

# Goodwood School Annual Plan 2025

## Summary of the plan:

2025 will be an exciting year of learning, connection and progress at Goodwood School.

We are looking forward to building upon the successes of previous years and further extending high levels of achievement. Our **commitment to Te Tiriti o Waitangi** remains steadfast. In 2025 we will carefully **examine and refine our practices of inclusion**, incorporating the best of current research to ensure all explorers achieve to the best of their abilities. We remain committed to developing, and **caring for, our outstanding teaching and support teams** to ensure we are the school of choice for teachers in our area. **High levels of achievement** across the curriculum, and in mathematics and literacy in particular, remains an important priority. Ensuring **equity and excellence** in aspects of learning is a focus of this plan.

In 2025 we will further **strengthen our attendance processes and practices** to continue our upward trajectory of levels of attendance.

As with all kura in New Zealand we will continue our **effective implementation of the refreshed curriculum**. We are well placed following a number of years of precise and targeted professional learning with expert providers.

**This is an ambitious plan which will require us to work with cohesion and fidelity and at a perky pace!**

## Where we are currently at:

Goodwood School is renowned for high levels of achievement and quality teaching practice. We are held with high regard by our community and a strongly growing roll over a number of years highlights the confidence our whānau has in our school. A long standing partnership of trust and respect is evident between our school and mana whenua Ngāti Korokī Kahukura and Ngāti Hauā. We continue to reflect iwi priorities and to provide rich opportunities for our explorers, team and whānau. Community survey data shows high levels of satisfaction while wellbeing surveys tell a story of happy and connected explorers, staff and community. Our [2024 Annual Report](#) and associated Statement of Variance shows high levels of achievement that have been maintained. Data tracking over the past seven years shows that the disparity between boys and girls in writing has reduced from 16% to 6%. In 2024 ākonga Māori were achieving at a slightly lower level than all explorers in writing and maths. Reducing this inquiry is a priority for 2025. Our rates of attendance are returning to pre pandemic levels, we are committed to further increasing overall attendance. The curriculum refresh provides many exciting opportunities and aligns closely with much of our recent teaching development and philosophy. Redesigning assessment and reporting processes to reflect the curriculum refresh will be important mahi in 2025

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

Our 2024 / 25 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

Remain in 2025 and give effect to Te Tiriti o Waitangi. Mana whēnua Ngāti Korokī Kahukura and Ngāti Hauā work closely with our kaiako, ākonga and whānau in a range of meaningful and authentic contexts. Te Ohu Kaiarahi o te Kapua Iti is a programme that allows explorers unique and culturally sustaining opportunities to learn. He Rautaki Hei Anga is a taonga offered to kura and led by mana whenua to provide practical and meaningful learning for kaiako 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 Ngati 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.****Strengthen inclusive policies and practices****Annual Target/Goal:**

Implement recommendations from board review of inclusive practices and principal's 2024 sabbatical report.

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

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**

Aspects of inclusive practice will be visible across our school.

Mana model and Te Whare Tapa Whā models will be visible and in use across our kura. 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.

2025 Community Survey will be implemented, analysed and shared with explorers, staff and community.

<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
Implement recommendations from Principal's Sabbatical report and Board inclusive practices review.	SLT & BOT	Sabbatical and board review Required resources	Term 1 - 4	Documents & follow up actions
Wellbeing Survey Implemented and reviewed	SLT & BOT	Wellbeing@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	EAP subscription Wellbeing budget PLD Programmes CRT programme	All year	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 (47 explorers) will be at or above curriculum expectations for writing.

In 2024 69% of Year 5 explorers (41 explorers) were at or above curriculum expectations for writing.

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

The number and % of girls achieving above curriculum expectations for maths will increase from 30% (57 girls) in 2024 to at least 35% (66 girls)

Valid and reliable methods for assessing and reporting against the refreshed curriculum will be developed and in place (see strategic goal 6).

**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	Salary units and WST roles	Term 1	Appointments made PGC discussions
Allocate ALiM role / units to support maths	SLT	ALiM resources	Term 1	Appointment made PGC discussions
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 extensive 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

**Strategic Goal 5**

*The number and proportion of explorers attending regularly will increase and will exceed the MOE goals.*

*The number and proportion of explorers with chronic or regular attendance regularly will decrease and will exceed the MOE goals.*

**Annual Target/Goal:**

At least 75% explorers will attend regularly (90%+ of the time).

Fewer than 4% of explorers will have moderate absence (70 - 80% attendance).

Fewer than 3% of explorers will have chronic absence (less than 70% attendance)

The attendance of ākongā Māori will be at least equal to that of all explorers.

Goodwood will be ready to implement the Stepped Attendance Response (STAR) programme in 2026

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

Annual targets as above will be achieved.

Explorers, staff and community will have an increased awareness of the importance of regular attendance.

Attendance enhancing strategies, aligned to the Mana Model, will be in place.

<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will we measure success?</b>
2024 data and 2025 targets shared with explorers, team and community	SLT	Meet the teacher and each other sessions	Term 1	Attendance at sessions
Ongoing highlighting of attendance targets and progress for all stakeholders.	All Staff	MOE Attendance Strategy Everyday Matters Reports	All Year	Increased kaiako, tamariki and community awareness
Intensive wrap around support for explorers in moderate or chronic absence categories	All Staff	MOE Attendance Strategy Everyday Matters Reports Eatp reports	All Year	Staff Reflections & follow up actions
Board inclusion review, principal's 2024 sabbatical report and Wellbeing Survey initiatives implemented and reviewed	Staff SLT & BOT	Board inclusive practices review Wellbing@school survey tool Principal's sabbatical report	Terms 2 and 3	Survey results analysed, shared and used to inform practice. Comparison over time
Reflection on the year of indicators of progress and the learning through achievement of them.	All Staff & BOT	MOE Attendance Strategy Everyday Matters Reports	Term 4	Analysis of Variance

**Strategic Goal 6*****Progress will continue towards full implementation of the revised curriculum.******Teaching staff will receive the high quality professional learning and development necessary to implement the revised curriculum*****Annual Targets/Goals:**

100% of teaching staff will engage with refreshed curriculum PLD

Valid and reliable methods for assessing and reporting against the refreshed curriculum will be developed and in place.

New MOE literacy and maths resources will be ordered, in use and evaluated.

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

Refreshed curriculum in place in all classrooms.

Capable and confident teaching staff.

Refreshed reporting and assessment tools and formats in use.

<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	Salary units and WST roles	Term 1	Appointments made PGC discussions
Allocate ALiM role / units to support maths	SLT	ALiM resources	Term 1	Appointment made PGC discussions
Teacher only days planned and implemented drawing on MOE resources	SLT All Staff LL	MOE Slide decks Liz kane Literacy staff and resources	All Year	Teacher only days
Monitor Tahūrangi Website for ongoing curriculum updates	SLT All Staff BOT	Tahūrangi Website	All Year	Updates to Goodwood curriculum practice and documentation