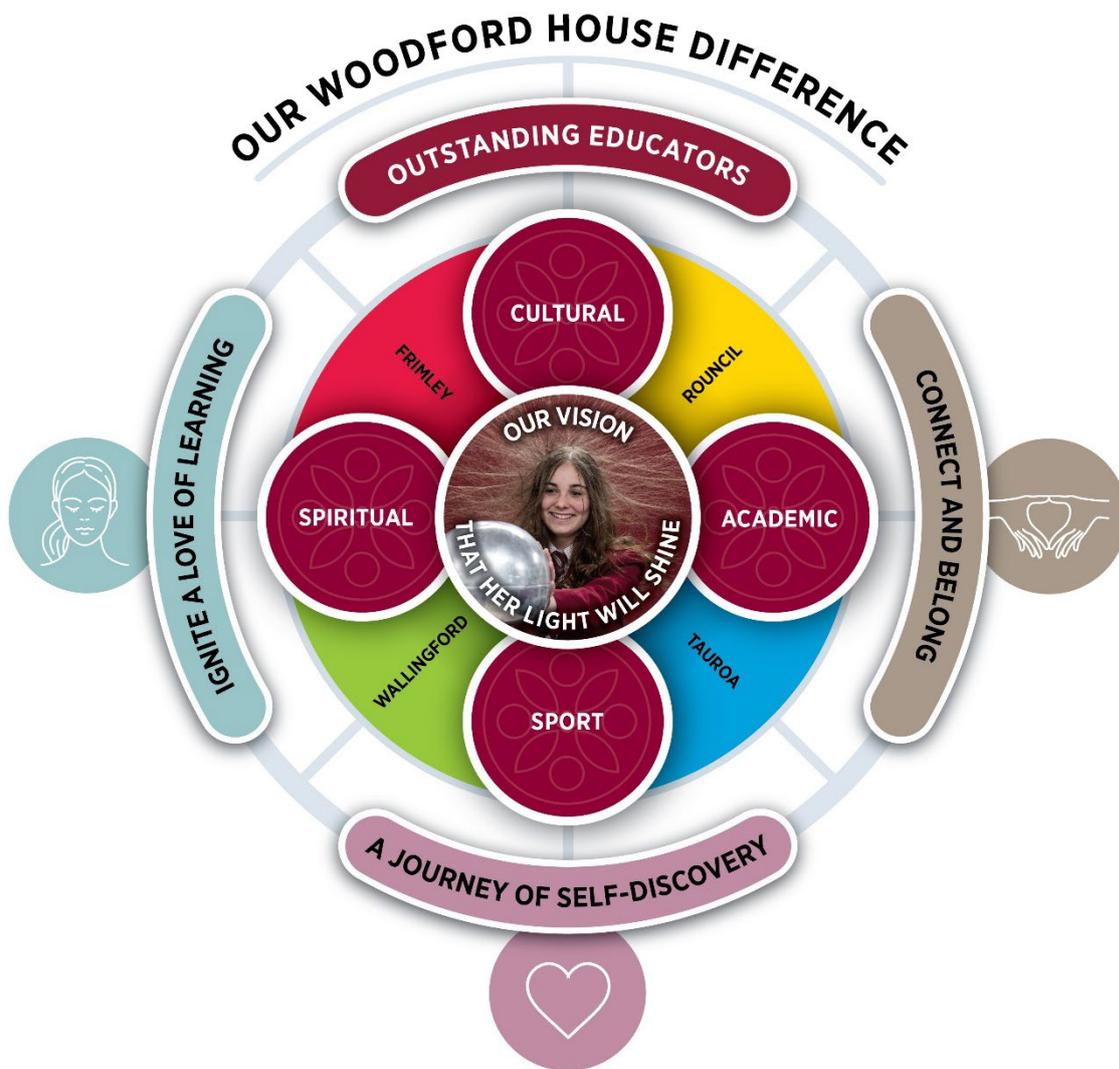


# Annual Implementation Plan 2025



Woodford House - School MOE No: 225

Ratified by Board of Trustees

# Annual Implementation Plan 2025

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# Annual Implementation Plan 2025

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## Context and Background

In 2025, we continue to follow 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.

The Board’s Strategic Priorities for 2025 are to build on the Philosophy, Identity, Guiding Principles and Strategic Priorities of the 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 2025 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 2025***

- 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.
- Grow and support outstanding educators.

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

- Health Centre Review
- Administrative & Systems Review (continued from 2024)
- Commerce Faculty Review
- Community Engagement (continued from 2024)

**Please refer to the Strategic Plan 2024-2027**

**<https://www.flipsnack.com/woodfordhouse/our-strategy-24-27/full-view.html>**

## Academic Achievement (All results are as at February 2025)

*\*These figures are based on participation*

<b>NCEA 2024</b>	<b>Woodford House</b>
Year 12 students gaining NCEA Level 2	100%
Year 13 students gaining NCEA Level 3	100%
Year 13 students gaining University Entrance (UE)	98%

### NCEA Level 2 and 3 Historical

	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
Year 12 Students gaining NCEA Level 2	100%	98%	100%	100%	100%	100%	100%	100%
Year 13 Students gaining NCEA Level 3	100%	100%	100%	100%	100%	100%	94%	97%
Year 13 students gaining University Entrance	98%	100%	96%	100%	98%	90%	93%	94%

### 2024 Level Endorsements

*(figures in brackets 2023 results)*

	<b>Woodford House</b>
Year 12 students gaining NCEA Level 2 with merit	25% (40%)
Year 12 students gaining NCEA Level 2 with excellence	52% (33%)
Year 12 students gaining L 2 Merit / Excellence combined	77% (73%)
Year 13 students gaining NCEA Level 3 with merit	53% (38%)
Year 13 students gaining NCEA Level 3 with excellence	21% (35%)
Year 12 students gaining L 2 Merit / Excellence combined	74% (73%)

## 2024 NCEA Scholarship Results

Accounting	1
Biology	3
Chemistry	1
Design	1
English	1
Health & Physical Education	1
Technology	<u>1</u>
	9 in total

## 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)

## Results in Comparison with Targets

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

**Priority One: Learner Centred**

**2024 Target** 100% of all Year 11 students succeed in achieving their Woodford House Diploma  
100% of each year level gaining the appropriate Level 2 – 3 qualifications for appropriate candidates.  
90% of Year 13 students gaining University Entrance.

**2024 Result** 100% Year 11 students achieved Diploma – **target met**  
100% Year 12 students gaining Level 2 - **target met**  
100% Year 13 students gaining Level 3 - **target met**  
98% Year 13 students gaining University Entrance – **target met**

**2024 Target** 80% achieving NCEA Level 2 endorsement with at least 40% at excellence.  
**2024 Result** 77% endorsement (**target not met**) with 52% at excellence **target exceeded**

**2024 Target** 60% achieving NCEA Level 3 endorsement with at least 30% at excellence.  
**2024 Result** 74% endorsement (**target exceeded**) with 21% at excellence **target not met**

**2024 Target** Gain 20 scholarship passes.  
**2024 Result** 9 - **target not met**

## Māori Student Achievement

**2024 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.*

**2024 Result** 100% Year 12 Māori students – **target met**  
100% Year 13 Māori students – **target met**

Each Faculty provides detailed information regarding 2024 specific achievement, and targets for 2025, in their Board Curriculum 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 2025/2026.

## 2025 Analysis of Variance for 2024 Targets

<b>Focus: Raising Student Achievement</b>			
<b>Strategic Priority: Ignite a Love of Learning</b>			
<b>Annual Aim: To continue to strive for excellence in NCEA results, maintaining top national results:</b>			
<p><b>2024 Target 1: Strategic Priority: Love of Learning</b></p> <p>To continue to strive for excellence in NCEA results, maintaining top national results:</p> <p><u>Level 1 Target</u> – Woodford House Year 11 Diploma replaced NCEA Level 1.  <i>100% to succeed in achieving their Diploma instead of Level 1.</i></p> <p><i>100% of each year level gaining the appropriate Level 2 – 3 qualifications for appropriate candidates.</i>  <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>  <i>60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i></p> <p><i>Gain 20 scholarship passes.</i></p>			
<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	<p><b>2024 Target</b>  <i>100% of Year 11 students to achieve Year 11 Diploma (replaced NCEA Level 1)</i></p> <p><b>2024 Result</b>            100% achieved (<b>target met</b>)</p>	Students identified as being in danger of not gaining their expected level of achievement were given further opportunities to achieve through STAR	Deans and the Diverse Learners' Coordinator will continue to work with class teachers and HOFs for individual and small group success.

<p>Diverse Learners' Coordinator.</p> <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>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><b>2024 Target</b> 80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</p> <p><b>2024 Result</b> 25% merit, 52% excellence (<b>target exceeded</b>) total 77% endorsed (<b>target not met</b>)</p> <p><b>2024 Target</b> 60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</p> <p><b>2024 Result</b> 53% merit, 21% excellence (<b>target not met</b>) total 74% endorsed (<b>target exceeded</b>)</p> <p><b>2024 Target</b> Gain 20 scholarship passes.</p> <p><b>2024 Result</b> 9 Scholarship passes (<b>target not met</b>)</p>	<p>courses and extra subject standards.</p> <p>These students also 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>It is 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>2025 continues with 2-2-1 school day system. 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>
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## Focus: Raising Student Achievement

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

#### 2024 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

2024:

100% at Level 2 and Level 3 NCEA,

100% UE

Endorsements:

L2 83% Merit, 17% Excellence

L3 25% Merit 38% Excellence

2023: 100% at Years 11, 12 and 13

UE 100%

Endorsements:

L1 12.5% E, 62.5% M

L2 33.3% E, 33.3% M

L3 30.3% E, 50% M

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**

**1 (of 9) in 2024**

2 (of 9) in 2023

3 (of 19) in 2022

0 in 2021

2 in 2020

0 in 2019

1 in 2017

1 in 2018

### **Tertiary Scholarships won in 2024 by Māori students**

3 x University of Otago Māori Entrance Scholarship \$16,000 each

France Trust Scholarship \$7,500.00

University of Auckland Waka Moana Scholarship up to \$20,000

Victoria University of Wellington School Leaver Scholarship up to \$30,000

### **Tertiary Scholarships won in 2023**

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

University 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**

#### **2024**

8 Students identify as Maori in either their first or second ethnicity.

1 Gap year

2 Employment

5 have transitioned to tertiary education:

- Commerce/Law at Canterbury
- Commerce/Law at Otago
- Commerce at Otago
- Law/BA at Otago
- Building Design at Victoria

#### **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:

B VetSci

B Com 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 2024.**

2023 44

2022 43

2021 46

2020 45

2019 49

2018 51

2017 53

2016 44

2015 29

**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 in 2024 ?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next for 2025?) 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>Offer Te Reo Māori up to Level 3.</p> <p>Full time Kaiako Māori was appointed at the beginning of 2024.</p> <p>A commitment to create a dedicated Te Reo Māori classroom.</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> i.e. <b>Staff Professional Development.</b></p>	<p>NCEA Level 2-3 was gained with 100% for all Māori students in 2024. 100% achievement in Woodford House Diploma for Year 11 Māori students.</p> <p>Te Reo Māori taught up to Year 13, Level 3 with great NCEA results.</p> <p>Excellent outcomes in all Te Reo Māori junior courses and many resources created.</p> <p>Kaiako Māori resigned - no specialist teacher in Term 4.</p> <p>Te Rau Aroha o Heipora was set up, blessed and opened in Term 3. A dedicated space for Te Reo Māori and Akonga Māori.</p> <p>Mentoring offered to a limited number of ākonga Māori to help those individuals achieve.</p>	<p>Teacher moved to an AP role at another school out of area – returning 'home'.</p>	<p>Continue to monitor academic achievement of ākonga Māori and continue to achieve 100% Woodford House Māori students achieving the Woodford House Diploma in Year 11 and Achieving NCEA at Level 2 and Level 3.</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 classroom achievement and Dean responsible for Year Level achievement and tracking progress over the year.</p> <p>Continue dedicated classes in 2025. Offer Senior Te Reo Māori at every level.</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 2025.</p>

<p>A session from MOE facilitator on Staff PLD day on Cultural Responsiveness.</p> <p>Te Reo Māori teacher ran several workshops during our Professional Learning, including Mihi and Pepeha practice and a deep dive into reflecting on our own cultural responsiveness. She also worked one-on-one with staff on pronunciation and supported with queries around Mātauranga Māori.</p> <p>Kaiako Māori was given a time allocation for Cultural Responsiveness and provided advice on tikanga Māori.</p> <p>-</p> <p><b>Scholarship support and Future Pathways</b></p> <p>Woodford House 'Tahu' scholarship.</p> <p>Williams Trust scholarships</p> <p>Students supported with applications for tertiary scholarships.</p>	<p>Staff challenged to reflect on their own practice and where in the journey they are.</p> <p>Māori greetings and kupu being used regularly.</p> <p>Successful Mātauranga Māori inclusion in many subject areas.</p> <p>Study of the Treaty of Waitangi is part of the Social Sciences programme in Years 9 and 10, including the differences between the Articles between The Treaty and Te tiriti o Waitangi.</p> <p>Consultation regarding tikanga Māori is incorporated into event planning.</p> <p>1 on 1 sessions with DP Student Outcomes</p> <p>1 student</p> <p>3 students supported by Williams Trust - biennial reporting</p> <p>5 Akonga Māori received tertiary scholarships.</p>	<p>Scholarships/ testimonials/ applications effectively done by Deputy Principals</p>	<p>Ropu Māori re-ignited in 2025 with some outcomes to be set.</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 and Year 13 Dean who know students well.</p>
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<p><b>Community Engagement and Engagement with Whanau</b></p> <p>Annual Mihi Whakatau as the start of the day.</p> <p>Whanau hui was planned to be part of the Beginning of the Year programme programme.</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><b>Pastoral Care and Hauora</b></p> <p>Woodford House wellbeing 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>A successful Mihi Whakatau was held. It was well-supported by a large group of whānau. A hui was held post the kai. An opportunity to connect.</p> <p>Individual conversations with many people around the aspirations of Māori akonga and working with whānau to support tikanaga, kapa haka and grow understanding.</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>Links formed with Matua Conrad Waitoa and Whaea Tania Robin working well to ensure a consistent and sustainable Mihi Whakatau programme.</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.</p> <p>Aim: continue to focus on capacity building for staff and better integration with mana whenua.</p> <p>Consultation occurs during event planning eg for Powhiri, whole school events.</p> <p>Whanau Hui planned and offered.</p> <p>New Te Reo Māori teacher now part of cultural advisory roles within school.</p> <p>Changed Dean and Homeroom structure to Year Level gives a greater focus for Deans, Homeroom leaders and Head of Junior school to successfully integrate new students and build strong relationships with ākonga, considering the following:</p> <p>An awareness of the intent and spirit of the School Goals and Special Character status</p>
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<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><u>Special Character</u></b></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><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>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, and SMT meetings.</p> <p>Chaplain is incorporating Te Reo into Chapel services.</p> <p>One student spoke at Race Unity Speech Competition.</p> <p>Big sister programme at start of year saw new students paired with an older student for integration into the school.</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>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> <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.</p> <p>Director of Boarding-Pastoral, Director of Wellbeing, Deputy Principal-Student Outcomes.</p>
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<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. In 2024, Whaea was supported by a current staff member and our Kaiako Māori.</p> <p>Whaea Tania wrote a school waiata and taught the Kapa Haka girls. It was used as the set piece for House Music.</p>	<p>Nearly 100 girls signed up for Kapa Haka at the beginning of 2024. Due to over-commitment many dropped out.</p> <p>2 sessions weekly - one for all students with a tuakana-teina approach and one for the committed performing Kapa Haka group (30 students).</p> <p>The whole school learned and performed at House Music in their Houses. Very emotional.</p> <p>Staff have begun to learn the waiata also.</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 2025.</p> <p>School waiata: staff and new students learn the waiata and students improve on the performance</p>
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**Focus: Year 7 and 8 Learners**

**Strategic Priority: Ignite a Love of Learning**

**2024 Target 3:**

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

<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>E-asttle used to identify and track student progress.</p> <p>Resourced a 5<sup>th</sup> teacher to reduce mathematics class numbers.</p> <p>The introduction of a growth mindset as a faculty theme and the promotion of a positive relationship with mathematics took place.</p> <p>Teacher lesson observations of each other, providing feedback and feed forward</p> <p>HOF Intermediate undertook Action Research GARC programme linked to student agency in the Y78 Mathematics classroom</p>	<p>This goal was not met.</p> <p>76% of our Year 7 cohort finished the year at or above Mathematics curriculum expectations. A 9% shortfall.</p> <p>84% of our Year 8 cohort finished the year at or above Mathematics curriculum expectations. A 1% shortfall.</p>	<p>One year is not enough time to accelerate progress for students new to Woodford House in 2024.</p>	<p>Continue with this goal and implement a similar action plan in 2025 - HOF Intermediate Target date: December 2025</p> <p>Engage with MOE PD around the Refreshed mathematics curriculum – HOF Intermediate Start date: 20 March 2025 with arranged PD and meetings at least once a term throughout 2025.</p>

**Focus: Staffing**

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

**2024 Target 4:**

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

<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>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>New role created - Director of Wellbeing</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>Formal 2024 Wider Leadership Team established with 2/termly meetings, include leadership development, PD sessions, external facilitators.</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</p>	<p>Continual refining of Pastoral and Leadership Teams according to needs of the students and staff.</p> <p>Diverse Learners' Coordinator and Specialist Classroom Teacher conducted Professional Development with staff re strategies and resources.</p>	<p>Continue to embed, appraise and support team members</p> <p>2025 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; 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>Active recruitment of International students saw numbers reach our strategic goal. Some Year levels are waitlisted for an international place.</p>	<p>with a robust and rigorous professional review and support process.</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>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.</p>	<p>All teaching staff took part in the planned 2024 'Teacher Accord Days' networking and learning alongside other local high school teachers/faculties.</p> <p>New position of Global Education Coordinator embedded and working very well. This 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</p>	<p>PLG's in 2025 will focus on Gen A.I. and developing teachers A.I. Literacy for best teaching practice.</p> <p>PLG's will also include, but not limited to:</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> <li>• Cultural Competencies</li> </ul> <p>AcademyEx utilised for full staff and student training / workshops - to continue throughout 2025</p> <p>Travel by Director of Global Education continues to recruit new international students, establish new and network with current agents, to add new countries to our global student directory.</p>
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<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>'Shine Strengths Programme' continues to be reviewed, staff and student feedback sought, programme adapted and continued.</p>	<p>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>Specific focus and aims given to SHINE in our new Strategic Plan for 2024-2027</p> <p>Shine Integration:</p> <ul style="list-style-type: none"> <li>● Expanded Shine Girls' Team with Specialised Support Teams.</li> <li>● Shine Journal for Junior School.</li> <li>● <b>NEW</b> Shine Pathfinder launched for Junior School</li> <li>● <b>Revised</b> Shine Star Initiative activated.</li> <li>● Shine Certificates to celebrate Performing Arts / Camps.</li> <li>● <b>Shine Strength Stand:</b> point of difference at Open Day.</li> <li>● Shine Connect: Build My Networks.</li> </ul>	<p>School culture and boarding community.</p> <p>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>Shine directly aligns with Woodford House's Strategic Vision.</p>	<p>Head of Junior School continues working with Principal on embedding short-term international reciprocal exchanges with students from Yr 7 – 13, throughout the world.</p> <p>Continue to grow and review Shine in 2025.</p>
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<p>Engage in pursuit of Professional Development to support and grow our Outstanding Educators</p>	<p>Many staff attended Professional Development Courses during 2024, teaching and ancillary</p>	<p>Staff continued to grow professional capacity by attending targeted Professional Development.</p> <p>All teaching staff took part in 'Teacher Accord Days' 2024 which were held throughout the year.</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.</p>	<p>Staff will endeavour to attend appropriate courses in 2025.</p> <p>National Conferences scheduled.</p> <p>ICGS Conference (USA) 2024 teacher attending as GARC Fellow, Director of Shine, Principal attending.</p>
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<b>Focus: Partnerships</b>			
<b>Strategic Priorities : Ignite a Love of Learning, A Journey of Self-Discovery and Connect &amp; Belong</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>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>Appointment of an Alumnae Relations Officer will strengthen stakeholder relationships and engagement, with a particular focus on alumni;</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 or organisations 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, 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>Increase in Parents' Association engagement.</p> <p>Increase in Old Girls' Association engagement.</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>To continue with all initiatives and strengthen in 2025.</p> <p>Staff Engagement Survey to be undertaken in 2025.</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>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 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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## 2025 Targets

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

### **Target 1: Strategic Priority: Ignite a Love of Learning**

*100% of all Year 11 students succeed in achieving their Woodford House Diploma*

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

*100% of each year level gaining the appropriate Level 2 – 3 qualifications for appropriate candidates.  
90% of Year 13 students gaining University Entrance.*

*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 2025 (includes Targets)

<b>Strategic Priority: Ignite a Love of Learning</b>	
<b>2025 – Target 1</b>	<b>Historical Position</b>
<p><i>100% of all Year 11 students succeed in achieving their Woodford House Diploma</i></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 2 – 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 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>2024 Target</b> <i>100% of all Year 11 students succeed in achieving their Woodford House Diploma</i></p> <p><b>2024 Result</b> 100% success – target met</p> <p><b>2024 Target</b> <i>100% of each year level gaining the appropriate Level 2 – 3 qualifications for appropriate candidates.</i></p> <p><i>90% of Year 13 students gaining University Entrance.</i></p> <p><b>2024 Result</b> 100% Year 11 students achieved Diploma – <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>98% Year 13 students gaining University Entrance – <b>target met</b></p> <p><b>2024 Target</b> <i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i></p> <p><b>2024 Result</b> 77% endorsement (<b>target not met</b>) with 52% at excellence <b>target exceeded</b></p> <p><b>2024 Target</b> <i>60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i></p> <p><b>2024 Result</b> 74% endorsement (<b>target exceeded</b>) with 21% at excellence <b>target not met</b></p> <p><b>2024 Target</b> <i>Gain 20 scholarship passes.</i></p> <p><b>2024 Result</b> 9 - <b>target not met</b></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 utilise 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"> <li>Evidence demonstrates girls are pastorally and academically supported as individuals by Senior Leadership Team, Pastoral team, Deans, Homeroom Leaders 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		December 2024	<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 Principals 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> </ul>	
Embed supported learning programmes at all Levels.  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>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>	

<p>A number of Year 13 students continue to be extended and accelerated academically by being offered University courses.</p>	<p>Deputy Principals Careers Coordinator HOFs</p>	<p>Resourced through the STAR program</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• A wider range of learning pathways are available from Level 2.</li> <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 balanced.</li> <li>• There are minimal human resource issues.</li> <li>• Students gain exposure to University/tertiary courses in preparation for tertiary study.</li> <li>• Students are provided challenging academic programmes.</li> </ul>
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Strategic Priorities: Ignite a Love of Learning and A Journey of Self-Discovery				
<b>2025 - 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 Level 2 &amp; Level 3 NCEA.</i></p>	<b>Māori Student Achievement</b>			
	<b>2024 Target</b> 100% Woodford House Māori students achieving at Woodford House pass rate or better for NCEA.			
	<b>2024 Result</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>
Annually review and refine Beginning-of-Year programme so Powhiri or Mihi Whakatau and Hui embed correct protocol with support of local iwi and Cultural Advisors.	Principal Deputy Principals	Koha for Powhiri / Mihi Whakatau  PD for staff - Te Reo Māori and protocols etc	Term 1	<ul style="list-style-type: none"> <li>School te reo Māori and Tikanga processes will reflect expectations.</li> <li>The Year Level and Intermediate Deans have regular contact with Māori students and whanau in their House.</li> <li>The Pastoral team: Homeroom Leaders, Deans, Director of Boarding and staff, Chaplain, Health Centre staff, Careers Advisor, Director of Wellbeing, Diverse Learners' Coordinator, Head of Junior School 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> </ul>
Interactions of Deans/ Homeroom Leaders 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.	Deans Homeroom Leaders Pastoral team		All Year	

<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 Principals HOFs for Faculty staff</p> <p>Deputy Principals Transition Team Scholarship Coordinator</p>		All Year	<ul style="list-style-type: none"> <li>Whānau will know what their children are learning at school and will be able to support them at home.</li> <li>The whānau of the students will know their daughters' Homeroom Leader and a positive ongoing relationship will develop. Open and positive communication will be promoted and highly valued.</li> <li>The Woodford House community will be committed to ensuring success for students. Cultural inclusiveness is a high priority.</li> </ul>
<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>	Term 1	<ul style="list-style-type: none"> <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> </ul>
<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	<ul style="list-style-type: none"> <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> </ul>
<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>Deputy Principals Language classes - Te Reo Māori Teacher Director of Performing Arts - Kapa Haka</p>	<p>Budget for additional iwi approved kapa haka / waiata tutors</p>	All Year	<ul style="list-style-type: none"> <li>The Woodford House Māori community will feel welcome and included in the Woodford House community and at all key school events.</li> </ul>

<p>Te ropu Maori established 2024.</p> <p>Sits alongside cultural performance and curriculum classes to support tikanga and cultural identity</p>	<p>Chaplain- Anglican tri- school work Deputy Principal- Whanau hui and oversight of Cultural Responsive Pastoral practice</p> <p>Te Reo Māori teacher</p>	<p>Budget for appropriate cultural visits</p>	<p>All 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>

## Strategic Priority 1: Ignite a Love of Learning

### 2025 - Target 3

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

### Historical Position

Generally speaking, the Year 7 students find that transition from Phase 2 of NZC to Phase 3 in Mathematics requires time to learn, practice, and time to consolidate the concepts and procedures of NZC. A second year in the Intermediate Faculty, as Year 8s, usually sees an increase in progress.

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 indicative of fixed mindsets.

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

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

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

2024 - **Mathematics:** 76% of Y7 students finished the year at or above curriculum expectation and 84% of Y8 students finished the year at or above curriculum expectations

	<b>Focus Area</b>	<b>Year Group</b>	<b>Gender</b>	<b>Ethnicity</b>
	Mathematics	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 Mathematics over the course of the year.	HOF Intermediate Year 7 and 8 key staff	N/A	December 2025	At least 85% of Year 7 and 8 students will finish the year at or above curriculum expectations for Mathematics.
Continue with a growth mind set approach towards teaching Mathematics. Explicitly weave the concepts of this approach with rich, open tasks.	HOF Intermediate Year 7 and 8 key staff		Throughout 2025	Students will be better motivated to tackle challenges in Mathematics, will show an increase in confidence and experience a positive relationship with this subject.  Teacher confidence with delivering open-ended, authentic maths tasks will improve.
Engage in MOE professional development around the refreshed curriculum.	HOF Intermediate Year 7 and 8 key staff	Time Professional reading material	Throughout 2025	Teacher confidence with implementing the refreshed curriculum will improve.
Protect the one-hour a-day of mandatory time allocated to Mathematics as best as possible.	HOF Intermediate Year 7 and 8 key staff Senior Leadership Team	N /A	Throughout 2025	5 hours per week of Mathematics engagement in a well-planned and delivered curriculum should see students progressing successfully.

Strategic Priority: Ignite a Love of Learning, A Journey of Self-Discovery and Connect and Belong				
2025 - Target 4	Historical Position			
<p><b>Outstanding Education.</b> Staff will develop and pursue professional learning goals in alignment with the strategic priorities.</p>	<ul style="list-style-type: none"> <li>• Strong support from our Boards to extend and develop professional practice</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>• Principal attended (ICGS) International Coalition of Girls’ Schools conference in 2022, 2023, 2024. Planned for 2025.</li> <li>• Two staff members (HOFs) GARC fellowships for ICGS – one 2023/2024 , one 2024/2025. Attending conferences and presenting findings.</li> <li>• Director of Shine attending ICGS Conference 2025</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		Ongoing	<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> </ul>
Continue with our Professional Growth Cycle to ensure staff are further supported to build confidence and understanding of their practice.	Deputy Principals		Ongoing	
Continued emphasis on staff professional inquiry/research through regular Professional Learning Group (PLG) sessions.	Deputy Principals		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"> <li>• 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</li> <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.</li> <li>• School roll and waiting lists remain secure and reflecting confidence in the School strategic aims.</li> <li>• International students will continue 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 community.</li> <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</li> </ul>
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	
Staff wellbeing programme continues to progress	Deputy Principals Director of Wellbeing Staff Wellbeing Warriors team Director of People	PLG time  Resourcing for social events and wellbeing initiatives in Budget	Ongoing	

<p>International student initiatives are valued and supported. Staff embrace opportunities for Professional Learning and Growth.</p> <p>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 2025</p>	<p>extensive orientation, student ambassador program, pizza nights etc.</p> <ul style="list-style-type: none"> <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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**Strategic Priority: Ignite a Love of Learning, A Journey of Self-Discovery and Connect and Belong**

**2024 - Target 5**

**Historical Position**

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

- 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 to reach 10% of student body
- Ensure a greater diversity of international students
- Ensure a strong and sustainable growth in enrolments across day, boarding and international students
- Continue to 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"> <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> <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> <li>The Woodford House community will have a richer understanding of how co-opportunities provide valuable, holistic, real world learning experiences</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 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 continue to 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"> <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 rich and rigorous learning goals</li> <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, Family Dinners, Whanau Hui, New Parents' Information Evening, Old Girls' events and reunions, Boarding Roadshows, Online / Face to Face Parent Teacher Interviews</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> </ul>
Plan recruitment campaigns and initiatives that connect with communities locally, nationally and internationally	Principal. Director of Comms Business & Operations Manager Archivist Alumnae Relations Officer	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	
Continue to grow 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"> <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>
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 te reo Teacher and Cultural Advisors ensures we honour and respect the cultural protocols</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>• Chapel initiatives further embed and integrate cultural responsiveness.</li> <li>• School waiata</li> <li>• School Karakia used prior to all assemblies, staff and SLT meetings</li> </ul>

				<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.</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>
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Other 2025 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Brief Report	Finance	Brief Report
<p>2024</p> <ul style="list-style-type: none"> <li>Holland roof relined to weatherproof</li> <li>Emergency lights around boarding upgraded</li> <li>Staff house roof was replaced</li> <li>Concrete installed in staff carpark</li> <li>Retaining wall on zigzag path built</li> <li>Lighting upgrade in gym</li> <li>Tree felling</li> <li>Science Centre completed and opened in Term 2</li> </ul> <p>2025</p> <ul style="list-style-type: none"> <li>Considerable tree felling across the campus</li> <li>Road markings repainted</li> <li>Morea refurbished</li> <li>Plans for Nelson Richards upgrade commenced</li> <li>New Administration building detailed design completed</li> <li>CCTV installation across the campus</li> </ul>	<ul style="list-style-type: none"> <li>Ten Year Property plan written by Asbhy Property Services received in October 2024. This includes a detailed Capital works plan, programmed (cyclical) maintenance with various time frames and 10 year financial plan</li> <li>New administration building construction due to commence in May 2025</li> <li>N4L provided Wifi upgrade across the campus. WHTB fund non-integrated areas</li> <li>Servers moved "Off premise"</li> </ul>	<ul style="list-style-type: none"> <li>Foundation to be reinvigorated during 2025 to generate funds, particularly for the proposed developments adopted in the Masterplan</li> <li>Install new HR management system</li> <li>Ferrett installed to streamline coding of invoices</li> <li>Cost of Boarding operations has increased due to a new staffing model. Review at end of 2025.</li> <li>Administration staff duties reviewed. Change of Non-teaching staff responsibilities to remove non teacher tasks such as mentoring and sport support</li> </ul>	<ul style="list-style-type: none"> <li>Ensure Heads of Faculties work within approved budgets</li> <li>Review the use of school facilities during school holidays as an income generator that reduces inconvenience.</li> <li>Observe payment of fees and donations and offer support where applicable</li> <li>Board of Trustee reliance on the WHTB for financial support continues to grow year on year. More full-time staff and less part time staff to be attempted.</li> </ul>

<b>Other 2025 Key Improvement Strategies to Achieve Strategic Vision</b>			
<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 Wellbeing in 2024 embedding well</li> <li>• Establishment of Senior Management Team in 2024, to work in conjunction with Senior Leadership Team (Principal and Deputies) embedding well</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> </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> </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>• Director of People has taken over responsibility for all Health Safety and Wellbeing</li> <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> </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>• Continue to include self-review as an agenda item</li> </ul>

# School Profile 2025

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## 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. International Students are from around the world. Havelock North, Hastings and Napier form the base for day girls; this roll is limited to 150 students. International student numbers sit around 10% of the domestic roll.

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. Modern, well-appointed learning environments, including our new 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, Director of Wellbeing, Homeroom Leaders, Nurse, Doctor/Counsellor (both available as required), Director 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”.