

# Woodford House Strategic Plan 2011-2015

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## Our Purpose

Extraordinary learning

Challenge the Future  
Embrace the Present  
Cherish the Past

## Our Vision

Extraordinary school – extraordinary  
women

## Our Guiding Principles

### As a whole school we

- ✓ Aim high
- ✓ Nurture an inclusive and collaborative community
- ✓ Commit to a culture of excellence
- ✓ Act with respect, integrity, honesty and trust
- ✓ Value service to others

## The Vivid Description

Our girls achieve their learning potential in a place that is exceptional, exciting and creative for boarding and day girls.

The School is connected through technology, people, other communities, cultures and organisations to give a truly global perspective.

Both the educational and physical environment reflects the best in leadership, sustainability and innovation.

We recognise and value the Treaty of Waitangi.

The School is a community of motivated life-long learners.

We act with respect, honesty and trust in a way that develops inclusive and supportive relationships, and enhances the Christian dimension of the School.

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<u>Priority / Goal 1</u> Exceptional student achievement	<u>Priority / Goal 2</u> Outstanding staff
<p><b>Looks like....</b></p> <ul style="list-style-type: none"> <li>• All reaching their potential</li> <li>• Nationally top 10 NCEA results</li> <li>• Scholarship achievement</li> <li>• High level sporting achievement</li> <li>• Consistently achieving placings at cultural festivals</li> <li>• Local, national, internationally challenged and achievements</li> <li>• Students able to identify opportunities for themselves</li> <li>• Independent learners who can analyse, research, discriminate, motivate themselves and make the most of opportunities</li> <li>• Learning co-constructed using student voice</li> <li>• Every student leaves school with a qualification and sense of purpose</li> <li>• A thirst for learning</li> <li>• Fun</li> <li>• Celebration of success in all its forms: assemblies, performances, publications, tall tulips board, library displays, junior art and assemblies</li> </ul>	<p><b>Looks like....</b></p> <ul style="list-style-type: none"> <li>• Buzzing professional discussions</li> <li>• Staff embrace and contribute to leadership and mentoring</li> <li>• Open and inviting spaces</li> <li>• High expectations for students</li> <li>• Enthusiasm/passion for learning, for subjects and for students</li> <li>• Knowledgeable about area of expertise</li> <li>• Promotes/invokes curiosity</li> <li>• Positive relationship with students and staff</li> <li>• Resilience</li> <li>• Teaching and learning that is innovative, interactive, motivating, and positive and addresses different learning styles</li> <li>• Up-to-date resources and use of technology</li> <li>• Teachers and students look forward to classes</li> <li>• Wider school staff included</li> <li>• Appreciation of wider school purpose</li> <li>• Consideration of community dynamics</li> <li>• Commitment to life-long learning and best practice</li> <li>• Extraordinary role models – positive communicators, solution focused and collegial</li> <li>• Future focused – visionary goal setters who develop and implement plants/strategies, as part of a team and with colleagues</li> <li>• Staff are recognised in their field, outside Woodford</li> <li>• Team players – build great relationships and share exciting ideas and experiences</li> <li>• Empowered               <ul style="list-style-type: none"> <li>- technology – timely, practical support</li> <li>- decision-making – listened to</li> <li>- relevant PLD with links to appraisal and school-wide goals</li> </ul> </li> </ul>
<p><b>Possible measures:</b></p> <ol style="list-style-type: none"> <li>1. # students at and above national standards in literacy and numeracy</li> <li>2. # students graduating with meaningful qualification</li> <li>3. # students with NCEA Excellence</li> <li>4. [in sport] # students reaching trials, reg squads, national squads</li> <li>5. # success stories in cultural pursuits</li> <li>6. # university scholarships</li> <li>7. Participation in the Duke of Edinburgh's Hillary Award programme</li> <li>8. MidYIS data</li> <li>9. Participation in cultural, sporting and service cornerstones</li> <li>10. NCEA results and analysis</li> <li>11. Analysis of MAP and RAP programmes and outcomes</li> </ol>	<p><b>Possible measures:</b></p> <ol style="list-style-type: none"> <li>1. % student satisfaction</li> <li>2. % parent satisfaction</li> <li>3. # teachers sought out to deliver at conferences</li> <li>4. # teachers contributing to PLD – through running courses, mentoring, writing professional articles</li> <li>5. Staff seek promotion and professional opportunities</li> <li>6. External feedback e.g. moderation reflects high standard of professional expertise</li> <li>7. % of staff exceed professional standards set by TRC through appraisal process</li> <li>8. Department reviews used to affirm extraordinary practice, e.g. critical friend</li> <li>9. Appraisal process – timely, support, weaknesses, strengths, next steps – all noted discussed and reflected on and then actively developed</li> </ol>

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## **Suggested strategies for Goal 1: Exceptional student achievement**

- Individual development plans for academic, sporting and cultural learning
- Effective teaching and learning strategies for literacy and numeracy
- School wide professional learning and development of staff
- External facilitation where deemed necessary
- Continued focus on coaching [development, measurement, athlete education]
- Quality cultural opportunities and experiences
- Revisiting PLD and learning to strengthen/develop staff skills
- Identification of individual learning needs and appropriate programmes implemented
- Positive and constructive relationships with students

## **Suggested strategies for Goal 2: Outstanding staff**

- Appraisal , RTC's and PLD linked
- Sabbaticals
- Use student voice through Teaching as Inquiry
- Re-examine recruitment/ appointment procedures "How do you make your teaching extraordinary?"
- Promote staff for excellence in teacher awards.
- Revisiting PLD and learning to strengthen/develop staff skills
- Have clear and regular communication to facilitate avenues of support – emotional, professional and pastoral
- Practical technology help – resource people, equipment maintenance, set up, troubleshooting
- Teaching as Inquiry
- Robust self-review processes – department and individual
- Develop an Annual Plan for PLD
- HOD support and development of Leadership through appraisal and attestation process
- Outstanding staff achievements recognised

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<u>Priority / Goal 3</u>	<u>Priority / Goal 4</u>
<b>Strong partnerships [outward focus]</b>	<b>Brilliant boarding experience</b>
<p><b>Looks like....</b></p> <ul style="list-style-type: none"> <li>• Build strong links with iwi, dioceses, countries, schools, organisations, businesses, old girls</li> <li>• A wider student recruitment including expats, foreign, nz-wide, exchanges</li> <li>• Community relationships – duke of ed, hb services, university liaison</li> <li>• Increased outward learning focus – environment sustainability, global perspective, use of technology</li> <li>• Global attitude</li> <li>• Website</li> <li>• Tertiary partnership</li> <li>• Leadership and mentoring opportunities</li> <li>• Students interacting with: experts in their field, clients, events, community groups, business groups, and other schools</li> <li>• Staff interacting with: parents, associations (professional), and staff from other schools</li> <li>• Contact with sports clubs and active recreation</li> <li>• Technology – staff, students, administration – linked to world through our system – have web-based systems, i.e., Accessit, Symphony, Activ</li> </ul>	<p><b>Looks like....</b></p> <ul style="list-style-type: none"> <li>• Leadership and mentoring opportunities</li> <li>• Happy girls</li> <li>• Unique year level features</li> <li>• Busy exciting weekends</li> <li>• Students are fit for life – cooking, budgeting, work experiences, self management</li> <li>• Communication and transport is easy to manage and effective</li> <li>• Extraordinary boarding staff and managers</li> <li>• Buildings are “user-friendly” and cater for diverse needs</li> <li>• Self management within a boarding environment</li> <li>• Fun</li> <li>• Sustainable</li> <li>• Exceptional value for money</li> <li>• Seamless pastoral care system</li> </ul>
<p><b>Possible measures:</b></p> <ol style="list-style-type: none"> <li>1. # students and teachers participating in e-learning</li> <li>2. # of partnerships engaged in [eg schools in dialogue, businesses]</li> <li>3. # foreign students, students outside the 2 hr circle enrolled</li> <li>4. # exchanges</li> <li>5. # benefactors</li> <li>6. Participation in chapel – speakers in assembly</li> <li>7. HiT It programme – # of speakers</li> <li>8. Student and teacher evaluation relating to the value of the contact</li> <li>9. Positive feedback from community/stakeholders – client satisfaction – surveys, questionnaires, fewer complaints</li> <li>10. Repeat business, e.g. Old Girls’ daughters attend</li> <li>11. Have self-reflection and also role assessments via students</li> <li>12. Having an increase in high level leaders, shown through the number of students gaining letters</li> <li>13. Staff to present at conference/sales pitch in Activ</li> <li>14. Staff satisfaction in PLD opportunities/ICT department deliverance</li> </ol>	<p><b>Possible measures:</b></p> <ol style="list-style-type: none"> <li>1. Boarding roll</li> <li>2. % boarders satisfaction</li> <li>3. Parent satisfaction</li> <li>4. # disciplinary actions required</li> <li>5. Activities - #</li> <li>6. PLD for Boarding Managers</li> <li>7. Leading practice delivering at conferences</li> </ol>
<p><b>Suggested strategies:</b></p> <ul style="list-style-type: none"> <li>• Technology plan</li> <li>• Marketing plan – nationally and internationally</li> <li>• Professional development of staff with respect to community initiatives</li> <li>• Explore community initiatives for involvement</li> <li>• Environmental sustainability</li> </ul>	<p><b>Suggested strategies:</b></p> <ul style="list-style-type: none"> <li>• Review year level experiences/privileges, eg flatting Year 13</li> <li>• Boarding experience plan – incremental development</li> <li>• In-depth survey of weekend activities [eg care of animals, pets, gardening, windsurfing course]</li> <li>• Boarding recruitment drive</li> <li>• Marketing plan that consolidates current catchment areas</li> </ul>

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<ul style="list-style-type: none"><li>• Discussions with Iona</li><li>• Furthering iwi links</li><li>• Developing relationships with leadership and mentoring outside providers</li><li>• Linking partnerships with curricula</li><li>• Active involvement in professional organisations</li><li>• Development of all levels of potential leadership for whole school mentoring programme</li><li>• Increase student to student service – student Head of Sport given option to give time coaching/mentoring other student coaches</li><li>• Develop to create every sport/recreational activity a link to wider community</li><li>• Maintain existing relationships with good providers, e.g. Bay Canon, GCT</li><li>• Provide opportunities for staff education re ICT Wiki</li></ul>	<p>and explores other options</p> <ul style="list-style-type: none"><li>• Build database for mothers/ prospective students</li><li>• Promote boarding features on website</li><li>• Revisiting PLD and learning to strengthen/develop staff skills</li><li>• Build more effective relationships between day and boarding staff</li><li>• Commitment to effective communication with parents/families and staff</li><li>• Appropriate remuneration and PLD support - recruitment and retention of staff</li><li>• Incorporation of NZC in reporting structures for Boarding House</li></ul>
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