

# Goodwood School Annual Plan 2024

## Summary of the plan:

2024 is another opportunity to extend high levels of practice at Goodwood.

We continue to develop our relationship with our mana whēnua and look forward to developing our knowledge of te reo Māori and Tikanga through He Rautaki hei Anga partnership. We are excited by the opportunities presented through our Education Review Office goal to *Evaluate the extent to which a trauma informed approach is improving student learning and wellbeing outcomes*. Through this inquiry we aim to embed a whole community approach to mental health education. We value the outstanding teaching team that we have at Goodwood School. In 2024 we will support them to achieve the high standards they attain everyday by ensuring that they have an excellent work environment that meets all of their needs.

A major focus will, of course, be on maintaining and extending our high standards of achievement for all explorers and across the curriculum. We have specific goals for achievement in writing, reading and maths

## Where we are currently at:

Goodwood School has a history of success and innovation along with a positive reputation in our community. Our roll has increased steadily over the years to create a thriving and growing learning environment. We have a growing partnership with mana whēnua Ngāti Korokī Kahukura and Ngāti Hauā allowing implementation of many learning opportunities as we grow our knowledge of local places and priorities. Community survey data shows high levels of satisfaction while wellbeing surveys tell a story of happy and connected explorers, staff and community. Our [2023 Annual Report](#) and associated Analysis of Variance shows high levels of achievement that have been maintained despite the challenges of Covid and subsequent reduced attendance. Data tracking over the past five years shows an 11% increase in the percentage of boys achieving at or above curriculum expectations in writing. Over this time period the disparity between boys and girls writing has reduced by 7%. There remains a statistically significant difference in achievement by gender. Along with most schools our attendance declined throughout, and post, Covid. Throughout 2023 attendance increased and returned to pre Covid levels.

## How will our targets and actions give effect to Te Tiriti o Waitangi:

Our strategic goals of

Embedding reo and tikanga in our school in partnership with mana whenua through Rautaki.

And developing and celebrating bicultural and multicultural partnerships within our school and community

Give effect to Te Tiriti o Waitangi. Our partnership with mana whēnua Ngāti Korokī Kahukura and Ngāti Hauā allows these goals to be achieved within a meaningful and authentic context. He Rautaki Hei Anga is a taonga offered to kura and led by mana whenua to provide practical and meaningful learning through themes that are significant to local iwi.

**Strategic Goal 1**

Embed reo and tikanga in our school in partnership with mana whenua through Rautaki.  
Develop and celebrate bicultural and multicultural partnerships within our school and community.

**Annual Target/Goal:**

100% of our teaching team will increase levels of knowledge of Tikanga and Te Reo Māori against Aromatawai assessments.  
100% of all staff will correctly pronounce kupu Māori, especially local place names.  
100% of teaching and teacher aide staff will participate in Mana Whēnua led PLD

**What do we expect to see by the end of the year**

All teaching staff will have progressed against the nine Aromatawai assessment sections sufficiently to be attested against the standard for registration.  
We will hear correct pronunciation of Kupu Māori in learning and informal settings across our kura.  
All teaching and teacher aide staff will have attended mana whenua led PLD and will incorporate new knowledge into their teaching and learning programmes.

<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will we measure success?</b>
Teaching staff complete baseline Aromatawai assessments. Allocate WST role(s) to support implementation of mental health models	WST Te Reo me Tikanga teacher. SLT	Niho Taniwha book School made assessment form	All year	Demonstrable growth from all teaching staff. This will vary according to initial levels of reo.
Participation in Mana Whēnua led activities including Rautaki and haerenga to places of significance.	WST Te Reo me Tikanga teacher. SLT Kāhui Ako	Mana Whenua produced resources. Classroom release.	All Year	Attendance of all staff at significant events. Knowledge gained reflected in learning programmes Ngāti Korōki Kahukura / Ngāti Hāua partnership Increased explorer kaiako / BOT knowledge
Work through term by term te reo me tikanga programme	WST Te Reo me Tikanga teacher. SLT MAC	4 x term guides for reo, tikanga, karakia, whakatauki etc.	All Year	Improvement in Aromatawai assessments. Improved levels of correct pronunciation of Kupu Māori in learning and informal settings across our kura.

**Strategic Goal 2**

*Evaluate the extent to which a trauma informed approach is improving student learning and wellbeing outcomes.*

Embed a whole community approach to mental health education.

**Annual Target/Goal:**

100% of staff and explorers will be able to describe the key elements of Mana Model

100% of staff and explorers will be able to compare similarities between Te Whare tapa whā and new mana Models of mental health awareness.

More than 75% of explorers will meet the MOE definition of regular attendance (>90% attendance)

Agreed mental health delivery models will be well understood by explorers staff and community and will be in place across our kura.

5% reduction in etap behaviour entries in comparison to 2023.

**What do we expect to see by the end of the year**

Each model will be visible and in use across our kura. Each model will be shared with the community.

Mana Model will be used as framework to support analysis and planning of school procedures and health promoting initiatives.

Mental health / hauora / wellbeing will be tracked through wellbeing@school or Me and My School or Rongohia te Hau Surveys.

2023 Survey data will be analysed and shared with explorers, staff and community.

Programmes will quickly adapt to survey results following a professional growth cycle approach.

<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will we measure success?</b>
Assessment of staff / explorer knowledge / use of Mental Health Model	SLT	Mental Health Guidelines	Term 1	Record baseline knowledge and understanding
Mental Health Model Inquiries	All Staff	Mental Health Guidelines	All Year	Increased kaiako knowledge
PLD Day for teaching and support staff with Dr Melinda Webber.	Kāhui Ako	PLD Day - Teacher Only day	Term 2	Staff Reflections & follow up actions
Wellbeing Survey Implemented and reviewed	SLT & BOT	Wellbing@school survey tool	Term 3	Survey results analysed, shared and used to inform practice. Comparison over time
Reflection on the year on indicators of progress and the learning through achievement of them.	All Staff & BOT	Mental Health Guidelines	Term 4	Analysis of Variance

**Strategic Goal 3**

Ensure Goodwood is the school of choice for teachers, school leaders and support staff in Cambridge/ local area

**Annual Target/Goal:**

High levels of job satisfaction for all staff

**What do we expect to see by the end of the year**

A confident, caring and connected staff who have security, agency and fun in their workplace.

A physically and emotionally safe place for all staff

High and improving results for wellbeing@school survey.

<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will we measure success?</b>
Provide a high quality work environment, including kai, relaxation spaces, collegial activities and EAP services	BOT SLT All Staff Vitae Services	New breakroom furniture EAP subscription Wellbeing budget PLD Programmes CRT programme	All year	Breakroom refreshed EAP invoices received Wellbeing surveys, formal and informal conversations.
Provide quality PLD and opportunities for growth	BOT SLT All Staff Kāhui Ako	PLD Budget Kāhui Ako programmes CRT programme	All year	High levels of attendance at PLD opportunities. Evidence of implementation of PLD - Structured literacy as an example.
Promote staff agency and self efficacy	BOT SLT	Staff meeting focus Professional Growth Cycles (PGC) CRT programme	All year	Evidence from PGCs Staff meeting minutes
Reflection of the year on indicators of progress and the learning through achievement of them	BOT SLT All Staff	Wellbeing@school tools	Term 4	Wellbeing@school results. Staff meeting minutes

**Strategic Goal 4**

Increase the number and proportion of students achieving at or above the curriculum expectations in writing and maths.

**Annual Targets/Goals:**

80% of Year 6 explorers (56 explorers) will be at or above curriculum expectations for writing.

In 2023 62% of Year 5 explorers (44 explorers) were at or above curriculum expectations for writing.

The disparity of data between boys and girls in writing will reduce further from 12% to less than 10%.

The achievement of Māori explorers will be at least equal to that of non-Māori explorers for writing, reading and maths..

The disparity of data between reading and writing in terms of % of explorers achieving at or above curriculum expectations will reduce from a current 8% to 5% of less.

The number and % of girls achieving above curriculum expectations for maths will increase from 25% (50 girls) in 2023 to at least 30% (61 girls)

**What do we expect to see by the end of the year**

All explorers achieving to the best of their abilities across the curriculum

<b>Actions</b>	<b>Who is Responsible ?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will we measure success?</b>
Allocate WST roles / units to support this mahi BSLA and Literacy Leader	SLT	BOT funded unit	Term 1	Appointment made PGC discussions
Unrelenting docs on lifting rates of regular attendance.	BOT SLT LL All Staff	MOE Attendance support material	All Year	Attendance rates regularly reported to BOT and community.
Regular teacher hui about planning processes that focus on acceleration	SLT All Staff LL	Professional readings, videos Weekly collab meetings - planning DATs, Best practice in improving writing - spelling, vocabulary and literacy using preview ensuring access to curriculum moderation on curriculum - what doing, what next steps	All Year	Staff meeting / Collab minutes PGCs

Plan further PLD opportunities including SL with Liz Kane Literacy	SLT All Staff LL	Liz Kane Literacy facilitators	All Year	OTJs and progress tracking
Establish and monitor ELS groups	SLT ESL Teacher LL	ESL Teacher and support network	All Year	OTJs and progress tracking
Senior Leadership monitoring of priority learners	SLT LL		All Year	OTJs and progress tracking
Home / school partnerships through community hui and preview activities	SLT All Staff Whānau LL	MOE support materials - one hour per day etc...	All Year	Community feedback
Ensure accurate literacy data is gathered, analysed and used to drive teaching as inquiry and plan next learning steps e.g. where applicable – PAT, running records, hearing and decoding sounds test, samples of work, literacy progressions.	SLT All Staff LL	PAT test, assessment materials,	All Year	OTJs and progress tracking
Teachers' professional learning plans are tailored towards and based on the achievement needs of target students.	SLT All Staff LL	Shared Planning	All Year	Shared Planning
Reflection of the year on indicators of progress and the learning through achievement of them	BOT SLT LL All Staff	Data	Term 4	OTJs and progress tracking Analysis of Variance