

Charter 2020



School MoE No: 225

Ratified by Board of Trustees – 21 February 2020

Charter 2020

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Charter 2020

Context and Background

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

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

We have launched our new 2020-2023 Strategic Plan. Woodford House has adopted and committed to the "Home to Excellence" vision representing the School's commitment to provide an exceptional education for every girl so she can achieve her personal excellence. A broad ranging independent review of educational practice, focused on School Improvement, has also recently been completed and is in the process of being implemented.

In that context, the Board's Strategic Priorities for 2020 are very much in the mode of 'consolidation' and transition, building on the Philosophy, Identity, Guiding Principles and Strategic Priorities of the 2020-2023 Strategic Plan (as set out below) along with the four cornerstones underpinning education at Woodford House – cultural, academic, spiritual and sport. This will set the platform as the Board commences the process of implementing the strategic plan for 2020 and beyond, in consultation with the wider School community.

The diagram on page 5 encapsulated the dimensions of the Strategic Plan with the Vision and the Woodford House Girl at the centre of everything we do. The Strategic Priorities are supported by the School's four cornerstones and Houses, which are firmly embedded in the culture of Woodford House. These important priorities and foundational pillars form the School's tagline "Home To Excellence".

The Board consulted extensively with the School community in developing the Strategic Plan 2020-2023, as well as throughout the "Home to Excellence" project, both of which underpin the strategic aims of the 2020 Charter, as set out below.

Our Philosophy

Cherish the Past
Embrace the Present
Challenge the Future

Tō Mātau Rapunga Whakaaro

Whakamānawatia te wāmua
Awhinatia te wātū
Kia pūmau ki te wāheke

Our Special Character *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 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 the brightest possible future.

Our Identity *Tō Mātau Tauoranga*

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

Our Guiding Principles

As a learning community we:

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

Strategic Priorities

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

Specific Strategic Aims for 2020

- *Continue to grow links with our local, national and international communities to provide opportunities for personal growth and learning for our students and staff.*
- *Growing and supporting outstanding educators.*

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

- *Embed the Information Communication Technology (ICT) CORE Education, External Review outcomes*
- *Embed the 2019 Curriculum Review outcomes*

Please refer to the attached Strategic Plan 2020-2023



Academic Achievement

All results are as at 10 February 2020

NCEA

	Woodford House	National girls	Decile 8-10 girls
Year 11 students gaining NCEA Level 1	98.2%	73.2%	85%
Year 12 students gaining NCEA Level 2	100%	78.9%	87.3%
Year 13 students gaining NCEA Level 3	100%	70.1%	82.19%
Year 13 students gaining university entrance (UE)	90.9%	53.1%	71.3%

NCEA Level 1, 2 and 3 Historical

	2019	2018	2017	2016	2015	2014	2013
Year 11 students gaining NCEA Level 1	100%	*98%	98%	100%	100%	97.4% *	100%
Year 12 Students gaining NCEA Level 2	100%	100%	100%	97%	100%	100%	100%
Year 13 Students gaining NCEA Level 3	100%	94%	97%	100%	100%	100%	95.5%
Year 13 students gaining university entrance	90%	93%	94%	92%	97.7%	97.7%	88.6% 1

¹ Change in UE Requirements introduced

*Based on participation

2019 In Comparison With Historical Results

	Year 11 students gaining NCEA Level 1	Year 13 students gaining University Entrance	Number of scholarship passes
2019	100%	90%	11 (1 outstanding)
2018	98%	93%	19 (4 outstanding)
2017	98%	94%	10 (1 outstanding)
2016	100%	92%	9
2015	100	97.7%	7
2014	100%	88.6%	5
2013	98%	100%	8

2019 Level Endorsements (figures in brackets 2018 results)

	Woodford House	National Girls	Decile 8-10 Girls
Year 11 students gaining NCEA Level 1 with merit	48.2% (30%)	38.8% (39.4%)	43.1% (43.9%)
Year 11 students gaining NCEA Level 1 with excellence	44.6% (58%)	25.7% (26.8%)	35.4% (37.1%)
Year 12 students gaining NCEA Level 2 with merit	26% (44%)	30.5% (30.9%)	39.7% (37.3%)
Year 12 Students gaining NCEA Level 2 with excellence	48% (33%)	20.6% (21%)	29.3% (30.8%)
Year 13 students gaining NCEA Level 3 with merit	51.5% (37%)	30.6% (31.3%)	37% (38.5%)
Year 13 Students gaining NCEA Level 3 with excellence	24.2% (41%)	17.6% (17.7%)	23.5% (23.5%)

Results in Comparison with Targets

Priority One: Learner Centred

2019 Target 100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.

90% of Year 13 students gaining University Entrance.

2019 Result 100% Year 11 students gaining Level 1 - **target met**

100% Year 12 students gaining Level 2 - **target met**

100% Year 13 students gaining Level 3 - **target met**

90% Year 13 students gaining University Entrance - **target met**

2019 Target 80% achieving NCEA Level 1 endorsement with at least 40% at excellence.

2019 Result 93% endorsement with 44.66% at excellence - **target met**

2019 Target 80% achieving NCEA Level 2 endorsement with at least 40% at excellence.

2019 Result 74% endorsement (**target not met**) with 48% at excellence **target met**

2019 Target 60% achieving NCEA Level 3 endorsement with at least 25% at excellence.

2019 Result 75% endorsement (**target met**) with 24.2% at excellence **target not met**

2019 Target Gain 17 scholarship passes.

2019 Result 11 - **target not met**

Scholarship Passes:

Calculus	1	
Chinese	1	
Classics	2	
English	6	(1 outstanding)
Painting	1	

Maori Student Achievement

2019 Target To equip and support our Maori students to set academic goals of personal excellence.
100% Woodford House Maori students achieving at Woodford House pass rates or better for NCEA.

2019 Result 100% Year 11 Maori students – **target met**
100% Year 12 Maori students – **target met**
100% Year 13 Maori students – **target met**

Each Faculty will continue to provide detailed information regarding specific achievement, and targets for 2020, in their board reports – where further analysis will inform next steps for student achievement and staff professional development as identified.

Staff professional development within Faculties will continue to be linked to student achievement data and targeted to improve student outcomes. This data will also form the basis of staff goal setting and appraisal for 2020.

The Arts

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

In 2018, the School had outstanding success in its musical production of *Evita*, which involved over one third of the school students, showcased over four nights at Lindisfarne College. This year, the biennial joint musical production with Lindisfarne College is *Westside Story* and is well underway with planning, casting and rehearsals.

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

The Board strategically developed and built a flexible new teaching and learning space for music, drama and dance. The new Dame Kate Harcourt Performing Arts Centre was opened in early 2017. This new purpose-built facility provides innovative teaching and learning spaces for staff and students.

Sport

In sport, we also offer students opportunities not only to participate but to thrive and specialise if they wish. Our aim is for girls to appreciate physical activity and to reap the rewards of competition. Our commitment to this was highlighted in an external review of the department. This has led to the development of 'focus' sports so that the extensive resources and support for sport can be utilised effectively. That was subsequently reviewed and the findings identified that a high performance model was working effectively for focus sports leading to the development of sports coaches and leaders, and the continued progression of the Sports Academy, which was a new initiative in 2013.

The Sports Academy has continued to develop strategic and robust systems for leadership and elite athlete development. A rigorous external review by Sport Hawke's Bay conducted in 2016 provided strategic analysis of this crucial cornerstone. The Boards are committed to ensuring the provision of best practice in girls' physical education and the promotion of student and staff wellbeing. In 2016/2017 a community-led initiative developed integrating the leadership skills of the Sports Academy students in mentoring roles. Three Year 13 students gained full sporting Scholarships to American Colleges. They have subsequently returned to the school on more than one occasion and addressed the staff and students at Assemblies. The subsequent Holiday Programme, now in its third year, has provided the wider community with an excellent programme.

Woodford House teams excel in local and regional sporting codes and teams travel to national tournaments. Parents and teachers, as well as sports professionals, have a valued role to play in coaching and managing our teams. Senior girls also have the opportunity to develop leadership skills as coaches and officiators.

Information Communication Technology (ICT)

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

In addition to the hard-wired network, is a campus wide wireless network that ensures students can learn 'anywhere, anytime'. All classrooms are now wireless and furnished with data projectors and a number have interactive whiteboards. We envisage that in the future a number of these will be replaced by smart screens. Bring your own devices (BYOD) was trialled in 2013 as we integrated I.T. into the classroom to enhance student engagement and support academic achievement. This development was very successful and BYOD was compulsory in 2014. Our system currently supports 24 different types of devices.

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

The School's Learning Management System (LMS) is Schoology, a second generation LMS that allows for interactive and accessible learning and communication. The School continues to personalise its system as a responsive teaching and learning platform at Woodford House.

The change from MUSAC to KAMAR for our School Management System (SMS) has been successful. On-going support in the form of professional development has been offered to staff throughout the transition. We have introduced Assay3 to enable SLT, Deans and Heads of Faculty to more effectively analyse student achievement and attendance data.

The Boards proactively support innovative professional development initiatives with a large number of staff completing rigorous post-graduate study through the Mind Lab. A culture of ongoing professional learning pervades staff professional development and the sharing of action research is systematically supported and encouraged. In 2018, a rigorous external review was conducted and the findings will form the basis of the 2020 ICT implementation focus. We have established an E-Learning Vision group to ensure that new and existing staff continue to incorporate innovative, effective and rigorous digital activities into their teaching.

Another key priority for this academic year is the implementation of the Digital Technologies Curriculum. In 2018, we were successful in being allocated 50 hours of external digital professional development, which we will continue to utilise this year to support faculties in their delivery of the new curriculum. In 2019, we offered students the opportunity to sit a small number of NCEA external examinations in a digital format. Student feedback and achievement data was very positive and we will offer a broader range of digital examinations in 2020. Other important areas of development are a stronger focus on digital responsibility and ensuring all students, particularly those with diverse learning needs, are able to confidently utilise assistive technology tools.

Strategic Plan

In 2019, we revised our Strategic Plan. It outlines the visionary goals that will guide us until the end of 2023. During the Strategic Plan Review process a number of workshops were held with all stakeholders. The Combined Boards, The Foundation, Parents' Association, Old Girls' Association, teaching staff and students gave us the mandate to proceed. This information, along with the analysis of parent and student surveys was critical in devising our new goals and action plans. Please see the Strategic Plan 2020-2023.

The development of an overarching business plan is an ongoing process. Ongoing strategic initiatives will involve systematic alignment of the associated entities: Woodford House Parents' Association, Woodford House Old Girls' Association and the Woodford House Foundation.

Boarding

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

Each of the boarding houses has an experienced Boarding Supervisor and older girls help younger students within a pastoral care system. The structure of boarding life promotes effective study routines and full participation in school activities is encouraged. House staff and Assistant Managers supervise prep at all year levels and activities are offered for full boarders on weekends. Day Girls can also experience the companionship and other benefits of boarding for requested periods of time.

The Boarding model is progressive and proactive reflecting greater flexibility and recognition of changing family lifestyles.

We have five modern boarding houses:

Holland House apartments	Year 13 students only
Morea House	Year 11 Weekly Boarders with some Year 12 Boarding Leaders
Nelson House	Yr 7&8 Full and Weekly Students, Year 10 Full Boarders and some Year 12 Boarding leaders
Richards House	Year 11 Full Boarders, Year 10 Weekly Boarders and Year 12 Full and Weekly students.
Woodford House	Year 9 Full and Weekly Boarders with some Year 12 Boarding Leaders

Building Projects

The last few years has seen many building projects completed, including additions, resealing of some driveways, the final boarding house bathroom upgrade, re-carpeting and painting in the boarding houses, the installation of wireless network, and the continued refurbishment of Woodford, Morea and Nelson/Richards boarding houses, continued upgrading of boarding and day school facilities.

The School has proceeded with seismic assessment work and undertaken strengthening of buildings, as required, to meet modern building codes for earthquakes. This work highlights the School's commitment to improving our learning and residential environments. Currently, the school meets the NBS minimum compliance standards.

Ongoing investment in our building infrastructure continues and a refurbishment of the School Library commenced in 2019 and will be completed early in 2020.

A major upgrade of the current swimming pool and associated facilities commenced in 2019 and the new swimming pool facilities will be officially opened in February 2020.

Communication and Marketing Initiatives

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

The Communications, Marketing and Development Department has improved both internal and external communications, increased brand awareness, improved stakeholder relationships, enhanced the School's reputation and led development initiatives and activities and supported the celebration of student achievement and best practice in girls' education.

In 2019, the Department recruited a Community Engagement Officer to build stronger relationships between the school, Old Girls, past and present parents and the greater Woodford Community and oversee all fundraising activities for the school.

This year, the School is developing a world-class extra-curricular programme for the girls, which will be a major Communications and Development focus for the School.

Recognising Cultural Diversity

Woodford House students come from rural, urban and large city sectors, and the majority on our roll are New Zealand/European girls. Of the NZ students, 14% identify as either 1st or 2nd ethnicity Māori. Also enrolled in 2020 are students who identify with the following ethnicities: African (2), Asian (1), Australian (2), British/Irish (11), Canadian (1), Chinese (10), German (2), Hong Kong Chinese (5), Indian (2), Japanese (1), Korean (7), Thai (3), Other Asian (1), Other Chinese (1), Other European (1).

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

- Tikanga Maori and te reo Maori integrated into the Year 7- 10 programme and other curriculum areas as appropriate.
- Study of the Treaty of Waitangi is part of the Social Sciences programme in Years 9 and 10.
- Te reo Maori offered at Year 9 and 10 as part of the languages programme. Level 1 Maori is available through the Correspondence School.
- The School actively seeks out expertise in the community to enhance the delivery of te reo and Tikanga Maori, specifically seeking to build stronger relationships with the Matahiwi marae.
- Twice yearly hui with whanau to determine community aspirations for Maori student achievement.
- Student cultural group who present in assemblies and organise activities for students.
- Growing support of the Kapa Haka group with outside presenters being utilised.
- Annual Powhiri held engaging community support, to welcome new staff and students.

- Use of waiata and karakia in Chapel services and assemblies have been further developed with a broader range of waiata learnt by the school for use on formal occasions.
- Waiata inclusion into whole school House Music competition.
- Bilingual signage throughout the school and in our official Logo

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

Our international students are an integral part of our Woodford House community. They are supported by the following:

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

Success for All

At Woodford House, we are developing programmes to achieve a fully inclusive education system that reflects the individual needs of our learners. The initiation of the Diverse Needs Coordinator position within the School has enhanced our current programmes and ensured a cohesive and consistent approach to students' needs and the consequent communication with parents and caregivers. Our staff focuses on inclusive practices through activities including professional learning and development for staff, discussion on improving our practices, shared evidence and programmes for learning and improving special education systems and support. Teaching as Inquiry underpins the learning conversations on our practices and raising student achievement.

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

A progressive and innovative new educational initiative was scoped in 2019 and will be further developed this year. The project is known as 'Shine' and has led to the creation of both Shine Staff and Student Advisory Teams.

The new Senior Leadership Team structure formed in 2018 consisting of the Principal, two Deputy Principals and an Assistant Principal now reflects a more holistic philosophy, enabling and supporting girls to achieve the highest possible educational outcomes. Pastoral, academic, spiritual and cultural dimensions are integrated and influence key decision-making.

National Education Priorities

National Educational Priorities	How these will be met at Woodford House	
	Current Situation	Future Focus
<p>Success for all</p> <p>All Year 7 to 13 students will be given opportunities to gain the knowledge, skills, attitudes and values as expressed in the New Zealand Curriculum (NZC).</p>	<ul style="list-style-type: none"> • Success orientated culture continues to be promoted and celebrated • NZ Curriculum will continue to underpin all aspects of the Strategic Plan and will guide the new Strategic Plan. • Woodford House is a Special Character School and our philosophy underpins the four cornerstones. • Further develop and utilise systemic structures to support and enable curriculum integration and interdisciplinary teaching and learning • Best practice in collaborative teaching and learning is shared and promoted e.g. Intermediate Faculty • New Zealand Curriculum embedded. • External review of Careers Education undertaken in 2017 • Modification of feedback grades to support monitoring of Key Competencies • Diverse Needs Co-ordinator (DNC) tracks students with special learning needs to ensure IEPs are relevant and appropriate. • Appropriately resource all learning areas to ensure the needs of our diverse learners are met and exceeded where possible. • Curriculum Committee meets regularly and is supported in building strong middle management skills. • A satisfactory review of the Cornerstone Scholarships is completed • Self-directed learning and flipped and blended 	<ul style="list-style-type: none"> • “Home to Excellence” underpins our celebration and promotion of success • NZ Curriculum will continue to underpin all aspects of the Strategic Plan and will guide the new Strategic Plan. • Our status as a Special Character School always evident in our planning and documents. • Clear evidence of the NZ Curriculum in strategic planning documents • Key competencies are embedded in lesson planning - evident, and shared with students as part of their learning process • Systemic structures support e.g. reporting, formative assessment, professional development, inquiry, etc., are evident and actively supporting greater interdisciplinary teaching and learning. • Collaborative learning is evidenced • Utilise skills of Intermediate Faculty staff to share models of best practice in interdisciplinary studies • Focus and promote formative feedback and formative assessment models • Recommendations from the external review of Careers Education undertaken in 2017, will continue to be developed and implemented to guide future planning • Additional resourcing for the role of the Diverse Needs Coordinator results in improved student achievement outcomes • Potential opportunities are explored through data and evidence to review the new Head of Faculty structure • The revised model for rewarding excellence across all cornerstones will be developed in 2020 • Consideration of software for best practice in classroom to ensure optimum learning • Appraise the value of adding an administrative horizontal support to vertical House system, e.g., Dean’s additional role as specified Year Level

	<p>classroom teaching are supported by further Schoology updates.</p> <ul style="list-style-type: none"> • Ongoing resourcing and upgrade of systems and processes evidenced e.g. Boarding ware / KAMAR, Google Suite • Learning Management System (LMS) 'Schoology' continues to enhance self-directed learning and supports flipped classroom and blended classroom practices SAMR model focus for staff PLD. • Curriculum iPads purchased for faculties, professional learning and development (PLD) focus on iPad use (continuing as a future focus). • Evidence based change management processes continue across Boarding/Day School to further integrate new models of pastoral care and academic delivery • Successful implementation of new Full Boarder/Weekly Boarder structure completed • Continue to complete robust and independent Strategic External Reviews in alignment with the published schedule, full reports shared with the BOT and BOP as relevant • The original philosophy of the HitiT programme has evolved to enable a more individualised learning programme. The term HitiT is redundant, but key learning units such as health education are continued. 	<p>Coordinators.</p> <ul style="list-style-type: none"> • Further initiatives supporting pastoral care are evidenced e.g. Big Weekend In. • Planned External Reviews are conducted, shared and analysed according to the published schedule • A modified (HitiT) programme is evidenced to enable the delivery of a range of additional teaching and learning opportunities e.g. year level presentations, Health sessions, junior and senior workshops, Open day. • Home to Excellence – we are continuing to promote and incorporate a success oriented culture for all staff and students. • Data from student achievement (qualitative and quantitative) will be used to inform learning and teaching. • Staff development needs create a cycle of inquiry that is data driven, evidence based and focused on outcomes. • Staff PD programme is responsive to identified needs – for staff development and appraisal purposes – closing the gap between intent and implementation by introducing strategy goals and pedagogical approaches. • New Zealand Curriculum underpins curriculum and professional development decisions. • Technology is used strategically to promote learning and move students towards deep learning. Technology is activated as a tool to serve learning. • Strategic focus on quality analysis of learning achievement data – e.g. formative, summative, diagnostic and evaluative. • Professional Learning Group (PLG) time is allocated for whole staff learning. • Chapel services extend and develop students' understanding of a learner centred world view.
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National Educational Priorities	How these will be met at Woodford House	
	Current Situation	Future Focus
<p>Better use of student achievement information.</p> <p>Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities.</p>	<ul style="list-style-type: none"> • Inquiry model adapted as part of teaching practice – linked to assessment and reflective practices of staff, linked to the staff appraisal tool – Arinui. • Comprehensive assessment data is gathered on our students to inform future teaching (next steps) and learning programme priorities. • Review of student learning programmes, in particular Year 10 programme pedagogies to support decision making for future timetable • Professional Learning Groups (PLGs) continue to focus on innovation and curricular integration. • MIDYIS data came on stream in 2013 valued from Years 9 to 11. This has assisted staff to design appropriate learning programmes for students. Faculty reviews including MIDYIS continued. • Continued use of KAMAR, tracking, monitoring and analysis of results. • Use of pastoral programme analysis to support decision making aligned with learning programme, e.g., time analysis and co-curricular activities as support to learning programmes • Qualitative and quantitative student achievement data continues to be collected, shared and evaluated. • New data analysis tool <i>On Your Marks</i> underpins NCEA analysis 	<ul style="list-style-type: none"> • Formative practices will be evident in teaching. • PLG focus directed to needs identified by Evidence Based Review and target setting process. • Head of Faculties will monitor teacher use of data. • New student achievement data is available on KAMAR at the beginning of the academic year to form a starting point for individual student learning within a class. Where possible, individualised programmes are created from the data available for each student. • Standardised testing data (e.g. PAT, e-asTTle) is used to inform next steps for student achievement and to show value added. • Teachers are encouraged and supported to use formative practices to help make students aware of their own learning process (e.g. share criteria, encourage different types of questioning – see Formative Assessment help sheets). Teachers to differentiate by task, content and or outcome for individual students based on data gathered. • Evidence shows that individual pathways and learning programmes are not solely dictated by the year level that the student is in – but, instead, by the achievement level of the student. • Timely and effective assessment of practices evidenced to ensure optimum learning experiences. • Further maximise the management of student achievement and pastoral data through KAMAR.

National Educational Priorities	How these will be met at Woodford House	
	Current Situation	Future Focus
<p>Improving outcomes for students at risk</p> <p>Schools will improve outcomes from students who are not achieving, or at risk of not achieving, or have special learning needs.</p>	<ul style="list-style-type: none"> • Ensure all students are well supported to achieve and exceed their learning goals through generous resourcing and staff time e.g. additional tutorials, holiday and evening programmes • Maintain ongoing development with a focus on identifying students and groups of students who are: <ul style="list-style-type: none"> - not achieving as expected - at risk of not achieving - have special needs or abilities (accelerate or remedial). • Provide appropriate support and robust programmes to cater for these students. Courses are adjusted i.e.: Standards removed or replaced, increased capacity and flexibility for personalised learning pathway, timely and appropriate assessment opportunities. • Classes are maximised to 24 students. • Ongoing monitoring during the year to track progression and provide timely and appropriate reports to parents. • Intervention use of Resource Teacher: Learning and Behaviour (RTLB). • Ensure assessment is integrated into the teaching programme and is used to identify next steps and appropriate, personalised learning sequences for each students. • Role of the Homeroom Mentor is continually developed to lead the pastoral support and ensure learning is consistent and appropriate. This has included planning to find more time in the Homeroom and greater communication with home and school, linked through Homeroom Mentor. • Continued development of PLD programme for boarding staff so they can support students learning goals. • Ongoing professional development of Boarding staff via the Director of Boarding. • Creative use of support mechanisms, i.e., LITS, MAP/teacher aides and 	<ul style="list-style-type: none"> • Support staff and girls to continue this excellent model of supported learning • Utilise best practice and software tools to better identify and offer timely support to students at risk • Continue to maintain and strengthen the focus on identifying students and groups of students who are: <ul style="list-style-type: none"> - not achieving as expected - at risk of not achieving - have special needs or abilities (accelerate or remedial). • Support for this quality Homeroom time is evidenced through the timetable and small homeroom sizes (max 15) to offer optimum 'family' atmosphere • Small (maximum 15) home room size prioritised to ensure optimum pastoral and academic outcomes for all students • Appraise the value of adding a horizontal structure e.g. Year Level Coordinators). Year level meetings will be scheduled fortnightly. • Develop a course selection process for our senior students that provides closer monitoring and ensures better continuity during the girls' senior years. • Successful development of PLD programme for all pastoral care staff with a particular focus on Boarding, Health Centre Staff and Deans. • Clear evidence of active practice re all policies and procedures pertaining to the wellbeing, health and safety of all staff and students • Strategic focus on promoting and maintaining stronger links between boarding and day school evidenced through Woodford House Wellbeing Initiative, Peer Support

	<p>private tutors.</p> <ul style="list-style-type: none"> • The role of the Homeroom Mentor is developed and resourced as a leader of both student pastoral and academic support to ensure student learning is consistent and appropriate. • Home/ school communication is prioritised for student wellbeing. • Attendance at international and national boarding conference when relevant to strategic priorities • Continue to resource additional key staff e.g. School Nurse, School Psychologist, School Chaplain to support girls and staff across boarding and day school. 	<p>programme for all juniors, Big Sister programme etc.</p> <ul style="list-style-type: none"> • Student and staff wellbeing is a key strategic focus egg resourcing is allocated. Specialist providers deliver programmes and achieve optimal wellbeing outcomes. eg School Psychologist, School Nurse, Deputy Principal-Student Wellbeing, Deputy Principal-Teaching and Learning, Assistant Principal – Student Outcomes. • Attend the 2020 Boarding Conference.
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National Educational Priorities	How these will be met at Woodford House	
	Current Situation	Future Focus
<p>Improving Numeracy and Literacy</p> <p>Improving Outcomes for Gifted and Talented students</p> <p>Improving Maori outcomes</p> <p>Schools will work with Maori communities to plan, set targets and achieve better outcomes for Maori students.</p>	<ul style="list-style-type: none"> • Further development of numeracy programmes in Years 9 & 10 through developed use of e-asTTle and other assessment tools. • Ongoing support for diverse groups and their identified learning needs. • MAP hours prioritised to assist with numeracy in years' 9-12. • The School will provide an appropriate range of opportunities for its gifted and talented students and make provision for these students in the curriculum programmes. Extension programmes to be delivered. • Scholarship programme and the Scholarship Academy reviewed and developed further. Scholarship remains a priority for 2020. • Maintain ongoing monitoring of achievement and celebration of success for Maori students in each Faculty. • Whanau hui used as a formal forum for support, discussion and feedback. • Ruia partnership commitment made by whanau and school. • Continue to offer te reo Maori as part of languages in Years 9-10 and continue to build through to NCEA. • Genuine inclusion of te reo Maori, Tikanga and hymns to be further developed. • Ka Hikitia strategies continue to be part of staff PLD and integrated into pastoral team philosophy. • Continue to build stronger relationships with local iwi to provide rich, relevant and real learning experiences. • Continue to support existing pathways eg Kapa Haka, Big sister relationships, new student and staff induction, initiatives eg Korowai, Manu Korero Speech Competition, leaving a legacy, Anglican Tri School initiative. • Acknowledgement that Maori/ Pasifika are of both 1st and 2nd ethnicity . 	<ul style="list-style-type: none"> • Evidence of programmes in use across the school. • Diverse groups will receive adequate support evidenced. • A range of provision for gifted and talented will be evidenced through extension programmes. • Data informed learning and teaching will be evident. • Goals and targets for learning beyond expected levels based on knowledge of how we learn. • Opportunities for Scholarship students will be evident throughout the school. • Acceleration and extension opportunities will be available. • Maori student success and achievement will be celebrated in whole school context. • Maori students identified by the staff – as 1st and 2nd ethnicity. • Maintain, monitor and celebrate achievement of Maori students across all four cornerstones • Whanau Hui offered annually for discussion, relationship building and feedback • Te reo Maori evident as a curriculum choice in Years 9 -10 • Curriculum support will be sought for girls needing assistance with Te Reo Maori in years 11-13. • Hymns and tikanga will be evident in assemblies, chapel, prize giving. • Ka Hikitia strategies evident in PD and pastoral team. • Maori students are meeting and/or exceeding all Woodford House student achievement targets • Whanau Hui offered annually for discussion, relationship building and feedback • Home and family communication is evident. • A strong culture of respect and support of others is evident. • Our Maori students continue to meet and exceed their academic goals in 2020 • Our Maori students are strategically supported to meet and exceed their school wide goals in 2020.

National Educational Priorities	How these will be met at Woodford House	
	Current Situation	Future Focus
<p>A Safe Learning Environment</p> <p>Providing career guidance</p> <p>Schools will provide career education guidance in Year 7 and above.</p>	<ul style="list-style-type: none"> • On-going opportunity for staff to train in Restorative Practices. • Servant leadership model further embedded in leadership programme in Years 12 and 13. • Formal review of programmes and placement. • Development of Homeroom Mentor role as 'significant' adult' who coordinates day and boarding school and ensures pastoral and academic links are strong and consistent. • Continue to develop positive communication with parents/caregivers • Strengthen the process of subject selection and consequently timetable process • Continued support for careers department administration. Software tools explored. • Secondary Tertiary Alignment Resource (STAR) programmes further developed and widely communicated to give senior girls practical opportunities to explore career options. • Gateway programme developed within the school philosophy and criteria communicated effectively to support student career advice. • Opportunities on the Trades Academy programme continue to be offered. 	<ul style="list-style-type: none"> • Staff are trained in restorative practice and Restorative Practice becomes part of a wider Pastoral care 'toolbox'. • Evidence of Servant leadership model within leadership programme in Years 12 and 13. • Chapel supports and promotes servant leadership opportunities. • Formal review of programmes and placement scheduled and completed as appropriate. • Homeroom Mentor brief supports student achievement and student wellbeing. • Evidence of positive communication between school and home. • Review of the current model is ongoing. • Students have time available for careers interview and presentations • Recommendations from the external review of all Careers Education informs future direction and resourcing. • STAR presentations to staff and school are evident. • Overview of STAR and Pathways programmes and personalised yearlong support and mentoring from TIC and Careers leader evident. • A full pathways programme will be offered to Year 11 students. • STAR, Gateway and Trades Academy programmes are offered, further developed, monitored and well-supported.
<p>Reporting</p> <p>Schools will report to students and their parents on the achievement of individual students and to the School's</p>	<ul style="list-style-type: none"> • The New Zealand curriculum continues to be incorporated into reports and communication with parents. • The introduction of Learning Portfolios in Year 7 & 8 that are a culmination of the year's work, including 	<ul style="list-style-type: none"> • Reports and communication with parents will reflect language of the New Zealand curriculum • Information on next steps for student learning is indicated in learning portfolios. • Intermediate Faculty will report against appropriate learning and

<p>community on the achievement of the students as a whole.</p>	<p>assessments indicating progress and next steps.</p> <ul style="list-style-type: none"> • Parent-teacher-student interviews further developed with role of Homeroom Mentor emphasised. • Pastoral and academic reporting to parents linked by Homeroom Mentor. • House Deans continue to have overview of students in their domain. • Community is informed of school success through Facebook, website, Tempus (school newsletter) and Week Ahead (weekly online communication). • A new parents' information session, hui and publications were shared widely. 	<p>achievement criteria</p> <ul style="list-style-type: none"> • Pastoral and academic reporting to parents introduced by Homeroom Mentor. • Data on students in houses is collated by House Deans - and communicated to wider staff where appropriate. • Continue to celebrate and promote student success and achievement through various communication publications and digital mediums.
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2020 Analysis of Variance for 2019 Targets

Focus: Raising Student Achievement			
Strategic Priority: Learner Centred			
Annual Aim: To continue to strive for excellence in NCEA results, maintaining top national results:			
<p>2019 Target 1: Strategic Priority: Learner Centred</p> <p>To continue to strive for excellence in NCEA results, maintaining top national results:</p> <p><i>100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.</i></p> <p><i>90% of Year 13 students gaining University Entrance.</i></p> <p><i>80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</i></p> <p><i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i></p> <p><i>60% achieving NCEA Level 3 endorsement with at least 25% at excellence.</i></p> <p><i>Gain 17 scholarship passes.</i></p> <p><i>Track students transitioning into Woodford in Year 11-13 to gain NCEA level 1/2/3 in 2019.</i></p>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
Deans worked with class teachers and HOFS for individual and small group success.	<p>2019 Target</p> <p><i>100% of each year level gaining the appropriate Level 1 – 3</i></p> <p><i>90% of Year 13 students gaining University Entrance.</i></p> <p>2019 Result</p> <p>Target met</p>	<p>Diverse Needs Co-ordinator given extra hours in 2019.</p> <p>L2/3 Pathways courses offered on a dedicated option line so those students got structured and</p>	<p>Deans continue to work with class teachers and HOFS for individual and small group success.</p> <p>With an increased school roll, it will be imperative that students</p>

<p>Students at risk were closely tracked and monitored</p> <p>A number of students had personalised programmes to enable them to succeed.</p> <p>One on one support was offered to students as required.</p> <p>100% of Diverse Needs students passed their appropriate NCEA qualification</p>	<p>2019 Target 80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</p> <p>2019 Result Target met 49% merit, 44% excellence – 93% endorsed</p> <p>2019 Target 80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</p> <p>2019 Result Target not met 27% merit, 48% excellence – total 75% endorsed</p> <p>2019 Target 60% achieving NCEA Level 3 endorsement with at least 25% at excellence.</p> <p>2019 Result Target met 47% merit, 26% excellence – total 73% endorsed</p> <p>2019 Target Gain 17 scholarship passes.</p> <p>2019 Result Target not met</p> <table border="0"> <tr> <td>Calculus</td> <td>1</td> <td></td> </tr> <tr> <td>Chinese</td> <td>1</td> <td></td> </tr> <tr> <td>Classics</td> <td>2</td> <td></td> </tr> <tr> <td>English</td> <td>6</td> <td>(1 Outstanding)</td> </tr> <tr> <td>Painting</td> <td>1</td> <td></td> </tr> <tr> <td></td> <td>11</td> <td></td> </tr> </table>	Calculus	1		Chinese	1		Classics	2		English	6	(1 Outstanding)	Painting	1			11		<p>formalised teacher support.</p> <p>A L1 Pathways course was introduced</p> <p>New Year 11 students to Woodford House were carefully tracked and offered extra credits through the star program to ensure they gained enough credits to get Level 1.</p> <p>Academic awards system reviewed and new platinum indicator of academic excellence introduced was awarded to 2 girls in 2019</p> <p>TIC of Scholarship was appointed and pre-scholarship students were identified and a new program for them initiated.</p> <p>In response to learning needs of the students maintained a full year of a dedicated learning support class (LITs) for Year 10 students.</p> <p>Yr 10 diverse needs students responded well to the opportunity to</p>	<p>are checked through academic and pastoral systems to identify any outliers.</p> <p>Ensure that Diverse Needs tracking is prioritised and Diverse Needs Co-ordinator is well resourced in terms of hours and money.</p> <p>In response to student voice to better meet the needs of all students Pathways is now being offered on 3 senior option lines by two specialist teachers</p> <p>Dux policy to be reviewed in 2020</p> <p>Support continues in 2020 with the Level 1 Pathways course being taken by last year's Yr 10 teacher – relational trust</p> <p>On going work to ensure that assessment tools are being used</p>
Calculus	1																				
Chinese	1																				
Classics	2																				
English	6	(1 Outstanding)																			
Painting	1																				
	11																				

	<p>2019 Target Track students transitioning into Woodford in Year 11-13 to gain NCEA level 1/2/3 in 2019.</p> <p>2019 Result Target met 100% of all new Year 11-12 students who started in Feb 2019 gained L1 and 2 respectively. (there were no new Year 13's last year).</p>	<p>complete NCEA standards and success has built academic confidence.</p> <p>Ambitious target set considering the academic ability of the Y13 cohort of 2019.</p> <p>Only 4 of the 2019 scholarships were gained by Y13 students.</p>	<p>effectively in faculties. Refer to DNC audit of how assessment tools are used</p> <p>Implementation of new organisational structure</p> <p>The pre-scholarship program will continue to be developed.</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 PD for staff will remain a focus.</p>
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Focus: Raising Student Achievement																	
Strategic Priorities: Learner Centred and Family Focused																	
2019 Target 2:																	
To equip and support our Maori students to set academic goals of personal excellence.																	
<i>100% Woodford House Maori students achieving at Woodford House pass rates or better for NCEA.</i>																	
Actions (what did we do?)	Outcomes (what happened?)			Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?												
1. Transparent identification of Maori students clearly communicated to all staff to best support and celebrate learning. Cultural responsiveness a 2019 staff PLD focus.	<p>Maori Student Achievement</p> <p>1. 2019 Target <i>100% Woodford House Maori students achieving at Woodford House pass rate or better for NCEA</i></p> <p>2019 Results Year 11 students –target met Year 12 students – target met Year 13 students - target met</p> <table border="1"> <thead> <tr> <th>Year 11 NCEA L1</th> <th>Year 12 NCEA L2</th> <th>Year 13 NCEA L3</th> <th>NCEA L4 Scholarship entries</th> </tr> </thead> <tbody> <tr> <td>8 students</td> <td>6 students</td> <td>7 students</td> <td>2 students sat 3 papers. 1 Yr 12, 1 Yr 13.</td> </tr> <tr> <td>100% attained Level 1</td> <td>100% attained Level 2</td> <td>100% attained Level 3</td> <td>0% attained a Scholarship pass</td> </tr> </tbody> </table>			Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	NCEA L4 Scholarship entries	8 students	6 students	7 students	2 students sat 3 papers. 1 Yr 12, 1 Yr 13.	100% attained Level 1	100% attained Level 2	100% attained Level 3	0% attained a Scholarship pass	<p>1. Cultural responsiveness a 2019 staff PLD goal. Teacher Only Day focus, PLG sessions, interschool EIT weekly night course supported by 8 WH staff , online courses completed on Education Perfect with Te reo- ensured learning loops.</p> <p>2. Clear tracking and mentoring of Diverse Needs and House students to best achieve success. A number of these students were at risk. Positive, firm and fair relationships at school, and regular communication with home saw girls meet expectations.</p>	<p>1. BOT to support additional goal: <i>To equip and support our Maori students to set academic goals of <u>personal excellence</u></i> alongside existing goal of 100% WH Maori students achieving at WH pass rates or better for NCEA. Work with SLT – RU/ RO and staff.</p> <p>2. Deans, SLT, DN co-ord, Careers, HOFs and staff continue to work with girls. SLT and BOT support Staff Professional Development –in actively connecting to culture/ addressing kaupapa.</p>
Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	NCEA L4 Scholarship entries														
8 students	6 students	7 students	2 students sat 3 papers. 1 Yr 12, 1 Yr 13.														
100% attained Level 1	100% attained Level 2	100% attained Level 3	0% attained a Scholarship pass														

	Achieved-2	Achieved: 1	University Entrance gained: 2			
	Endorsed w Merit: 5	Endorsed w Merit: 3	Endorsed w Merit: 5			
	Endorsed w Excellence: 1	Endorsed w Excellence: 2	Endorsed w Excellence: 0			
2. Work undertaken with each student to give academic and pastoral support to set and achieve academic success. Work by Pastoral Team, Diverse Needs Coordinator, HOFs, Careers and SLT	<p>2. 49 Maori students enrolled in 2019. 51 in 2018, 53 in 2017, 44 in 2016, 29 in 2015.</p> <p>Curriculum: Te reo subject and rolls. Part time teacher of Maori 8 hours per week.. Small numbers.</p> <ul style="list-style-type: none"> - Year 7 and 8 in trimesters. 2 hours per week. All girls take Maori. - Year 9 (2 hrs pw) 1 student Compulsory Language choice cf Spanish 13, French 21, LITS 8 - Year 10 (4 hrs pw) 2 students Optional to take Language cf Spanish 9, French 9, ELL 8, LITS 12. - No one in Year 11 or 12 - Year 13 1 student doing Level 1 Correspondence Te Reo - overseen by HOF Languages 					

<p>3. As per 2018, sought connections with school whanau and te ao Maori in Hawke's Bay. Looking to strengthen current understanding and grow strong future focused network, knowledge and links through and beyond Woodford House.</p>	<p>3. Working with whanau and community to support tikanga, kapa haka and grow understanding.</p> <p>Strong support from local community: Karl Wixon- success of Ngai Tahu scholarship. Mr Laurie Porima (father). Support of BOT and Chair, Martin Williams, and Dr James Graham, Mrs Lovie Pullar.</p> <p>Whanau Hui twice during year to elicit whanau voice re culture, and expectations <i>Parent voice summarised below:</i></p> <table border="1" data-bbox="613 740 1196 1264"> <thead> <tr> <th data-bbox="613 740 831 820">+</th> <th data-bbox="831 740 1010 820">?</th> <th data-bbox="1010 740 1196 820">-</th> </tr> </thead> <tbody> <tr> <td data-bbox="613 820 831 1008">Signage</td> <td data-bbox="831 820 1010 1008">Curriculum offerings at similar schools</td> <td data-bbox="1010 820 1196 1008">Disconnect between identity and whakapapa</td> </tr> <tr> <td data-bbox="613 1008 831 1117">Whanau involvement</td> <td data-bbox="831 1008 1010 1117"></td> <td data-bbox="1010 1008 1196 1117"></td> </tr> <tr> <td data-bbox="613 1117 831 1264">Support through scholarships</td> <td data-bbox="831 1117 1010 1264"></td> <td data-bbox="1010 1117 1196 1264"></td> </tr> </tbody> </table>	+	?	-	Signage	Curriculum offerings at similar schools	Disconnect between identity and whakapapa	Whanau involvement			Support through scholarships			<p>3 Connections made with/ by and for students to te ao Maori</p> <p>Maori Careers focus:</p> <ul style="list-style-type: none"> • Karl Wixon, • Senior Hikoi: tertiary liaison staff visited to talk to 13 Maori students re: support, scholarships and study. Support of individual personal excellence. • 12/13 Whakapiki Ake. Auckland Uni base for Health Sciences. Preparing rangatahi for tertiary study. • Whanautanga focus. Assist in iwi affiliation to local support network. 	<p>3. Maintain family and community support- RU +SLT</p> <p>Maintain BOT support for Culturally Responsive focus. Appreciation of strengths and gaps. Needs future focused strategic planning for our school context, succession and sustainability. Aim: capacity building for staff and better integration with mana whenua.</p>
+	?	-													
Signage	Curriculum offerings at similar schools	Disconnect between identity and whakapapa													
Whanau involvement															
Support through scholarships															

<p>4. Support of existing pathways to demonstrate partnership: korowai, Powhiri, Anglican Tri-school initiative, Kapa Haka.</p> <p>5. Support for Special Character contract as Anglican School; Chaplains and SLT from Te Aute, Hukarere and Woodford House are growing faith based and Maori connections in shared visits</p>	<p>4. Ako demonstrated through genuine and authentic inclusion of te reo Maori, tikanga, and waiata in Chapel and House Music and Prizegiving.</p> <p>Confusion re tikanga at 2019 Powhiri ably aided by Laurie Porima.</p> <p>Kapa Haka Committed nucleus of girls Numbers 2019 17, 2018 22, 2017 17, 2016 10, 2015 10. Require stable skilled tutor. 2018 contracted provider 2019 Whaea Christine Harrison appointed as initial Kapa Haka tutor and Mrs Lovie Pullar (mother) 2017.</p> <p>Excellent leadership from Yr 12s and 11s of younger group members.</p>	<p>4. Kapa Haka Variable outside support. Lack of skilled Maori staff in school. Led by RU and SLT but appreciative of much help from community.</p> <p>Waiata ably led by new music staff, Jo Cakebread and Emily Mackie for House Music. Especially appreciated at Prizegivng.</p> <p>Powerful links made at Te Aute for Tri Schools Sunday. Thanks to Chaplain Raewyn Hedge and Boarding staff.</p>	<p>4. Lisa Lee, Principal's PA and ex Te Aute College, offered to lead Kapa Haka 2020 and work with school Kaumatua and kuia to ensure a consistent and sustainable Powhiri programme.</p> <p>As in 2019 staffing, SLT aim is to secure a qualified and engaged teacher of Maori and/ or a teacher conversant with te ao Maori to help lead.</p> <p>Need to offer and suitably staff te reo and tikanga at WH.</p>
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Focus: Year 8 Learners			
Strategic Priority: Learner Centred			
2019 Target 3: <i>80% of Year 8 learners will meet the New Zealand mathematics curriculum expectations for Year 8 students by the end of 2019.</i>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility? Target Date?
<p>Data from a range of sources used to inform next steps in teaching and learning.</p> <p>At risk students identified early and tracked closely throughout the year. Teacher aide to support maths classes x 5 hours per 6 days.</p> <p>Four ability grouped maths class structure set up.</p> <p>Six hours over 6 days allocated to mathematics teaching and learning.</p> <p>Use of ICT for learning tools to engage reluctant learners.</p> <p>Use of online resource – Mathletics.</p> <p>“Homework Club” tutoring from Year 12/ Year 13 students ran once a week after school. Academic Prefect driving learning initiatives.</p>	<p>This goal was achieved.</p> <p>86% of students met National Curriculum expectation levels for Year 8 in mathematics.</p> <p>Only 14 % (6 students) were identified as below National curriculum expectations.</p>	<p>In 2018 this cohort were a cause for concern with only 63% meeting National Curriculum expectations. As they moved into Year 8 we had several individuals who had been identified as at risk learners and they immediately were given extra support within their classroom by the teacher and teacher aide. A focus on building confidence and the use of effective pedagogy was employed.</p> <p>For many of these students having a second year in the Intermediate Faculty allows concepts to be embedded and progress is seen.</p>	<p>2020 will see a continuation of the actions taken in 2019 for our Year 8 students.</p> <p>Staff Responsibility: Intermediate HOF and Intermediate mathematics teaching staff</p> <p>The 6 target students moving into Year 9 will be have their progress tracked by the HOF mathematics and Diverse Needs Co-ordinator.</p> <p>Y9 mathematics will be ability grouped into 3 classes in 2020.</p> <p>Staff Responsibility: Deputy Principal, HOF mathematics and Diverse Needs Co-ordinator</p> <p>Intermediate Faculty and Mathematics Faculty will collaborate and work closer together in 2020. Intermediate mathematics teacher will teach the Y9 support class and this will provide effective progression of curriculum</p>

<p>Focus on authentic tasks.</p> <p>Term 3 Faculty observations set up for teachers to see aspects of the course in action as well as to provide feedback.</p>			<p>objectives.</p> <p>Staff Responsibility: HOF Intermediate, HOF Mathematics, teaching staff</p> <p>Target Date of next steps: Ongoing until December 2020</p>
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Focus: Staffing			
Strategic Priorities: Learner Centred and Forward Thinking			
2019 Target 4:			
<i>Staff will develop and pursue professional learning goals in alignment with identified strategic educational priorities and targets.</i>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
<p>Strategic move to away from Department/TIC structure to a new Faculty (larger) structure.</p> <p>Strategic recruitment of new staff to support diversity of learning areas and succession planning</p> <p>Arinui system well established. Professional practice highlighted and honoured</p>	<p>Faculty structure has allowed more robust and focused strategic discussions around effective teaching and learning due to clearly delineated learning areas.</p> <p>We identified learning areas and staffing capacity that will need a strategic focus.</p> <p>Staff demonstrate greater confidence in the use of this tool and the depth and quality of conversations around teaching and learning show there is a positive shift</p>	<p>The previous departmental structure was more layered and less cohesive. Communication channels are more clearly defined.</p> <p>Evidence based decision making re class sizes and staffing enabled us to strategically plan for future capacity.</p> <p>Staff have had quality time, support and professional guidance to build capacity throughout the enquiry process. Dedicated weekly professional learning time supported by the Boards.</p>	<p>Continue to embed new faculty structure</p> <p>Student numbers will grow in areas that are current static. Where demand exceeds capacity we will now have excellent staff ready to cover</p> <p>The curriculum review has resulted in one significant adjustment to the daily timetable and this will be trialled 2020 (Wed PLG).</p>

Focus: Partnerships			
Strategic Priorities : Family Focused, Forward Thinking, and Securing our Future			
2019 Target 5:			
<i>Continue to grow links with our local, national and international communities to provide opportunities for personal growth and learning for our students and staff.</i>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
No Hea Koe end of year projects with Years 7-10	Junior school were involved in a variety of cross disciplinary activities in weeks 6-7 of Term 4, including a trip for all Year 7 -10 students to culturally significant sites in Hawke's Bay. This was facilitated by two local kaiako.	We identified this as a great opportunity to develop our students' cultural knowledge and understanding. It has also been identified as an area parents were keen to develop as part of the junior curriculum review.	We continue to build our links with the kaiako – helping to plan and lead day two of the 2020 Year 9 camp. Faculties will consider how they can continue to incorporate culturally responsive rich learning context.

2020 Targets

Strategic Priorities 2020-2023:

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

Target 1: Strategic Priority: Love of Learning

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

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

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

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

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

Gain 20 scholarship passes.

Track students transitioning into Woodford in Year 11-13 to gain NCEA level 1/2/3 in 2020.

Target 2: Strategic Priorities: Love of Learning and Respectful Relationships

To equip and support our Maori students to set academic goals of personal excellence.

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

Target 3: Strategic Priorities: Love of Learning and Respectful Relationships

100% of Year 8 learners will meet reading expectations according to the New Zealand curriculum for Year 8 students by the end of 2020.

Target 4: Strategic Priorities: Love of Learning, Respectful Relationships and Faithful Stewardship

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

Target 5: Strategic Priorities: Love of Learning, Respectful Relationships and Faithful Stewardship

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

Annual Plan 2020 (includes Targets)

Strategic Priority: Love of Learning	
2020 – Target 1	Historical Position
<p>To continue to strive for excellence in NCEA results, maintaining top national results:</p> <p><i>100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.</i></p> <p><i>90% of Year 13 students gaining University Entrance.</i></p> <p><i>80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</i></p> <p><i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i></p> <p><i>60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i></p> <p><i>Gain 20 scholarship passes.</i></p> <p><i>Track students transitioning into Woodford in Year 11-13 to gain NCEA level 1/2/3 in 2020.</i></p>	<p>2019 Target <i>100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.</i></p> <p><i>90% of Year 13 students gaining University Entrance.</i></p> <p>2019 Result 100% Year 11 students gaining Level 1 - target met</p> <p>100% Year 12 students gaining Level 2 - target met</p> <p>100% Year 13 students gaining Level 3 - target met</p> <p>90% Year 13 students gaining University Entrance - target met</p> <p>2019 Target <i>80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</i></p> <p>2019 Result 93% endorsement with 44.66% at excellence - target met</p> <p>2019 Target <i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i></p> <p>2019 Result 74% endorsement (target not met) with 48% at excellence target met</p> <p>2019 Target <i>60% achieving NCEA Level 3 endorsement with at least 25% at excellence.</i></p> <p>2019 Result 75% endorsement (target met) with 24.2% at excellence target not met</p> <p>2019 Target <i>Gain 17 scholarship passes.</i></p> <p>2019 Result 11 - target not met</p>

	Focus Area	Year Group		Gender	Ethnicity
	NCEA	11-13		Female	All
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes	
SLT, Diverse Needs Coordinator and Deans continue to monitor individual students' achievement and use assessment data to inform of strategies to improve student outcomes.	SLT. Deans. Diverse Needs Coordinator		December 2020	<ul style="list-style-type: none"> Evidence demonstrates girls are pastorally and academically supported as individuals by SLT, pastoral team, Deans, Mentors etc. House Deans become more competent in using data assessment tools such as Assay. Staff, students and families have a better understanding of future careers and tertiary pathways. The role of new careers coordinator is developed. Students value the support and guidance of the transition program. 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 PLG time (terms 1-3) The newly appointed 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. High quality learning and student achievement outcomes will be always at the forefront and drive decision making for the international faculty. 	
Careers and transition processes are reviewed and developed.	SLT. Careers Coordinator	Staff PD. Fortnightly meetings	December 2020		
Maintain proactive and targeted communication with the Board of Trustees to develop a deeper understanding of best practise around different assessment tools and data analysis on student achievement.	Deputy Principal-Teaching and Learning. HOF's		Ongoing		
Appraisal of International Faculty to establish effectiveness of the additional resources and staffing in conjunction with the Director of Global Education.	Principal. Director of Global Education	Fortnightly meetings	December 2020		
Embed supported learning programmes at Level 1. The Assistant Principal-Student Outcomes meets regularly with the diverse needs coordinator to monitor individual student progress.	Deputy Principal-Teaching and Learning. Diverse Needs Coordinator. Assistant Principal - Student Outcomes	PLG time Staffing hours for additional Pathways teacher at Level 1	Ongoing		

<p>A staff wellbeing program is established</p>	<p>Deputy Principal- Student Wellbeing. Assistant Principal - Student Outcomes</p>	<p>PLG time Resourcing for social events and wellbeing initiatives in Budget</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Global student programmes will have learning at the centre with greater student engagement. Student voice is highly valued and integrated. • A wider range of learning pathways are available from level 1. • Students, especially those with diverse needs achieve in line or above expectation and remain engaged with their learning.
<p>An e-learning vision group is established to lead and support staff to further develop innovation in the classroom using a variety of digital contexts. The digital technology curriculum is implemented at years 7-10</p>	<p>All Staff. Digital Technology Leader. Assistant Principal - Student Outcomes</p>	<p>PLD time Staff Meetings HOF Meetings</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Staff feel supported, settled, valued and stress free. • There are minimal HR issues. • Fortnightly meetings of e-learning vision group. • E-learning leader and digital technology leader roles are established. • The school culture embraces flexibility and innovation. • Targeted PLG's enable the staff to develop innovation and deliver the digital technology curriculum in the classroom. • Students and staff demonstrate and share evidence of innovative planning and experiences through Assemblies, Year Level meetings, and classes. • The Digital technology curriculum aims, objectives and outcomes are incorporated into faculty documentation. • Clear evidence of digital technology outcomes is demonstrated in student work.

Strategic Priority: Love of Learning and Respectful Relationships				
2020 - Target 2	Historical Position			
<p>To equip and support our Maori students to set academic goals of personal excellence.</p> <p><i>100% Woodford House Maori students achieving at Woodford House pass rate or better for NCEA.</i></p>	Maori Student Achievement			
	2019 Target 100% Woodford House Maori students achieving at Woodford House pass rate or better for NCEA.			
	2019 Result 100% Year 11 Maori students – target met 100% Year 12 Maori students – target met 100% Year 13 Maori students – target met			
	Focus Area	Year Group	Gender	Ethnicity
	Maori Achievement	All	Female	Maori
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes
Annually review and refine Beginning-of-Year programme so Powhiri and Hui embed correct protocol with support of local iwi. Resource a Cultural Advisor to broker relevant relationships with iwi/hapu	Deputy Principal -Student Wellbeing	Koha for powhiri and hui advisors	Term 1	<ul style="list-style-type: none"> School Te Reo and Tikanga processes will reflect local and national iwi expectations. The House and Year Level Deans and Pastoral Team members have regular contact with Maori students and whanau in their House. Students feel valued and their contribution is highly valued and supported. Shared information and communication is established. Whānau will know what their children are learning at school and will be able to support them at home. The whānau of the students will know their daughters' Homeroom Mentor and a positive ongoing relationship will develop. Open and positive communication will be promoted and highly valued. The Woodford House community will be committed to
Interactions of Deans/ Homeroom Mentors supporting Maori learners recorded on KAMAR. Including contact home and with other stakeholders. Accessible for whanau hui/ PSTIs and individual meetings as required.	Deans/ Mentors/ Pastoral team		All Year	
BOY: Maori identification information	Deputy Principal-		All Year	

sent to class teachers. Support academic success for maori students. Encourage girls to sit scholarship and apply for tertiary scholarships	Teaching and Learning> HOFs for Faculty staff DP and Transition Team (J Winsley)			<p>ensuring success for students. Cultural inclusiveness is a high priority.</p> <ul style="list-style-type: none"> Teaching staff know the students who identify as Maori and work to support their success in a culturally responsive way within their classes. Students feel valued and their voice and perspective is highly valued and supported. Whānau will have voice to discuss aims and goals for their girls at Woodford House. know what their children are learning at school, make effective home/ school links and will be able to support them at home. Staff more confident with culturally responsive pedagogy through targeted PLD The Woodford House Maori community will feel welcome and included in the Woodford House community and at all key school events.
Hold whanau hui for Maori families- new and existing students	DP- Student Wellbeing/ AP – Student Outcomes	Hosting costs for hui	Term 2	
Further Cultural Responsive PLD presentations to staff and opportunity for offsite PLD as appropriate.	Overseen by DPs- Student Wellbeing and Teaching and Learning	PLD budget for targeted PD	All Year	
Support for te reo, kapa haka, whanau hui and Maoritanga within Woodford House’s Special Character by staff and advisors. Whanau explicitly welcomed.	DP- Teaching and Learning- language classes. Lisa Lee- Kapa Haka. Chaplain- Anglican tri-school work. DP- Student Wellbeing- Whanau hui	Budget for additional iwi approved kapa haka/ waiata tutors	All year	

<p>Communications office to prioritise successful, authentic and positive stories from/ about Maori students/ WH wider community in publications.</p>	<p>Communications and Marketing</p>		<p>All year</p>	<ul style="list-style-type: none"> • Maori students succeeding as Maori will be seen as highly valued by the Woodford House community.
<p>Goal to employ a trained specialist to teach te reo.</p>	<p>Principal- staff employment</p>		<p>For 2021</p>	<ul style="list-style-type: none"> • Iwi and Maori language and culture will continue to increase across all four cornerstones.

Strategic Priority 1: Love of Learning
 Strategic Aim 4: Provide rich learning contexts that enable staff and students to shine their light

2020 - Target 3		Historical Position			
<p><i>100% of Year 8 learners will meet reading expectations according to the New Zealand curriculum for Year 8 students by the end of 2020.</i></p>	<p>2019: Year 7 cohort : 91% of students met the end of year curriculum expectations in reading. 9% of students did not meet the end of year curriculum expectations in reading. As this cohort moves into Y8 in 2020 we would like all students to be working at or above reading expectations for Year 8 students.</p>				
	Focus Area	Year Group	Gender	Ethnicity	
	English National Curriculum	8	Female	All	
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes	
Year 8 English teachers deliver a reading programme that ensures deliberate and explicit literacy instruction.	Deputy Principal- Teaching & Learning and HOF Intermediate		December 2020	<ul style="list-style-type: none"> 100% of Year 8 students progress and perform at or above expectations according to the NZ curriculum literacy progressions for reading. Continued use of Teacher Aide in class (Diverse Needs Coordinator). All students, including at risk learners tracked throughout the year by class teachers, HOF and Diverse Needs Coordinator. Ability grouped reading class 1 x hour per 6 days and guided reading instruction evident in everyday English classes. 	
All Year 8 teachers integrate subject specific literacy skills into their teaching and learning programmes.	Deputy Principal- Teaching & Learning		December 2020		
1 hour a week timetabled into ability 4 reading groups with extension group taught by HOF English and / or DP.	Deputy Principal- Teaching & Learning and HOF Intermediate		December 2020		

Resourcing provided to support diverse needs students as required; Teacher Aides, Gap students.	Deputy Principal-Teaching & Learning, HOF Intermediate, Diverse Needs Co-ordinator		December 2020	<ul style="list-style-type: none"> • Internal PD carried out by Y8 English teachers using MOE resources • Evidence of integration of subject specific literacy skills into all Y8 teaching and learning programmes
Y8 English teachers to work internally on PD incorporating exemplars and descriptors from the Learning Progression Frameworks (LPF) and the Progress and Consistency tool (PaCT).	Deputy Principal-Teaching & Learning and HOF Intermediate		December 2020	

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

2020 - Target 4	Historical Position			
<p>Outstanding Education. Staff will develop and pursue professional learning goals in alignment with the strategic priorities developing outstanding educators.</p>	<ul style="list-style-type: none"> • International recognition as a leading New Zealand school for Schoology with former staff member appointed a Schoology Ambassador, links still maintained. • 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 PLD for others; extending professionally with lifelong learning , including professional groups, expert panels • Large numbers of staff have completed the Mindlab professional development, completing Post Graduate Certificate 			
	Focus Area	Year Group	Gender	Ethnicity
	All Staff	All	Female	All
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes
Continual review and refinement of the leadership reporting and management structures.	Principal		December 2020	<ul style="list-style-type: none"> • Staff feel supported and valued • School leaders have clearly identified roles and responsibilities, job descriptions are reviewed through the annual appraisal cycle • School managers have clearly identified roles and responsibilities, job descriptions are reviewed through the annual appraisal cycle • Pastoral care remains a strategic priority; <i>students at Woodford House are a 'name not a number'</i> • Staff continue to build professional capacity and personal efficacy with their use of Arinui appraisal tool to meet our strategic aim to develop outstanding educators
Continue to embed the whole school appraisal system – Arinui – staff are further supported to build confidence and understanding of this tool.	Deputy Principal-Teaching and Learning		December 2020	
Continued emphasis on staff professional inquiry/research through regular PLD sessions and use of Arinui inquiry tool.	Deputy Principal-Teaching and Learning		Ongoing – Staff PLD sessions	
Utilise in-house expertise for beacons of best practice.	All staff		Ongoing – Staff PLD sessions	

Oversight of global education strategy, in close alignment with the Director of Global Education.	Principal	Staff Meetings/PLG time allocated	December 2020	<ul style="list-style-type: none"> • Stronger alignment of the School appraisal system is a key goal, integrating the Code of Practice, Practising Teacher Criteria all closely linked to the Strategic Plan targets. • The staff appraisal model is evidence based and • provides all staff with a robust and rigorous professional review and support process. • A key focus is to align key strategic aims with our Arinui appraisal enquiry and cycle. • Staff will demonstrate confidence and ... • Very strong roll growth of International students continues, wait list evident early 2020. Aim to secure this trend. • School roll and waiting lists remain secure and reflect future confidence. • International student numbers will be welcomed into the school community and contribute to our cultural enrichment and diversity. • Key staff will offer presentations to the School community as models of best practice in staff meetings. • Director of Global Education will develop new marketing collateral. • International students will integrate into and enrich the Woodford House School culture. • International students will feel welcome and connected, benefiting from strong, supportive systems and relationships.
Development of new initiative called "Shine"	Principal		Ongoing. Opening of new centre end of 2020	
Engage in pursuit of Professional Development to support and grow our Outstanding Educators	Principal All Staff		Ongoing	
International student initiatives are valued and supported. Staff embrace opportunities for PLGs.	Principal. All Staff. Director of Global Education. Global Education Student Coordinator. English Language Learning Teacher. Global Education Prefect. Communications and Marketing.		Ongoing Term check points	

Strategic Priority: Love of Learning, Respectful Relationships and Faithful Stewardship				
2020 - Target 5	Historical Position			
<i>Maintain and further develop established local, national and global links to provide contextualised opportunities for cultural responsiveness, inclusivity and diversity.</i>	<ul style="list-style-type: none"> Relationships with donors, i.e., Williams Trust, Bernard L. Chambers Trust, Gwen Malden Trust. Use of outside provider for end of year Drama Academy. Development of Woodford Equestrian opportunities. Continuation of holiday programmes. Growth in international student numbers. Greater diversity of international students. 			
	Focus Area	Year Group	Gender	Ethnicity
	All	Female	All	All
Action	Responsibility	Costs/ Resources	Target Date	Expected Outcomes
Encouragement of staff to present at key educational conferences (especially international).	Principal SLT		December 2020	<ul style="list-style-type: none"> Clear evidence that learning rather than assessment drives student engagement Clear evidence that learning rather than assessment drives teaching. Staff will be strongly supported to embrace professional development opportunities to meet our strategic priority 'outstanding educators'. Woodford House will develop itself as a beacon of 'best practice' in teaching and learning.

Key School events are primarily 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. SLT		Key Event dates	<ul style="list-style-type: none"> • Students will utilise opportunities to establish learning centred relationships with students from other schools. • Students will have the opportunity to engage in learning experiences led by staff in from other schools who are leaders in their field of expertise. Eg. Leadership camps, student conferences • The Woodford House community will have a richer understanding of how co-opportunities provide valuable, holistic, real world learning experiences. • The Woodford House community will increasingly engage in opportunities to enable their daughters' light to shine. • Interruptions to teaching and learning minimised where possible. • Internal and external opportunities are provided for the School community to participate in timely and strategic surveys. • International PLD opportunity is provided to staff. • Students are supported to excel nationally and internationally. • Qualitative and quantitative data collected to accurately target key markets and confidently allocate marketing spend for higher return on investment. • Stakeholders become more engaged with the School and two-way communication channels are used by stakeholders to engage in meaningful dialogue. • Morale is lifted among our Woodford House community to ensure a greater sense of belonging and
Key staff attend WHPA, WHOGA, WH Foundation meetings and events	Principal. Communications and Marketing. Community Engagement		Meetings as scheduled	
Strengthen stakeholder relationships and engagement, with a particular focus on alumni.	Principal. Communications and Marketing. Community Engagement		December 2020	
Plan recruitment campaigns and initiatives that connect with communities locally, nationally and internationally.	Principal. Communications and Marketing. Community Engagement		May 2019	
Woodford House's strategic priorities, vision, mission and values are a constant focus in communication and marketing material with stakeholders.	Principal. Communications and Marketing. Community Engagement		December 2020	
Develop an alumni campaign to reconnect and share stories.	Principal. Communications and Marketing. Community Engagement		Ongoing	

Conduct regular research inviting feedback and promote open, two-way communication.	Principal. Communications and Marketing		Ongoing	<p>connectedness.</p> <ul style="list-style-type: none"> • Increase in Parents' Association participation. • Increased activity and engagement from parents and alumni. • Applications from the regions increase. • Brand awareness in regions increases. • Morale among Old Girls and parents increases as they see Woodford House in their hometowns. <p>Key messages are explicit and well communicated to the wider Woodford House community.</p> <ul style="list-style-type: none"> • Wider School community gains a clear understanding of strategic priorities and key messages. • High quality relationships are developed and sustained. • Strategic and data based decision making evident • Greater sense of cohesion among key stakeholder groups. • Continuous improvement of communications channels and material.
Proactive strategies are developed to ensure timely and effective communication and publications.	Principal. Communications and Marketing		Ongoing	
Students and staff recruitment and retention are prioritised.	Principal. SLT. Communications and Marketing			
A new database is selected and implemented to ensure effective communication with all sectors of the Woodford House community.	Principal. Communications and Marketing. Community Engagement		Ongoing	
Ensuring that we appraise and refine our cultural protocols, eg, Powhiri, Hui, Kapa Haka, Korowai	Principal. SLT		Ongoing and key events	
Continue to develop rich cultural opportunities that allow our girls to connect with their tradition, history and culture	Principal. SLT		Ongoing and events	

Other 2020 Key Improvement Strategies to Achieve Strategic Vision

Property <small>(summarised from property plan)</small>	Brief Report	Finance	Brief Report
<ul style="list-style-type: none"> • Complete Library upgrade, including access between Ormond and Hodge courtyard • Complete installation of air conditioning units/heat pumps into remaining spaces • Paint interior of selected classrooms • Build a new classroom in the gym • Replace carpet and joinery in Custodian's house • Replace astroturf on court near the Fun zone • Inspect Holland Roof for repair • Build new student school practical garden • Introduce more initiatives to reduce carbon footprint 	<ul style="list-style-type: none"> • The Library received significant refurbishment during the summer of 2019/20. Finish all works as early as possible in 2020. • 16 spaces (mainly classrooms) had heat pumps/air con units installed during 2019. Complete installation of air conditioning units/heat pumps into remaining spaces. • Modernise classrooms in most urgent need of refurbishment • Reconfigure Weights Room so a new classroom can be built. • Replace carpet and review kitchen joinery in the Custodian's house. • Replace astroturf on the netball court by Fun Zone. This could be a Parent's Association project. • There have been several leaks in the Holland roof above the apartments. This may require major repairs. • Near the Gardener's shed, create a practical garden suitable for picking flowers and growing vegetables. Work with HBRC to introduce strategies to reduce carbon emissions. 	<ul style="list-style-type: none"> • Amend the frequency of BOT Finance Committee meetings • BOP finance subcommittee meet as required • Allocate resources to the development strategies of Information Services and Property. IT Services contract is up for renewal • Contain overheads to approved budgets 	<ul style="list-style-type: none"> • The agenda and frequency of Board of Trustee meetings needs is amended to be more efficient • At various times of the year the Woodford House Trust Board is in receipt of considerable funds so there are potential investment opportunities • Investment required in order to achieve goals, particularly IT. If determined as being necessary, conduct a tender for IT Services • Ensure Heads of Faculties work within approved budgets

Other 2020 Key Improvement Strategies to Achieve Strategic Vision

Personnel	Brief Report	Community Engagement	Brief Report
<ul style="list-style-type: none"> • Ensure staff are adequately trained, appraised and have appropriate PD • Ensure staff numbers are at expected levels • Ensure new position of Administration and Admissions Coordinator is implemented and functions as required • Develop staff wellbeing strategy and targets 	<ul style="list-style-type: none"> • Continue to utilise Arinui • Manage teaching staff numbers to meet parent and teacher expectations. • Ensure the introduction of the new Administration and Admissions Coordinator role gels with the Office Administrator and Principal's Personal Assistant. • Staff are proactively supported to maximise their own health and safety (mental and physical) 	<ul style="list-style-type: none"> • To build strong relationships between the School, Old Girls, past and present parents and the greater Woodford Community. • To foster, increase and maintain parent engagement with Woodford House. • To oversee all fundraising activities for the School 	<ul style="list-style-type: none"> • In 2019, a Community Engagement Officer was recruited to engage with the wider Woodford House community and a fundraising & development strategy was implemented.
Health and Safety	Brief Report	Self-review	Brief Report
<ul style="list-style-type: none"> • Continue active Health and Safety practices • Increase reporting of hazards and accidents on Safety Seek 	<ul style="list-style-type: none"> • School has always maintained proactive Health and Safety practices • Train and regularly remind staff to report all hazards and accidents on Safety Seek 	<ul style="list-style-type: none"> • Board of Trustee meetings include Self Review as an agenda item 	<ul style="list-style-type: none"> • Include self-review as an agenda item

Combined Boards' Policies and Procedures

NAG 1 - Curriculum

- **Teaching and Learning Policy**

Procedures:

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

- **Education Outside the Classroom Policy**

- **Major School Trips Policy**

NAG 2 – Operations/Administration

- **Schedule of Delegations Policy**

- **Self Review Policy**

NAG 3 – Employment and Personnel

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

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

- **Personnel Policy (mandatory)**

Procedures:

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

- **Police Checking/Vetting Policy**

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

- **Teaching Staff Appraisal Policy**

NAG 4 – Finance and Property

Procedures:

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

- **Asset Management Policy**
- **Credit Card Policy**
- **Financial Management Policy**
- **Building Projects Policy**
- **Sponsorship Policy**
- **Theft and Fraud Prevention Policy**

NAG 5– Student Management – Health and Safety

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

Procedures:

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

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

NAG 6 – Legislative Requirements

Procedures:

- *Stand-downs and Suspensions*

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

School Profile 2020

Our Philosophy

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

Our Identity

Since 1894 Woodford House has been a leading **special character** school for boarding and day girls. Our community is anchored in tradition, enriched by a vibrant Cristian 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 roll of 355 that enjoys an established reputation for educational excellence. The founding Principal's philosophy was that "the Head, Heart and Hands must be trained and developed together." This continues to underpin the School's holistic approach offering quality education to boarding and day girls from Years 7 to 13.

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

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

added and the grounds have been developed and landscaped to maximise our impressive 20 hectare site that overlooks orchards, vineyards and mountain ranges. Such space caters for a wide range of sporting and cultural facilities. There are three sports grounds, 12 tennis courts, a swimming pool and two fully equipped gymnasiums with a weights room and squash courts. Indeed, modern, well-appointed learning environments, including our modified science laboratories, performing arts centre, hall and dining room extensions, and newly renovated library facilities, contribute to ensuring that we are a leading school.

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

Woodford House offers an intimate atmosphere, where the development of the individual is encouraged and valued. Pastoral Care is the responsibility of every staff member working with the Pastoral Care Team. The team includes the Principal, Deputy Principal – Student Wellbeing, Deputy Principal – Teaching and Learning, Assistant Principal – Student Outcomes, House Deans, Chaplain, Homeroom Mentors, Nurse, Psychologist, 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".

Key for Acronyms

AtoL	Assess to Learn
BoP	Board of Proprietors
BoT	Board of Trustees
BYOD	Bring Your Own Device
DI	Director of Innovation
DN	Diverse Needs
DNC	Diverse Needs Coordinator
DOB	Director of Boarding
DP	Deputy Principal
e-asTTle	Online learning and assessment tool
ELL	English Language Learning
HOF	Head of Faculty
IT	Information Technology
KC	Key Competencies
LACE	Literacy Assistance Class for Excellence
LMS	Learning Management System
MAP	Mathematics Assistance Programme
MidYIS	Middle Years Information System
NCEA	National Certificate of Education Achievement
NZC	New Zealand Curriculum
NZQA	New Zealand Qualifications Authority
OWLS	Our Woodford Learning Statement
PACE	Parents as Career Educators
PATs	Progressive Achievement Tests
PD	Professional Development
PLD	Professional Learning and Development
PLGs	Professional Learning Groups
RAP	Reading Assistance Programme
RRR	Reflect, Review, Reshape (Appraisal)
RTLB	Resource Teacher: Learning and Behaviour
SAC	Special Assessment Conditions
SCT	Specialist Classroom Teacher
SLD	Specific Learning Disability
SLT	Senior Leadership Team
SMS	School Management System
SPELD	Solutions for People Experiencing Learning Difficulties
STAR	Secondary Tertiary Alignment Resource
TELA	Laptops for Teachers
UE	University Entrance
VLN	Virtual Learning Network