



**REDOUBT NORTH STRATEGIC PLAN 2025-2027**  
**MISSION STATEMENT**

*We aspire to provide a caring and positive learning environment empowering students to become active life long learners who are confident and able to communicate and progress in an ever-changing world.*

<p><b>STRATEGIC GOALS- SOCIAL</b></p> <p>They are made possible by:</p> <ul style="list-style-type: none"> <li>welcoming all learners in our community, thereby giving a strong sense of belonging;</li> <li>valuing and accepting individual differences with mutual respect;</li> <li>understanding and respecting the achievements and aspirations of others;</li> <li>enhancing self-esteem &amp; self confidence by a safe inclusive culture;</li> <li>developing a sense of humility, courage and respect;</li> <li>providing an environment where risk taking is encouraged; celebrating the success of all learners/ākonga.</li> </ul>	<p><b>STRATEGIC GOALS - EDUCATION</b></p> <p>They are made possible by:</p> <ul style="list-style-type: none"> <li>ensuring every learner/ākonga gains sound foundation skills including language, literacy and numeracy;</li> <li>reducing barriers to education for all ākonga, including Māori and Pacific learners/ākonga and those with physical and learning support needs;</li> <li>develop school personnel to strengthen leadership, teaching and learner support capability across the school;</li> <li>supporting learners/ākonga to see the connection between what they’re learning and the world around them;</li> <li>enhancing learning through the use of information and communication technology;</li> <li>developing knowledge and understandings of the principles of Te Tiriti o Waitangi;</li> <li>promoting a good sense of citizenship by allowing student decision-making;</li> <li>developing key capabilities including communication, problem solving, critical thinking and interpersonal skills.</li> <li>Developing teacher/kaiako teaching capability/knowledge and cultural competency.</li> </ul>	<p><b>STRATEGIC GOALS - LOCAL</b></p> <p>They are made possible by:</p> <ul style="list-style-type: none"> <li>partnering with family/whānau to sustain their identities, languages and cultures;</li> <li>effective communication leading to collaborative partnerships with families/whānau//community;</li> <li>providing a safe physical and emotional environment supporting the well-being of all learners/ākonga and school personnel;</li> <li>teaching and encouraging respect and care of the environment and the heritage of NZ histories and stories;</li> <li>being committed to developing well-rounded students – intellectually, socially, emotionally, physically and morally.</li> <li>Weaving Te Reo Māori and Tikanga Māori into</li> </ul>
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**CULTURAL DIVERSITY AND MĀORI AND PASIFIKA DIMENSION**

<p><b>Cultural Diversity</b></p> <p><u>New Zealand Cultural Diversity:</u> All cultures and diversity will be valued and accepted through the fostering of a non-racist school culture and ethos. School personnel will ensure that students and their cultures/beliefs and needs will be treated with respect and dignity. Opportunities will be provided for all learners/ākonga to build and realise their aspirations.</p> <p>Representatives on the Board of Trustees will reflect the cultural diversity of the school.</p>	<p><b>Māori Dimension</b></p> <p>Through the guiding principles in Ka Hikitia the school will support the identity, language and culture of Māori learners and whānau to strengthen belonging, engagement and achievement as Māori, so that Māori learners can actively participate in Te Ao Māori, Aotearoa and the wider world. High expectations and aspirations for learners/ākonga will be identified and worked with collaboratively with parents/whānau, hapū, iwi and the school. Financial scholarships will be actively sought for high achieving students to further their education through the Endeavour, John Buchanan and Sports Awards.</p> <p><b>Pasifika Dimension</b></p> <p>Through the 2021-2030 Pacific Action Plan the school will support diverse pacific learners ensuring learners and families are safe, valued, and equipped to achieve their education aspirations. The school places an importance on building their knowledge and understanding of specific Pacific cultural values histories, experiences, customs and languages enabling a “trust” partnership with families/communities. Financial scholarships will be actively sought for high achieving students to further their education through the Endeavour, John Buchanan and Sports awards.</p> <p>Reporting, consultation and collaboration with the Māori and Pacific Island communities will occur on a regular formal and informal basis in accordance with the Education (School Planning and Reporting) Regulations.</p>
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## CURRICULUM - STRATEGIC PLAN 2024-2026

STRATEGIC DIRECTION	2025 PRIORITIES	2026 PRIORITIES	2027 PRIORITIES
<b>To continue to raise the Literacy and Numeracy levels of achievement over the next 3 Years.</b>	<ol style="list-style-type: none"> <li>All students are successfully able to access the New Zealand Curriculum as evidenced by progress and Achievement Levels.</li> <li>Achievement Levels are used effectively to support improvement in student outcomes. Students have ownership of their learning and know what to do to attain these.</li> </ol>		
<b>To review curriculum delivery across the school to ensure all students/ākonga have the opportunity for success in all areas of the New Zealand—Te Mātaiaho Curriculum.</b>	<p><b>FOCUS AREAS</b> Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus - Mathematics and Statistics/Financial Literacy</p> <ul style="list-style-type: none"> <li>- English</li> <li>- The Arts</li> </ul>	<p><b>FOCUS AREAS</b> Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus - Mathematics</p> <ul style="list-style-type: none"> <li>- Science</li> <li>- Technology</li> </ul>	<p><b>FOCUS AREAS</b> Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus -</p> <ul style="list-style-type: none"> <li>- English</li> <li>- Learning Languages</li> <li>- Health &amp; PE</li> </ul>
<b>To prioritise school-wide Language/ Literacy and Numeracy programmes.</b>	<p>Implement Core Teaching requirements of Mathematics and Statistics. Focussed Professional Development on refreshed English and Maths Curriculum (Written Language/Financial Literacy). Maintain Focussed Reading/Maths accelerant programmes. Review school-wide Reading programme. Specialised English as a Second Language Programmes. Implement Common Practice Model.</p>	<p>Maintain Literacy and Numeracy monitoring (Internal Evaluation). Review Achievement Level data collection. Focussed Professional Development on Written Language/Science/Technology Poetry Focus Sheena Cameron. Specialised English as a Second Language Programmes. Maintain Common Practice Model/Progressions/Assessment</p>	<p>Maintain Literacy and Numeracy monitoring (Internal Evaluation). Review Achievement Level data collection. Maintain Common Practice Model/Progressions/Assessment. Focussed Professional Development on Health/PE/Learning Languages. Specialised English as a Second Language Programmes. Teacher Aides Talk to Learn Programmes.</p>
<b>To use a range of assessment practices to review the effectiveness of programmes delivered and monitor the progress and achievement of all students/ākonga in Literacy and Numeracy.</b>	<p>Mathematics - Gloss / IKAN/ e-asTTle Literacy - Exemplars.</p> <ul style="list-style-type: none"> <li>- PM Benchmarks, Probe.</li> <li>- NEMP, S.E.A., Six Year Net, e-asTTle.</li> </ul> <p>Curriculum Progressions (OTJ) Book. Whole School Internal Evaluation monitoring data for Achievement Level reporting. Maintain individual Literacy/Numeracy tracking systems school wide.</p>	<p>Mathematics - Gloss / IKAN/e-asTTle Literacy - Exemplars.</p> <ul style="list-style-type: none"> <li>- PM Benchmarks, Probe, Australian Testing.</li> <li>- NEMP, S.E.A., Six Year Net, e-asTTle.</li> </ul> <p>Curriculum Progressions (OTJ) Book. Whole School Internal Evaluation monitoring data for Achievement Level Reporting. Review individual Literacy/Numeracy tracking systems schoolwide.</p>	<p>Numeracy - Gloss / IKAN/e-asTTle Literacy - Exemplars.</p> <ul style="list-style-type: none"> <li>- PM Benchmarks, Probe, Australian Testing.</li> <li>- NEMP, S.E.A., Six Year Net, e-asTTle.</li> </ul> <p>Curriculum Progressions (OTJ) Book - Whole School Internal Evaluation monitoring data. Maintain Literacy/Numeracy tracking systems school-wide.</p>
<b>To reduce barriers to education by using assessment information to identify those not achieving and implement inclusive programmes to address all learner/ākonga needs.</b>	<p>New Entrant - Transition class into school including prior visits/ interviews with parents (Apollo Pod). Accelerant Small group programmes—Literacy/Numeracy ESOL - Individual and group withdrawal. Reading Recovery school personnel taking identified groups for Literacy acceleration. Senior School personnel working with accelerant groups Māori/ Pacifica Scholarships. Enhancement Programmes in Science/Technology/ PE Sport/ Arts/ Digital Technologies. Endeavour/ Scholarship Programme training for students/ families (Māori/Pasifika) Yr 6/8. Year 9 Auckland Grammar/St Kentigern/Kings Scholarship Programmes. Inclusive Practices/Programmes for High Needs/ORS students. Maintain Parenting Support programmes for students with identified needs. Maintain Therabuild Lego Education programmes for identified students at risk, plus enhanced programmes. Funding Sponsorship for Y7/8 Sailing (Tū Manawa) and RNZ Ballet—Performing Arts/Dance/Theatre (Dazzlehands) Funding provision for Uniform/Stationery IT provision (every student) No School Donations Student Leadership Programmes—Head Boy/Girl/Prefects/Kaitiaki/ Sports Captains. Specialist Music Programmes—Choir/Barbershop/Musical Theatre Daily attendance monitoring and follow up School/SWiS/Truancy/Health Nurse</p>	<p>New Entrant - Transition class into school including prior visits/ interviews with parents (Apollo Pod). Accelerant Small group programmes—Literacy/Numeracy ESOL - Individual and group withdrawal. Reading Recovery school personnel taking identified groups for Literacy acceleration. Senior School personnel working with accelerant groups Māori/ Pasifika Scholarships. Enhancement Programmes in Science/Technology/ PE Sport/ Arts/ Digital Technologies. Endeavour/ Scholarship Programme training for students/ families (Māori/Pasifika) Yr 6/8 Year 9 Auckland Grammar/St Kentigern Scholarship/Kings Programmes. Inclusive Practices/Programmes for High Needs/ORS students. Maintain Parenting Support programmes for students with identified needs. Review Therabuild (Lego) programmes for identified students at risk plus enhanced programmes. Funding Sponsorship for Y7/8 Sailing (Tū Manawa) and RNZ Ballet—Performing Arts/Dance/Theatre Funding provision for Uniform/Stationery IT provisions for all students No School Donations Student Leadership Programmes—Head Boy/Girl/Prefects/Kaitiaki/ Sports Captains. Specialist Music Programmes—Choir/Barbershop/Musical Theatre Daily attendance monitoring and follow up School/SWiS/Truancy/Health Nurse</p>	<p>New Entrant - Transition class into school including prior visits with parents (Apollo Pod). Accelerant Small group programmes—Literacy/Numeracy ESOL - Individual and group withdrawal. Reading Recovery school personnel taking identified groups for Literacy acceleration. Senior School personnel working with accelerant groups Māori/ Pacifica Scholarships. Enhancement Programmes in Science/Technology/ PE Sport/ Arts/ Digital Technologies. Endeavour/ Scholarship Programme training for students/ families (Māori/Pasifika) Yr 6/8. Year 9 Auckland Grammar/St Kentigern/Kings Scholarship Programmes. Inclusive Practices/Programmes for High Needs/ORS students. Maintain Parenting Support programmes for students with identified needs. Maintain Therabuild (Lego) programmes for identified students at risk. (The Brickery) Funding Sponsorship for Y7/8 Sailing (Tū Manawa) and RNZ Ballet—Performing Arts/Dance/Theatre Funding provision for Uniform/Stationery No School Donations IT provisions for all students Student Leadership Programmes—Head Boy/Girl/Prefects/Kaitiaki/ Sports Captains. Specialist Music Programmes—Choir/Barbershop/Musical Theatre Daily attendance monitoring and follow up School/SWiS/Truancy/Health Nurse</p>

**CURRICULUM - STRATEGIC PLAN (cont'd)**

STRATEGIC DIRECTION	2025 PRIORITIES	2026PRIORITIES	2027PRIORITIES
<p><b><i>To give priority to Health and PE Programmes promoting a safe inclusive environment free from bullying and discrimination (Kiwi sport)</i></b></p>	<p>Full time Health and PE Specialist for Sports Complex (Rotating classes) Upskilling of New School personnel in specialised sports programmes. Maintain Field of Dreams Sports Coaching, Touch, Netball, Basketball, Volleyball, Cricket, Rugby, League, Golf, Squash, Badminton, Kilikiti - Ki O Rahi, Rippa Rugby, Pedal Power, Tennis, Sailing. Maintain Field of Dreams Swim programme Y3-Y6. Maintain before school sports coaching daily 8am -8.45 am Maintain fundamental skills programme (Junior School), Tū Manawa Sponsorship Yr 7/8 Sailing Coaching Level 1 and 2. (150+ students) Maintain Interschool sports exchanges (Year 5-8) Focussed Wellbeing/Safety programmes—My Growing Mind/Online Cyber Safe School/Bucket Filling/Lego Therapy.</p>		
<p><b><i>In consultation with the schools Māori and Pasifika community develop policies, plans and targets for improving achievement.</i></b></p>	<p>Consult and report to whānau kanohi ki te kanohi each year on Whānau aspirations, goals and pathways of students. Continue informal contact on daily basis. (Playground and School Entry Gates). Meet with community groups i.e. Māori/ Pacific Island/Asian/Indian groups each term via Community @ Redoubt Group/Hui/Fono. Reporting to parents via Newsletters and 3 way student conferences on academic achievements. Parent Partnership Evening - Curriculum Focus—Mathematics/ Statistics Internal Evaluation Literacy/Maths. BOT meetings/ School Internal Evaluation of Student achievement. Annual Financial reporting. Ongoing consultation with High Needs families/agencies regarding Inclusive Practices. Teachers’ Professional Growth Cycle Targeting: Mathematics and Statistics Reporting to parents via Facebook, Schoolstream and Seesaw.</p>	<p>Consult and report to whānau kanohi ki te kanohi each year on Whānau aspirations, goals and pathways of students. Continue informal contact on daily basis.(Playground and School Entry Gates). Meet with community groups i.e. Māori/ Pacific Island/Asian/Indian groups each term via Community @ Redoubt Group/Hui/Fono. Reporting to parents via Newsletters and 3 way student conferences on academic achievements. Parent Partnership Evening - Curriculum Focus—Science and Technology Internal Evaluation Literacy/Maths. BOT meetings/ School Internal Evaluation of Student achievement. Annual Financial reporting. Ongoing consultation with High Needs families/agencies regarding Inclusive Practices. Community survey on Health &amp; Physical Education. Teachers’ Professional Growth Cycle Targeting: - Action plan for Pacific Education 2021 - 2030 Reporting to parents via Facebook, Schoolstream and Seesaw.</p>	<p>Consult and report to whānau kanohi ki te kanohi each year on Whānau aspirations, goals and pathways of students. Continue informal contact on daily basis.(Playground and School Entry Gates). Meet with community groups i.e. Māori/ Pacific Island/Asian/ Indian groups each term via Community @ Redoubt Group/Hui/ Fono. Reporting to parents via Newsletters and 3 way student conferences on academic achievements. Internal Evaluation Literacy. Parent Partnership Evening - Curriculum Focus—Health/PE/ Languages. BOT meetings/ School Internal Evaluation of Performance. Annual Financial reporting. Ongoing consultation with High Needs families/agencies regarding Inclusive Practices. Teachers’ Professional Growth Cycle Targeting: - Ka Hikitiā Reporting to parents via Facebook, Schoolstream and Seesaw.</p>
<p><b><i>In consultation with Ngāti Te Ata representatives/iwi incorporate Te Ao, Tikanga and Te Reo Māori into everyday teaching and learning practices.</i></b></p>	<p>Localised curriculum pathway school advisor, Pāora Puru, restoring Mana to lost local heritage, in partnership with Iwi, rename local parks/venues in Tamaki Makaurau. (Painting murals) Participate in clean up of local streams. Restore history of wider community through localized curriculum (Social Sciences and Science) Weave cultures, identities and languages through teaching programmes, classroom environments and school events. Social Science Focussed Cycles, Term rotation - Tell Me Your Story, Sing Me Your Song/ANZAC. Continue to build Te Reo Māori competency, levels school personnel - students/ākonga.</p>	<p>Localised curriculum pathway school advisor, Pāora Puru, restoring Mana to lost local heritage, in partnership with Iwi, rename local parks/venues in Tamaki Makaurau. (Painting murals) Participate in clean up of local streams. Restore history of wider community through localized curriculum (Social Sciences and Science) Weave cultures, identities and languages through teaching programmes, classroom environments and school events. Social Science Focussed Cycles, Term rotation - Matariki Continue to build Te Reo Māori competency, levels school personnel - students/ākonga.</p>	<p>Localised curriculum pathway school advisor, Pāora Puru, restoring Mana to lost local heritage, in partnership with Iwi, rename local parks/venues in Tamaki Makaurau. (Painting murals) Participate in Puhinui Stream restoration. Restore history of wider community through localized curriculum (Social Sciences and Science). Weave cultures, identities and languages through teaching programmes, classroom environments and school events. Social Science Focussed Cycles, Term rotation—ANZAC/HOME Senior Leadership Professional Development—Poutawa— Te Reo Māori. Continue to build Te Reo Māori competency, levels school personnel - students/ākonga. School/Community visit - Te Wānanga Marae/Protocol/Tikanga.</p>

## CURRICULUM - STRATEGIC PLAN (cont'd)

STRATEGIC DIRECTION	2025 PRIORITIES	2026 PRIORITIES	2027 PRIORITIES
<p><i>Provide appropriate career guidance in collaboration with industries and employers to ensure a work or study pathway</i></p>	<p>MIT Study/University Entrance Manukau Sports - Role Models/Key Sports people Rotary/Community at Large. Role Models/ Mentors past students. Alumni AGS, Kings, St Cuths, St Kents. Local Business Mentors, Emergency Services - Fire / Police/ Health. Endeavour Scholarship Winners/ University. JETS career Resources. Information visits—Pilot/Doctors/Nurses/Architect/Armed Forces Tradesmen/Apprenticeships. Examination training for scholarship students. LEGO Motivators/ work positions/ career structures Community Leaders. RNZ Ballet/Dance/Performing Arts Tū Manawa/Sailing opportunities.</p>	<p>MIT Study/University Entrance Manukau Sports - Role Models/Key Sports people Rotary/Community at Large. Role Models/ Mentors past students. Alumni AGS, Kings, St Cuths, St Kents. Local Business Mentors Emergency Services - Fire / Police/ Health. Endeavour Scholarship Winners/ University. JETS career Resources. Information visits—Pilot/Doctors/Nurses/Architect/Armed Forces Tradesmen/Apprenticeships. Examination training for scholarship students. LEGO Motivators/ work positions/ career structures Community Leaders. RNZ Ballet/Dance/Performing Arts Tū Manawa/Sailing opportunities.</p>	<p>MIT Study/University Entrance Manukau Sports - Role Models/Key Sports people Rotary/Community at Large. Role Models/ Mentors past students. Alumni AGS, Kings, St Cuths, St Kents. Local Business Mentors Emergency Services - Fire / Police/ Health. Endeavour Scholarship Winners/ University. JETS career Resources. Information visits—Pilot/Doctors/Nurses/Architect/Armed Forces Tradesmen/Apprenticeships. Examination training for scholarship students. LEGO Motivators/ work positions/ career structures Community Leaders. RNZ Ballet/Dance/Performing Arts Tū Manawa/Sailing opportunities.</p>
<p><b>ERO Evaluation</b></p> <p><i>To continue to strengthen teaching knowledge and practice to accelerate progress and achievement of all learners/ākonga.</i></p>	<p>Increase Teacher capability with quality teaching and learning programmes via Te Mātaiaho. Focus on English and Maths. Provide targeted professional learning at school personnel and syndicate level. Training and utilizing school personnel strengths for coaching and mentoring of Teachers. Expert school personnel to model curriculum programmes and class management. Induction programmes for newly appointed school personnel. Classroom observations on specialist school personnel (Literacy/Maths/ Science). Teachers reflections on own pedagogy/practice. Professional learning pathways leading to accelerated learning of all students/ākonga. Maintain assessment moderation to consistently inform teaching and learning. Maintain Professional Growth Cycle for all school personnel.</p>	<p>Increase Teacher capability with quality teaching and learning programmes via Te Mātaiaho. Focus on Science, Technology and Art Provide targeted professional learning at school personnel and syndicate level. Training and utilizing school personnel strengths for coaching and mentoring of Teachers. Expert school personnel to model curriculum programmes and class management. Induction programmes for newly appointed school personnel. Classroom observations on specialist school personnel (Literacy/ Maths/Science). Teachers reflections on own pedagogy/practice. Professional learning pathways leading to accelerated learning of all students/ākonga. Maintain assessment moderation to consistently inform teaching and learning. Maintain Professional Growth Cycle for all school personnel.</p>	<p>Increase Teacher capability with quality teaching and learning programmes via Te Mātaiaho. Focus on Health/PE/Learning Languages. Provide targeted professional learning at school personnel and syndicate level. Training and utilizing school personnel strengths for coaching and mentoring of Teachers. Expert school personnel to model curriculum programmes and class management. Induction programmes for newly appointed school personnel. Classroom observations on specialist school personnel (Literacy/ Maths/Science). Teachers reflections on own pedagogy/practice. Professional learning pathways leading to accelerated learning of all students/ākonga. Maintain assessment moderation to consistently inform teaching and learning. Maintain Professional Growth Cycle for all school personnel.</p>

## ANNUAL PLAN 2025

PLANNED PRIORITIES	WHO	WHEN	EXPECTED OUTCOME	VARIANCE OF ANALYSIS/ ANNUAL REPORT
Provide PD for the revised Mathematics and Statistics curriculum. Online/Term 1 overview MOE PLD Term 2/3	D Aubin AP Specialist Teacher Online Intro MOE PLD Facilitators	Term 1-4	To increase the knowledge of each phase within the Mathematics Curriculum leading to explicit teaching and learning	
Provide introduction to the new mathematics resources based on Numicon and Oxford Maths Aotearoa	Numicon Oxford Provider	Ongoing	Teachers will be knowledgeable and upskilled in each component of the relevant resources (Digital and physical)	
Planned school-wide professional development on Reading comprehension and assessments for accelerated progress, including a focus on sound knowledge.	D Leaning DP M Hogg W Leidh AP Curriculum Focus Group	Term 1-4	To engage students through a reading programme which will enable teachers to understand student strengths and learning needs therefore raising learner achievement. (Specific Focus on Provisionally Certified Teachers)	
Focused school-wide Professional development/ coaching in areas of Written Language.	D Leaning DP Curriculum Focus Group	Term 1-4	To further develop and incorporate language experiences leading to the improvement of oral vocabulary and descriptive written language.	
Maintain purposeful oral language experiences across the curriculum, supporting teachers to include quality vocabulary in the classroom.	D Leaning DP Learning Assistants	Term 1-4	An increased understanding of the revised oral language curriculum Te Mātaiaho.	
Shared professional learning in the Performing Arts through Theatre in Education - RNZB, APO and The Arts Curriculum.	Arts Curriculum Focus Group Royal NZ Ballet J Harkness	Term 1/4	Students view and participate in school-wide theatre and school productions i.e. (Dazzlehands) Royal New Zealand Ballet/Dance Instruction/Choral/APO and Performance.	
Maintain LEGO based programmes "A System for Inquiry Learning" and "Thera-Build" - Promoting Emotional Well-being in students.	Principal DP's AP's Teaching School personnel	Term 1-4	To provide alternative education/therapy for students suffering from trauma, emotional stress and domestic violence. To engage students who are displaying behavioural aggression and inability to focus on learning in a classroom environment. To extend students ability to problem solve and increase communication skills through collaboration.	
Maintain Accelerant Curriculum development programmes: Reading, Written Language, Oral Language, Mathematics, Arts and Lego Education.	Deputy Principals Assistant Principals Specialist staff Curriculum Focus Groups	Term 1-4	To cater for students with special needs and those who have an identified gifted area. Practical activity boxes to be implemented.	
Maintain ESOL Programmes - Provide professional development to school personnel. Release teachers to observe quality ESOL programmes in school.	A Marquez Curriculum Focus Group	Term 1-4	All school personnel to be upskilled in delivering ESOL programmes to students.	
Maintain Hauora Programme Yrs 7/8 Maintain CLM Sports and coaching Level 1 & 2 Sailing	Year 7/8 Teachers Head of Sport Curriculum CLM Sports Yachting NZ	Ongoing	Focus on growth mindset, resilience, perseverance, courage and overcoming challenges for Year 7/8 students. Increased opportunities to experience wider variety of sports/ games. Improved awareness of feelings—promotion of positive attitude on entry to school and appropriate behaviours.	
Maintain Professional development in collation of achievement data for Internal Evaluation. (Moderation)	Senior Leadership Teaching School personnel	Ongoing	Senior Leaders to continue to upskill in setting targets school-wide and maintain overall teacher judgement moderation systems within the school.	
Maintain Literacy/Numeracy data base to monitor progress of students.	D Leaning DP A Vaega DP D Aubin AP	Term 1/4	To analyse assessment data in relation to Achievement standards identifying individual students and groups of students who need additional monitoring and support. Focus on Māori and Pacifica.	
Maintain school historical database using achievement levels for Written language, Reading and Numeracy.	D Leaning DP A Vaega DP D Aubin AP	Ongoing	Continue historical data focusing on students who have attended school without broken enrolment. Student graphs to be maintained showing progress rate and percentages achieved.	

## ANNUAL PLAN 2025

PLANNED PRIORITIES	WHO	WHEN	EXPECTED OUTCOME	VARIANCE OF ANALYSIS/ ANNUAL REPORT
Complete current school Internal Evaluation data in preparation for the 2025 Annual Report.	BOT Principal Deputy Principals	Term 1/4	Annual report will reflect the school targets and maintain continuous improvement.	
Review/revise 2025 student report to reflect student achievement, progress and development.	Principal Deputy Principals	Term 2/4	Parents to receive individual student reports which include goals, achievement, next steps and the support parents/ whānau can provide.	
Board of Trustees/ Senior Leadership to consult with the Māori community on policies plans and targets for student achievement.	B.O.T. Principal Deputy Principals Curriculum Focus Group - Cultural Diversity	Term 1/4	Increased understanding/ ownership by the Māori community of government legislation and school/ student/ākonga achievement, leading to greater 'Learning Relationships'.	
Maintain Community @ Redoubt Group and identified Cultural Focus group for reporting and consultation.	B.O.T. Principal Deputy Principals	Ongoing Termly	Maintain consultation/reporting to parents/whānau with regard to Learning priorities.	
Maintain Key Shift 1 Action Plan 2020 - 2030 Pacific Education	B.O.T. Principal Curriculum Focus Group - Cultural Diversity	Ongoing	Increased knowledge of a shared vision and aspirations of students from Pacific backgrounds and of barriers to learning. Develop curriculum initiatives to address identified needs.	
Pāora Puru mentorship of local history with designated staff to sustain knowledge of localised history.	K Donnelly	Ongoing	To strengthen localised curriculum delivery and enhance strong relationships with iwi.	

**APPROVED**  
Presiding Member



**Date: 5 December 2024**

## ANNUAL CURRICULUM TARGET ACTION PLAN FOR 2025 MATHEMATICS

**ANNUAL AIM:** To increase the number of students achieving at or above the expected achievement levels for Mathematics.

**BASELINE DATA:** Analysis of 2024 data revealed that 67% of Boys and 69% of Paskifika students at Year 6 were achieving at or above in Mathematics.

**ASSESSMENT TOOLS:** e-asTTLe , IKAN, Gloss, OTJ

TARGET	OUTCOME (what happened)		EVALUATION (now what?)	
To raise achievement in Mathematics so that at least 75% of Year 6 Boys and Pacifica students are achieving at or above.				
Quality Action Required (Actions to achieve targets)	Who (Led by)	Budget	When	Expectation Outcomes
To maintain a teacher mentoring scheme, with modelling and observations.	Mathematics Leader Senior Management, Martin Venter		Ongoing	To ensure a continued lift in curriculum delivery and understanding of Math's Programmes. This will lead to a raising of math's standards.
To provide professional development for Te Mātaiaho: The Refreshed New Zealand Curriculum.	Mathematics Leader/ Ministry of Education facilitator		Ongoing	To upskill teachers in their knowledge of each phase of the new curriculum.
To provide professional development for chosen MoE provider resources. Phase 1- Numicon Phases 2,3- Oxford Maths Aotearoa	Mathematics Leader/ Resource provider facilitator		Ongoing	To upskill teachers in the new curriculum resources for each phase. Phase 1- Numicon Phases 2,3- Oxford Maths Aotearoa
To moderate assessment practices and results. To continue to upskill in gathering relevant and accurate evidence to inform OTJ's.	Mathematics Leader Senior Management		Term 1-4	To develop consistency throughout the school and correct use of assessment tools. This will lead to an improvement in teacher delivery of assessment and more accurate OTJ's.
To collate math's assessment data and analyse all students from Year 1 to Year 8.	Mathematics Leader DPs/APs		Term 1-4	Teachers complete assessments and then use information to plan and meet the needs of their students. Data will also be used to compare to National Expected Achievement Levels and achievement raised.
To maintain the monitoring system for targeted children and groups.	Classroom Teachers DPs/APs Maths leader		Ongoing	To assess students' progress and create programs that meet the needs of students. To raise the level of achievement for the target group.
To work with parent, families and whānau around ways of supporting student learning through Parent Conferences and meetings.	Mathematics Leader Curriculum Focus Group Classroom Teachers	Classr	Ongoing	To develop a partnership of home and school learning that caters for the needs of students.
To further extend math's resources across the school with a focus on strand resources.	Mathematics Leader Curriculum Focus Group		Ongoing	To provide appropriate math's resources that encourage and facilitate the teaching of mathematics. Complete inventory of current resources.
To upskill all teachers in the teaching, planning and assessment of mathematics.	Mathematics Leader DPs/APs		Ongoing	To ensure PCT's learn accurately how to plan and teach mathematics. To ensure student achievement is maintained.
Math's specialist to provide accelerant Math's Programmes for at risk students.	Mathematics Leader DPs/APs		Ongoing	For target group to achieve at or above expected achievement level.

## ANNUAL CURRICULUM TARGET ACTION PLAN FOR 2025 READING

**ANNUAL AIM:** To raise the achievement levels of all students so that increasing numbers are achieving at or above the expected Reading Achievement levels.

**BASELINE DATA:** Close analysis of the Nov 2024 data reveals that 50% of Year 1 students attained levels At or Above the expected levels: 48% of boys; 52% of girls; 58% Māori; 48% Pasifika and 45% of Asian.

**ASSESSMENT TOOLS:** Running Records, PM Benchmark, Probe, S.E.A, Six-year Diagnostic

TARGET SET	OUTCOME (what happened)		EVALUATION (now what?)	
To raise Reading achievement so that 75% of all Year 2 students are achieving at or above expected levels.				
Quality Action Required (Actions to achieve targets)	Who (Led by)	Budget	When	Expectation Outcomes
To provide Redoubt North reading induction programmes for new members of staff and focussed Professional Development for Provisionally Certified Teachers.	Literacy Team, Mentor Teachers Deputy Principals, Assistant Principals.		Term 1	To ensure all new staff are immersed in Redoubt North Schools expectations and routines for the teaching of Reading. To ensure a consistency of practice and thereby accelerating student learning.
To support teachers as they familiarise themselves with the Reading Phases (Years 0-6) of Te Mātaiaho – The revised NZ Curriculum.	Deputy Principals, Assistant Principals. Literacy team.		Ongoing	To increase teachers knowledge of the Te Mātaiaho draft and thereby refine Reading Practice across the school.
To provide refreshers on the taking of running records and the analysis to establish next steps for the child and teacher.	Junior school DP, AP's and Specialist Teacher with Junior staff		Term 1	To refine Reading Practice across the school and thus provide a consistent and improved delivery and a lift in levels.
To incorporate the teaching of Word and Sound work as outlined in "The Code as the Key" by Jill Alcock awareness throughout Years 1 to 3 classrooms, within the daily Handwriting programme.	Junior Teachers, AP and DP Junior classes.		Termly	To incorporate a more structured approach to the teaching of Sound and Word work in the Junior classes.
To set individualised Reading targets for all students.	DP's and APs with teachers		Termly	To ensure targeted teaching to accelerate individual reading progress.
To hold monthly professional learning circles to monitor running records, observe, discuss and implement initiatives with our Junior school teachers.	Reading Recovery trained teachers and Junior teachers		Ongoing	To accelerate reading achievement levels for our target students by reviewing needs and identifying next steps.
To purchase high interest reading material and to maintain current book stock.	Literacy team, Classroom teachers		Ongoing	To motivate and encourage a love of reading thus fast-tracking progress and the development of comprehension.
To accelerate student achievement through small group intensives with specialist teacher.	Deputy Principal, Assistant Principals and Reading Recovery Trained Teachers		Ongoing	To fast-track progress in reading, decoding and comprehension skills.
To collate reading assessment data and analyse from Y1-8 with particular reference to Māori, Pasifika and gender.	Deputy Principal, Reading Recovery Teachers		Throughout 2025	To use assessment data in relation to achievement levels to identify individuals and groups in need of additional support or extension.
To review assessment data, spot check and determine the particular learning needs of target students.	Deputy Principal, Reading Recovery Teachers		Termly	To accelerate levels of reading achievement and to advise on needs and abilities thereby refining teaching practice.
The Teacher Aides to support teachers with children learning basic sound and words skills while gaining reading mileage.	Deputy Principals, Senior Managers, Teacher Aides		Termly	To accelerate progress for individual students.
Regular "Reading Walk Thru's" and an audit of reading planning.	Deputy Principals, Literacy Team,		Termly	To refine Reading Practice throughout the school and thereby lift levels through consistency of practice.



## ANNUAL CURRICULUM TARGET ACTION PLAN FOR 2025 WRITTEN LANGUAGE

**ANNUAL AIM:** To raise the achievement levels of all students, especially those at risk of not reaching the expected achievement level.

**BASELINE DATA:** Analysis of 2024 data revealed that 56% of year 6 students are achieving at or above the expected achievement levels. 55% of boys, 58% girls, 50% Maori, 61% Pasifika and 45% Asian. Therefore, we intend to raise the writing achievement of all students in this year level for all students as well as our Māori and Asian students.

**ASSESSMENT TOOLS:** e-asTTle writing assessments and monitoring. e-asTTle exemplars for moderation.

TARGET SET	OUTCOME (what happened)		EVALUATION (now what?)	
To accelerate achievement so that 65% of all year 6 students and 60% of Māori and Asian students attain or exceed the expected achievement levels.				
Quality Action Required (Actions to achieve targets)	Who (Led by)	Budget	When	Expectation Outcomes
To undertake 4 school wide written language experiences in order to moderate Written Language and continue teacher development using e-asTTle prompts.	Deputy Principals Assistant Principals Literacy Team		Terms 1, 2, 3, 4	To ensure consistency of school wide data. To help teachers to refine their understanding of the writing standards and to identify individual needs in written language.
To collate assessment data from e-asTTle in order to review classroom programmes and progress.	Principal Deputy Principals Assistant Principals		Ongoing	To ensure effective programmes are being delivered that target specific areas and individual needs in order to lift levels and raise student achievement in written language, across the school. To identify school wide trends and next steps.
To provide PCT's extra support, resources, and motivations as part of the PCT programme	Deputy Principals Assistant Principals Mentor Teachers		Throughout the year	To ensure effective teaching programmes are being delivered across the school and support PCT's with delivery and progression over the year.
To hold regular meetings with teachers of the target group to discuss needs, progress and interventions that are working well and next steps.	Y7 Deputy Principal Target group classroom teachers		Monthly	To lift written language achievement and to advise on needs and abilities thus refining classroom practice and teacher expectation.
Engage in targeted Professional Development (PD) sessions focused on <i>Te Mātaiaho</i> curriculum changes, particularly in written language.	Deputy Principals Assistant Principals Literacy Team Teachers		Throughout the year	To deepen staff understanding of <i>Te Mātaiaho</i> curriculum requirements, empowering teachers to effectively incorporate refreshed curriculum elements into written language instruction and assessment.
Develop a collaborative "Writing Progression Map" that aligns with <i>Te Mātaiaho</i> , guiding teachers in implementing phased progressions and adjusting instruction.	Deputy Principals Assistant Principals Literacy Team Teachers		Throughout the year	To provide a clear visual framework for teachers, outlining writing development aligned with <i>Te Mātaiaho</i> and ensuring consistent understanding of expectations at each phase.
Update the OTJ book for 2026 to align with <i>Te Mātaiaho</i> and the updated changes.	Deputy Principals Assistant Principals Literacy Team Teachers		Throughout the year	To provide an outline of writing development that needs to be assessed and aligns with <i>Te Mātaiaho</i> and the expectations at each phase.
Celebrate writing by using the library screens to publish writing and integrate 'Authors Chair' into sessions as a way to share writing with an audience and receive positive feedback.	Deputy Principals Assistant Principals Literacy Team Teachers		Ongoing	To build students' confidence in sharing their writing, encourage a supportive community of writers, and help students learn to give and receive constructive feedback.