

Woodford House

Annual Implementation Plan 2026

School MOE No: 225 | Ratified by Board of Trustees



**WOODFORD
HOUSE**

Annual Implementation Plan 2026

Context and Background

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 2026 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 2026 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*

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 2026)

*These figures are based on participation

NCEA 2025	Woodford House
Year 12 students gaining NCEA Level 2	97%
Year 13 students gaining NCEA Level 3	100%
Year 13 students gaining University Entrance (UE)	100%

NCEA Level 2 and 3 Historical

	2025	2024	2023
Year 12 Students gaining NCEA Level 2	97%	100%	98%
Year 13 Students gaining NCEA Level 3	100%	100%	100%
Year 13 students gaining University Entrance	100%	98%	100%

2025 Level Endorsements

(figures in brackets 2024 results)

	Woodford House
Year 12 students gaining NCEA Level 2 with merit	52% (25%)
Year 12 students gaining NCEA Level 2 with excellence	33% (52%)
Year 12 students gaining L 2 Merit / Excellence combined	85% (77%)
Year 13 students gaining NCEA Level 3 with merit	50% (53%)
Year 13 students gaining NCEA Level 3 with excellence	32% (21%)
Year 12 students gaining L 2 Merit / Excellence combined	82% (74%)

2025 NCEA Scholarship Results

Accounting	1	Economics	2 (1 Outstanding)
Biology	3	Statistics	2
Chemistry	2	Classics	1


English 2 (1 Outstanding) Geography 1
 Technology 1 15 in total

Scholarship Historical Results

Year	Number of scholarship passes
2025	15 (2 Outstanding)
2024	9
2023	9 (2 outstanding)
2022	19 (1 outstanding)
2021	22 (3 outstanding)
2020	20
2019	11 (1 outstanding)
2018	19 (4 outstanding)

Results in Comparison with Targets

Target 1: Strategic Priority: Ignite a Love of Learning

Priority One:  Learner Centred

2025 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.

2025 Result 98% Year 11 students achieved Diploma – **target not met**
 97% 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**

2025 Target 80% achieving NCEA Level 2 endorsement with at least 40% at excellence.

2025 Result 85% endorsement (**target met**) with 33% at excellence **target not met**

2025 Target 60% achieving NCEA Level 3 endorsement with at least 30% at excellence.

2025 Result 85% endorsement (**target exceeded**) with 32% at excellence **target met**

2025 Target Gain 20 scholarship passes.

2025 Result 15 – **target not met**

Māori Student Achievement

2025 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.

2025 Result 100% Year 12 Māori students – **target met**
 100% Year 13 Māori students – **target met**

Each Faculty provides detailed information regarding 2025 specific achievement and targets for 2026 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 2026/2027.

2026 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

Student Achievement.

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 10 scholarship passes.

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

Equitable Outcomes for Māori students. To equip and support our Māori students to attain equitable outcomes.

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

Target 3: Strategic Priority: Ignite a Love of Learning

NZ Curriculum, Assessment and Reporting. To implement the refreshed New Zealand curriculum for reading, writing, and mathematics in Years 7-10. This includes using quality assessment and meeting reporting requirements.

Target 4: Strategic Priorities: Connect and Belong and a Journey of Self-Discovery

Student attendance. Take all reasonable steps to ensure students attend school.

At least 80% of students should be attending regularly (90% of the time).

Target 5: Strategic Priorities: Connect and Belong and a Journey of Self-Discovery

Health, Safety, and Wellbeing. Ensure the physical and emotional wellbeing of students and staff through use of platforms and data collection.

Annual Implementation Plan 2026

Strategic Priority: Ignite a Love of Learning				
2026– Target 1 – Student Achievement				
<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. 90% of Year 13 students gaining University Entrance.</i></p> <p><i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence. 60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i></p> <p><i>Gain 10 scholarship passes.</i></p>				
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes
Monitor individual student achievement and use assessment data to inform strategies to improve student outcomes through Personalised Learning Plans.	SLT Head of Junior School Deans Diverse Needs Coordinator		Ongoing	<ul style="list-style-type: none"> • Statistics as above. • Evidence demonstrates girls are pastorally and academically supported as individuals by Senior Leadership Team, Pastoral team, Deans, Homeroom Leaders and teaching staff. • Staff, students and families have an understanding of future careers and tertiary pathways.
Careers and transition processes continue to be reviewed and developed.	SLT Careers / Pathways Coordinator		Ongoing	

<p>Maintain proactive and targeted communication with the Board of Trustees to develop a deeper understanding of best practice around assessment tools and data analysis on student achievement.</p>	<p>Deputy Principals HOFs</p>		<p>Ongoing</p>	<ul style="list-style-type: none"> • The role of careers/pathways coordinator continues to be developed. • Students value the support and guidance of the transition programme.
<p>Embed supported learning programmes at all levels.</p> <p>The Deputy Principals meet regularly with the Diverse Learners' Coordinator to monitor individual student progress.</p>	<p>Deputy Principals Diverse Needs Coordinator</p>	<p>PLG time</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Professional development of staff is a priority. Time and 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. • A wide 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 balanced. • There are minimal human resource issues.

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

2026 - Target 2 – To equip and support our Māori students to attain Equitable Outcomes

100% of Woodford House Māori students achieve at Woodford House pass rate or better for Level 2 & Level 3 NCEA. Opportunities for ākonga Māori to learn and develop Te Reo Māori and Tikanga Māori are provided.

Actions	Responsibility	Costs/ Resources	Target Date	Expected Outcomes
<p>Teachers are made aware of who their Māori students are.</p> <p>Engagement is monitored by teachers, deans, and through pastoral meetings. Progress towards NCEA is monitored and students of concern identified.</p> <p>Students encouraged to take up academic opportunities as appropriate, e.g. Entering NZQA Scholarship, Speech competitions like Race Unity and Ngā manu kōrero.</p> <p>Students encouraged and supported in their applications for tertiary scholarships as appropriate.</p>	<p>Deputy Principals HOFs and teachers Deans</p> <p>Deputy Principals Kaiako Te Reo Māori Year 13 Dean</p> <p>Deputy Principals Careers Advisor Year 13 Dean</p>	<p>Pastoral meeting time allocated</p>	<p>Ongoing</p> <p>November March June</p> <p>December</p>	<ul style="list-style-type: none"> Teaching staff know the students who identify as Māori and work to support their success in a culturally responsive way within their classes. Deans will become aware of student concerns regarding engagement and/or achievement and will take action to support the student and whānau. There will be ākonga Māori sitting NZQA scholarship as appropriate. We will have at least two students competing in Race Unity competition and/or Ngā Manu Kōrero. There will be tertiary Māori scholarships offered to 50% of our Level 3 Māori students.
<p>Hold whānau hui for Māori families- new and existing students.</p> <p>Communication with home via Homeroom Leader email and parent-teacher interviews in addition to reports to ensure the doors are opened for positive communication channels.</p>	<p>Deputy Principals Te Reo Teacher</p> <p>Teachers Homeroom Leaders</p>	<p>Hosting costs for hui</p>	<p>Term 1</p>	<ul style="list-style-type: none"> Whānau will have voice to discuss aims and goals for their girls at Woodford House. Whānau will know their daughters' Homeroom Leader and a positive ongoing relationship will

				develop. Open and positive communication will be promoted and highly valued.
<p>Inclusion of Te reo Māori and Tikanga Māori is explicitly encouraged across Woodford House with further embedding of Māoritanga in whole school activities e.g. Pōwhiri, Assemblies, Chapel services.</p> <p>Upskilling of staff in Tikanga Māori and Te Reo Māori continues.</p> <p>Māori student voice is actively sought through student leaders and through committees.</p> <p>Te Reo Māori is timetabled and taught at each year level.</p>	<p>Deputy Principals Chaplain Head of Junior School Kaiakō Te Reo Māori</p>	<p>Staff Meetings and PLGs for informing and upskilling staff</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Pōwhiri is held at the start of the year. • Woodford House tikanga is embedded into the routines of Chapels and Assemblies and staff continue to develop a greater understanding of tikanga Māori. • Staff more confidently using Māori kupu, normalising Te Reo Māori across settings. • Ākonga Māori feel valued and their voice and perspective is highly valued and supported. • Specialist teaching of te reo Māori sees the language readily chosen as a language option from Year 9 through to Year 13.

Strategic Priority: Ignite a Love of Learning				
2026– Target 3 – NZ Curriculum, Assessment and Reporting				
<i>Implement the refreshed NZ curriculum for reading, writing, and mathematics in Years 7-10. This includes using quality assessment, and meeting reporting requirements.</i>				
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes
Use PAT testing in reading, writing, and mathematics (7-10) for a point-in-time snapshot of learning and to show progress over time.	HOFs, subject teachers	PAT assessment costs, PLD for staff in NZCER and	Terms 1, and 4	<ul style="list-style-type: none"> Teachers confidently deliver PAT testing, and utilise results to inform teaching and learning. The SMART tool is trialled. Intermediate, English and Mathematics faculties develop and/or update units of work to align with the refreshed curriculum. New progress descriptors are used in reporting for Year 7-10 English and Mathematics in Term 2, and teachers have triangulated data to identify the appropriate descriptors. Students and parents understand the changes to curriculum and reporting
Trial the SMART assessment tool in Years 7-8.	HOF of Intermediate, DP-Academic Outcomes	Staff PLD for using SMART tool	Terms 2 and 4	
Create and implement units of work, assessments and marking schedules that explicitly link to knowledge and practices in the Year 7-10 English and Mathematics curriculum.	HOFs, subject teachers, DP-academic outcomes	Tahūrangi and Ministry of Education resources	Ongoing	
Continued curriculum staff development	HOFs, subject teachers, DPs		Ongoing	
Implement the five new progress descriptors for assessing and reporting on student progress in reading, writing and mathematics in Years 7-10. This includes using a triangulation of data to identify progress markers.	DP – academic outcomes, DP – school outcomes, HOF's, subject teachers	PLD for DPs, HOFs and teaching staff	Ongoing	

Communicate with students and parents/caregivers about the changes to curriculum and reporting practices	Principal, Director of Comms, DP – Academic Outcomes		Ongoing	
Update KAMAR markbooks and reporting features to reflect reporting changes	DP – academic outcomes, DP – school outcomes, HOFs	PLD for DP-Academic/School Outcomes and coordination with KAMAR	Term 1, 2026	

Strategic Priority: Connect and Belong				
2026– Target 4 – Student Attendance				
<i>Take all reasonable steps to ensure students attend school. At least 80% of students should be attending regularly (90% of the time).</i>				
Action	Responsibility	Costs/ Resource s	Target Date	Expected Outcomes
Publish our Attendance Management Plan on the school website and to our school community.	Principal		February 2026	<ul style="list-style-type: none"> • Parents and caregivers are fully aware of attendance goals and expectations and can access this information at any time. • A decrease in unjustified absences • Accurate attendance reporting • At least 80% of students attending 90% of the time in each term of 2026.
Provide a termly attendance report to the Board of Trustees to identify emerging trends, barriers to attendance, and areas of concern for the board's consideration.	Principal		Ongoing	
Monitor student attendance and keep an accurate record in KAMAR.	Classroom teachers, HR Leaders, attendance officer		Ongoing	
Communicate with students and parents regularly about student attendance concerns, as per the STAR Framework	DP-school outcomes, Deans, HR Leaders		Ongoing	
Follow up with students and/or whanau about unexplained absences or patterns of lateness.	DP-school outcomes, Deans, HR Leaders, Attendance Officer		Ongoing	
Create support plans or make referrals to external agencies as necessary, as per our STAR Attendance Management Plan.	HR Leaders, Deans, Director of Wellbeing, DP-student outcomes		Ongoing	

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

2026 - Target 5 – Providing a healthy, safe environment

Ensure the physical and emotional wellbeing of students and staff through use of platforms and data collection.

Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes
<p>Implement the Pulse digital platform by setting it up, introducing it to staff, students and caregivers.</p> <p>Monitor student wellbeing, identifying students who need support and any trends or patterns.</p>	<p>Deputy Principal – Student Outcomes</p> <p>Director of Wellbeing, Deans, Pastoral Team Leaders.</p> <p>Deans, Director of Wellbeing</p>	<p>GCT support</p> <p>PLG time and Pastoral team meetings for monitoring and reviewing data</p>	<p>April 2026</p> <p>Ongoing.</p>	<ul style="list-style-type: none"> Platform is successfully set up and introduced. Students complete weekly check-ins with 95% student uptake. Student wellbeing is monitored and data collected. Students with low wellbeing are identified and support provided. Patterns and trends are identified and any required actions or interventions are carried out. Students report that wellbeing is viewed as important to the school.
<p>Wellbeing @ School data collection becomes annualised.</p>	<p>Deputy Principal, Head of Junior School, Director of Wellbeing Deans.</p>		<p>Term 3, 2026</p>	<ul style="list-style-type: none"> 2025 Wellbeing @ School data utilised for year level focuses by Deans in 2026. Wellbeing @ School Survey conducted in Term 3 and analysed in comparison to 2025 data. An improvement in overall wellbeing is seen, particularly in the focus cohort of Year 10. This data along with Pulse data is utilised for setting focuses and to support the work in Shine.

<p>Improve EOTC management and efficiencies by implementing Schoolbridge.</p> <p>Update the EOTC Safety Management plan.</p>	<p>Deputy Principals</p>	<p>Inbox Design Schoolbridge package – platform and training.</p> <p>Staff PLD</p>	<p>Gradual implementation over 2026.</p>	<ul style="list-style-type: none"> • Parents and Caregivers feel informed and successfully use the consent processes and forms. • Staff utilise workflows for creation of trips, gain the appropriate approvals, consents and utilise sound risk management and supervision procedures. • Greater efficiencies for calendar management, event requests and trip planning.
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