for our students as contributing global citizens.• Students will utilise opportunities to establish learning centred relationships with students from overseas partner schools.
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Other 2024 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Brief Report	Finance	Brief Report
<ul style="list-style-type: none"> Swimming Pool Changing Rooms upgrade was completed in Term 3 2023 Science Centre refurbishment continued throughout 2023, due to open Term 2 2024 New lift and Year 12 Common Room completed in Woodford and opened midway through 2023 New Uniform shop opened mid way through 2023 Various tree maintenance and removal occurred following Cyclone Gabrielle 2023 Whole school campus planting and open space Masterplan commissioned New classroom built in Dame Kate Harcourt Performing Arts Centre Custodian workshop relocated to under Morea 	<ul style="list-style-type: none"> The 10 Year Masterplan continues in 2024 with initial focus on completion of Science Block New administration building next steps. November 2024 planned for physical commencement on site 	<ul style="list-style-type: none"> Amend the frequency of BOT Finance Committee meetings Contain overheads to approved budgets Review other funding streams to increase income Foundation to be reinvigorated during 2024 to generate funds, particularly for the proposed developments adopted in the Masterplan Foundation Executive Officer recruited commencing Term 2, 2024 	<ul style="list-style-type: none"> Ensure Heads of Faculties work within approved budgets Continue to promote the use of school facilities during school holidays to generate extra income throughout the year Observe payment of fees and donations and offer support where applicable

Other 2024 Key Improvement Strategies to Achieve Strategic Vision

Personnel	Brief Report	Community Engagement	Brief Report
<ul style="list-style-type: none"> • Appointment of a Director of People to manage Human Resources and Health & Safety • Appointment of Alumnae Relations Officer to liaise between the School and WHOGA • Ensure staff are adequately trained, appraised and have appropriate Professional Development • Ensure staff numbers are at expected levels • Focus on staff wellbeing strategies and targets 	<ul style="list-style-type: none"> • Manage teaching staff numbers to meet parent and teacher expectations. • Staff are proactively supported to maximise their own health and safety (mental and physical) • Wellbeing Warriors established in 2021 continues to provide staff with support 	<ul style="list-style-type: none"> • To build strong relationships between the School, Old Girls, past and present parents and the greater Woodford Community. • To foster, increase and maintain parent engagement with Woodford House. • To oversee all fundraising activities for the School Celebrate the 130th anniversary of the school in February 2024 	<ul style="list-style-type: none"> • Management by the Director of Communications of all school wide communications and community relations. • Improved and increased use of Potentiality, the school's database
Health and Safety	Brief Report	Self-review	Brief Report
<ul style="list-style-type: none"> • Director of People has taken over responsibility for all Health Safety and Wellbeing • Continue active Health and Safety practices • Increase reporting of hazards and accidents on Safety Seek • Continue to use Vistab for managing people on site 	<ul style="list-style-type: none"> • School has always maintained proactive Health and Safety practices • Train and regularly remind staff to report all hazards and accidents on Safety Seek 	<ul style="list-style-type: none"> • Board of Trustee meetings include Self Review as an agenda item 	<ul style="list-style-type: none"> • Continue to include self-review as an agenda item

School Profile 2024

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.

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, three Deputy Principals, Head of Junior School, 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".