



REDOUBT NORTH STRATEGIC PLAN 2024-26 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.

STRATEGIC GOALS- SOCIAL

They are made possible by:

- welcoming all learners in our community, thereby giving a strong sense of belonging;
- valuing and accepting individual differences with mutual respect;
- understanding and respecting the achievements and aspirations of others;
- enhancing self-esteem & self confidence by a safe inclusive culture;
- developing a sense of humility, courage and respect;
- providing an environment where risk taking is encouraged; celebrating the success of all learners/ākonga.

STRATEGIC GOALS - EDUCATION

They are made possible by:

- ensuring every learner/ākonga gains sound foundation skills including language, literacy and numeracy;
- reducing barriers to education for all ākonga, including Māori and Pacific learners/ākonga and those with physical and learning support needs;
- develop school personnel to strengthen leadership, teaching and learner support capability across the school;
- supporting learners/ākonga to see the connection between what they're learning and the world around them;
- enhancing learning through the use of information and communication technology;
- developing knowledge and understandings of the principles of Te Tiriti o Waitangi;
- promoting a good sense of citizenship by allowing student decision-making;
- developing key capabilities including communication, problem solving, critical thinking and interpersonal skills.
- Developing teacher/kaiako teaching capability/knowledge and cultural competency.

STRATEGIC GOALS - LOCAL

They are made possible by:

- partnering with family/whānau to sustain their identities, languages and cultures;
- effective communication leading to collaborative partnerships with families/whānau//community;
- providing a safe physical and emotional environment supporting the well-being of all learners/ākonga and school personnel;
- teaching and encouraging respect and care of the environment and the heritage of NZ histories and stories;
- being committed to developing well-rounded students – intellectually, socially, emotionally, physically and morally.
- Weaving Te Reo Māori and Tikanga Māori into

CULTURAL DIVERSITY AND MĀORI AND PASIFIKA DIMENSION

Cultural Diversity

New Zealand Cultural Diversity:

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.

Representatives on the Board of Trustees will reflect the cultural diversity of the school.

Māori Dimension

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.

Pasifika Dimension

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.

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.

CURRICULUM - STRATEGIC PLAN 2024-2026

STRATEGIC DIRECTION	2024 PRIORITIES	2025 PRIORITIES	2026 PRIORITIES
<p>To continue to raise the Literacy and Numeracy levels of achievement over the next 3 Years.</p>	<ol style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by progress and Achievement Levels. 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. 		
<p>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.</p>	<p>FOCUS AREAS Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus - Social Science</p> <ul style="list-style-type: none"> - English - Mathematics and Statistics/Financial Literacy 	<p>FOCUS AREAS Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus - Science</p> <ul style="list-style-type: none"> - Technology - Art 	<p>FOCUS AREAS Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus - Health & PE</p> <ul style="list-style-type: none"> - Learning Languages
<p>To prioritise school-wide Language/ Literacy and Numeracy programmes.</p>	<p>Implement Core Teaching requirements of Mathematics and Literacy. Focussed Professional Development on refreshed English and Maths Curriculum (Reading /Financial Literacy). Maintain Focussed Reading/Maths accelerant programmes. Review school-wide Reading programme. Specialised English as a Second Language Programmes. Teacher Aides Talk to Learn Programmes.</p>	<p>Maintain Literacy and Numeracy monitoring (Internal Evaluation). Review Achievement Level data collection. Focussed Professional Development on Written Language/Science/ Art/Technology Poetry Focus Sheena Cameron. Specialised English as a Second Language Programmes. Teacher Aides Talk to Learn Programmes.</p>	<p>Maintain Literacy and Numeracy monitoring (Internal Evaluation). Review Achievement Level data collection. Implement 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>
<p>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.</p>	<p>Numeracy - Gloss / IKAN/ Snapshots/Snapshots. Literacy - Exemplars.</p> <ul style="list-style-type: none"> - PM Benchmarks, Probe. - NEMP, S.E.A., Six Year Net, e-asTTLe. <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>Numeracy - Gloss / IKAN/e-asTTLe/Snapshots. Literacy - Exemplars.</p> <ul style="list-style-type: none"> - PM Benchmarks, Probe, Australian Testing. - NEMP, S.E.A., Six Year Net, e-asTTLe. <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/Snapshots. Literacy - Exemplars.</p> <ul style="list-style-type: none"> - PM Benchmarks, Probe, Australian Testing. - NEMP, S.E.A., Six Year Net, e-asTTLe. <p>Curriculum Progressions (OTJ) Book - Whole School Internal Evaluation monitoring data. Maintain Literacy/Numeracy tracking systems school-wide.</p>
<p>To reduce barriers to education by using assessment information to identify those not achieving and implement Inclusive programmes to address all learner/ākonga needs.</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/ Pacifica Scholarships. Enhancement Programmes in Science/Technology/ PE Sport/ Arts/ Digital Technologies. Endeavour/ Scholarship Programme training for students/ families (Māori/Pacifika) Yr 6. 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. Further develop 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 Food/IT/Sports/Lunches No School Donations Student Leadership Programmes—Head Boy/Girl/Prefects/Kaitiaki/ Sports Captains. Specialist Music Programmes—Choir/Barbershop/Musical Theatre/ Dance/Drumming Enhanced Curriculum activities—“The Lego Brickery”</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/ Pacifica Scholarships. Enhancement Programmes in Science/Technology/ PE Sport/ Arts/ Digital Technologies. Endeavour/ Scholarship Programme training for students/ families (Māori/Pacifika) Yr 6. Year 9 Auckland Grammar/St Kentigern 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 Funding provided Food/IT/Sports/Lunches No School Donations Student Leadership Programmes—Head Boy/Girl/Prefects/Kaitiaki/ Sports Captains. Specialist Music Programmes—Choir/Barbershop/Musical Theatre/ Dance/Drumming Enhanced Curriculum activities—“The Lego Brickery”</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/Pacifika) Yr 6. 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. Review 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 Food/IT/Sports/Lunches No School Donations Student Leadership Programmes—Head Boy/Girl/Prefects/Kaitiaki/ Sports Captains. Specialist Music Programmes—Choir/Barbershop/Musical Theatre/ Dance/Drumming Enhanced Curriculum activities—“The Lego Brickery”</p>

CURRICULUM - STRATEGIC PLAN (cont'd)

STRATEGIC DIRECTION	2024 PRIORITIES	2025 PRIORITIES	2026 PRIORITIES
<p><i>To give priority to Health and PE Programmes promoting a safe inclusive environment free from bullying and discrimination (Kiwi sport)</i></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. 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. Implementation of new Interschool sports exchanges Focussed Wellbeing/Safety programmes—My Growing Mind/Online Cyber Safe School/ Bucket Filling/Lego Therapy. Year 5-8 Interschool Sports Events.</p>		
<p><i>In consultation with the schools Māori and Pasifika community develop policies, plans and targets for improving achievement.</i></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—Reading/Maths 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: - Action plan for Pacific Education 2021 - 2030 - Ka Hikitia 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 Heath & 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/Maths. 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 Hikitia Reporting to parents via Facebook, Schoolstream and Seesaw.</p>
<p><i>In consultation with Ngāti Te Ata representatives/iwi incorporate Te Ao, Tikanga and Te Reo Māori into everyday teaching and learning practices.</i></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.</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. 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>	<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 Senior Leadership Professional Development—Poutawa— Te Reo Māori. Continue to build Te Reo Māori competency, levels school personnel - students/ākonga.</p>

CURRICULUM - STRATEGIC PLAN (cont'd)

STRATEGIC DIRECTION	2024 PRIORITIES	2025 PRIORITIES	2026 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><i>ERO Evaluation</i></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 2024

PLANNED PRIORITIES	WHO	WHEN	EXPECTED OUTCOME	VARIANCE OF ANALYSIS/ ANNUAL REPORT
Planned school-wide professional development on Reading comprehension, strategies and assessments for accelerated progress.	D Leaning DP M Hogg W Leidh Curriculum Focus Group	Term 1-4	To engage students through a balanced reading programme which will enable teachers to understand student strengths and learning needs therefore raising learner achievement. (Specific Focus on Provisionally Certified Teachers)	COMPLETED
Focused school-wide Professional development/coaching in areas of Written Language (Vocabulary).	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 (Poetry Focus) Sheena Cameron.	COMPLETED
Maintain purposeful oral language experiences across the curriculum, supporting teachers to include quality vocabulary in the classroom.	D Leaning DP Curriculum Focus Group Learning Assistants	Term 1-4	Increased level of Learning through Talk Years 1-3 and 4-8 with students communicating their needs and responding appropriately to social situations. (Learning Assistant Focus)	COMPLETED
Ongoing professional development in Numeracy for new school personnel and further comprehensive training school-wide in place-value, basic facts, financial literacy	D Aubin M Venter Curriculum Focus Group	Term 1-4	To develop skills, knowledge and understanding across all areas of the Maths curriculum - Number/Algebra/Geometry/Measurement and Statistics, enabling students to see and make sense of the connections within and across the strands (Practical Investigations).	COMPLETED
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.	COMPLETED
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 Pasifika.	COMPLETED
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.	COMPLETED
Complete current school Internal Evaluation data in preparation for the 2024 Annual Report.	BOT Principal Deputy Principals	Term 1/4	Annual report will reflect the school targets and maintain continuous improvement.	COMPLETED
Review/revise 2024 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.	COMPLETED
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. Royal New Zealand Ballet/Dance Instruction/Choir/APO and Performance.	COMPLETED
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.	COMPLETED
Maintain Accelerant Curriculum development programmes: Reading, Written Language, Oral Language, Numeracy, Science and Lego Education.	Deputy Principals Assistant Principals M Hogg M Venter 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.	COMPLETED
Maintain ESOL Programmes - Provide professional development to school personnel. Release teachers to observe quality ESOL programmes in school.	L Gordon A Marquez Curriculum Focus Group	Term 1-4	All school personnel to be upskilled in delivering ESOL programmes to students.	COMPLETED

ANNUAL PLAN 2024

PLANNED PRIORITIES	WHO	WHEN	EXPECTED OUTCOME	VARIANCE OF ANALYSIS/ ANNUAL REPORT
Maintain Hauora Programme Yrs 7/8 Growing Minds/Building Character 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.	COMPLETED
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'.	COMPLETED
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.	COMPLETED
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.	COMPLETED
Provide Professional Development for Curriculum Refresh Priorities.	DP's / AP's/MOE Curriculum Refresh	Ongoing	To implement the Social Sciences curriculum by developing a Marau ā-kura (local curriculum that best meets the needs of ākonga and whānau). Focus: ANZAC/HOME	COMPLETED
Senior Leadership team attend AUT Māori Pathway (6 Semesters).	A Vaega O Hetaraka	Term 1/4	To implement and build fluency in Te Reo Māori leading to sustainability of language within the school environment. Improved capability for teachers in the delivery of Professional Learning.	Increased fluency of and use of Te Reo in school environment. Unable to enrol staff on the online AUT programme.
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.	COMPLETED

APPROVED
Chairperson



Date: 5 December 2024

ANNUAL CURRICULUM TARGET ACTION PLAN FOR 2024 MATHEMATICS

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

BASELINE DATA: Analysis of 2023 data revealed that 56% of Māori students at Year 7 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 7 Māori students are achieving at or above.	After OTJ data was compiled, we achieved our target this year. Year 7 Māori students achieved 76% in Mathematics.		The data has shown that the target group for next year should be the Year 6 Boys and Year 6 Pasifika students. Boys are currently at 67% and Pasifika at 69%. Next year we will aim for both groups to reach 75% 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 new staff; introducing e-asTTle as an assessment tool.	Mathematics Leader		Ongoing	To continue to upskill teachers in their knowledge of numeracy stages for year 1-3 teachers, to integrate all strands for year 4 - 8 students and the delivery of e-asTTle testing and making OTJs.
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		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.
To continue implementation of the refreshed Mathematics and Statistics curriculum.	Mathematics Leader Curriculum Focus Group		Term 1 - 4	To upskill all staff in the refreshed Mathematics curriculum.
To facilitate a school wide focus on basic facts and the use of calculators by sharing resources at staff and syndicate meetings and hosting pod competitions.	Mathematics Leader Curriculum Focus Group Classroom Teachers		Term 1-4	To develop fluency in basic math fact recall and effective use of calculators which will enhance student ability to make progress with problem-solving, algebra and higher-order math concept.
To refine the assessment of knowledge for Year 1-3 so it is part of the daily Math's routine.	Math's leader Classroom teachers		Term 1-4	To accelerate Math's learning through quick identification of needs and strengths.

ANNUAL CURRICULUM TARGET ACTION PLAN FOR 2024 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 2023 data reveals that 51% of Year 2 students attained or exceeded the expected levels; 44% of boys; 57% of girls; 67% Māori; 41% Pasifika and 62% 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 achievement so that 78% of all Year 3 students are achieving at or above expected levels including 70% of boys and 70% of Pasifika.	All targets were achieved. 78% of all students were at or above the expected levels. Including 82% of Boys and 76% of Pasifika students. In addition, 75% of girls, 77% of Māori and 80% of Asian students were at or beyond expected levels.	The November data for 2024 has revealed that 50% of the current Year One cohort are At or Above the expected levels. This includes 48% of Males; 52% of Females; 58% of Māori; 48% of Pasifika and 45% of Asian. Therefore our Target for 2025 is to raise Reading achievement so that 75% of all the Year 2 students are achieving At or Above the 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.	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 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 Junior school and thus provide a consistent and improved delivery and a lift in levels.
To incorporate the teaching of Phonological awareness within our Junior school daily Handwriting	Junior Teachers, AP and DP Junior classes.		Termly	
To set individualised Reading targets for all students.	DP's and AP's with teachers		Termly	To ensure targeted teaching in order 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 provide focussed Professional Development for Provisionally Certified Teachers.	Deputy Principals, Literacy Team, Mentor Teachers		Terms 1 and 2	To ensure a consistency of practice and thereby accelerating student learning.
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 2024	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 sight words, alphabet skills and 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 2024 WRITTEN LANGUAGE

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

BASELINE DATA Analysis of 2023 data revealed that 56% of year 3 students are achieving at or above the expected achievement levels. 42% of boys, 67% girls, 67% Maori, 51% Pasifika and 59% Asian. Therefore, we intend to raise the writing achievement of all students in this year level for all students as well as our Boys and Pasifika students

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

TARGET SET	OUTCOME (what happened)		EVALUATION (now what?)	
To accelerate achievement so that 70% of all year 3 students and 60% of Boys and Pasifika students attain or exceed the expected achievement levels.	Our term 4 assessment showed that 72% of all Year 3 students, 66% boys and 72% Pasifika students achieved at or above the expected achievement level. Therefore, we achieved our target in all three areas.		Closer 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 the 2025 Year 6 cohort will be our target group so that 65% of all Year 7 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 in 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 familiarize ourselves with the new English Curriculum refresh document and begin implementation into planning and teaching.	Deputy Principals Assistant Principals Literacy Team Teachers		Throughout the year	To gain a good understanding of the refreshed English curriculum. Begin implementation of the curriculum into long term and weekly planning using the phases and progress 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.
Regular written language walkthroughs, book checks, and planning audits.	Principal Deputy Principals Assistant Principals		Throughout the year	To refine written language practice and programmes throughout the school
To hold regular meetings with teachers of the target group to discuss needs, progress and interventions that are working well and next steps.	Y3 Deputy Principal Y3 Assistant 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.
To ensure the use of models and teacher demonstrations are carried out each day during the daily writing motivation.	Deputy Principals Assistant Principals		Terms 1, 2, 3, 4	To build motivation, increase writing mileage for all students and encourage a love for writing thus accelerating progress
Term 3 school wide poetry focus.	DP's/AP's Literacy Team Teachers		Term 3	Build motivation, promote engagement at all levels and target a whole school identified need to lift vocabulary.
Celebrate writing by using the library screens as a way to share this with the whole school	Literacy Team Teachers		Ongoing	To continue celebrating students writing, lift engagement and motivation through publishing.



<p>CURRICULUM FOCUS The Curriculum Refresh - Te Mātaiaho will be the focus for 2024 Literacy - Reading</p> <p>- Written Language</p> <p>Numeracy</p> <p>Social Science</p> <p>Science</p> <p>Health/PE (Well Being)</p>	<p>CURRICULUM OBJECTIVES</p> <p>To continue a balanced reading programme with an emphasis on phonemic and phonetic knowledge.</p> <p>To further support writers, particularly reluctant and those at risk, to experience success through the creative scaffold of Poetry.</p> <p>To develop skills, knowledge and understanding across all areas of the maths curriculum. Focus areas of place value, addition, subtraction and Financial Literacy.</p> <p>To implement the Social Science curriculum by further developing Marau ā-kūra (local curriculum) that best meets the needs of ā-konga/whānau. Focus area HOME/ANZAC</p> <p>To upskill staff in the use of practical science activities leading to further engagement and inquiry learning.</p> <p>To develop and implement "A System for Learning" through implementation of Lego Inquiry Programmes. To develop and implement "Thera-Build" for students with challenging behavioural and learning needs.</p>	<p>CURRICULUM RESOURCES</p> <ol style="list-style-type: none"> 1. Art Drying Racks (pod) 2. Lego - Themed sets - Creative Bricks 3. Handwriting Cards 4. NZ Maps and Puzzles 5. Y7/8 Group Novel Sets 6. 60 Generation 10 ipads 7. Upgrade Sound Desk PAT 8. Head microphones (x4) - Production 9. Review/Renew library Books 10. Upgrade of Sports resources
<p>PROFESSIONAL GROWTH CYCLE</p> <ol style="list-style-type: none"> 1. Senior Leadership to attend 6 semester AUT Māori Pathway (Te Reo) 2. Law and Education (Term 3 Focus) 3. Teachers Matter Professional Publication 4. Principal Professional Learning Groups - Otago Principals Association 5. Harvard Graduate School of Education Webinars 6. APPA/NZPF Conferences and Publications 7. Interprofessional Practice T7 Learning Groups 	<p>PROFESSIONAL GROWTH CYCLE TEACHING</p> <ol style="list-style-type: none"> 1. Professional Growth Cycle - Targeted Professional Development within school/syndicate and Provisionally Certified. (DP's/AP's/MT) 2. Curriculum Refresh - Te Mātaiaho (MOE) Focus English/Maths 3. Social Science - ANZAC/Augmented Reality/History, Should we Forget - Jim Rolfe 4. Pāoru Puru mentorship of staff to increase knowledge and capability of localised history (Teacher Only Day) 5. Collation and Assessment moderation of student samples for Internal Evaluation 6. Hauora/Well-being. Lego Inquiry Learning and Therabuild programmes 7. Catering for diverse needs/Neuroscience 8. ESOL Programmes/Practical activity boxed/bags 	<p>PROFESSIONAL DEVELOPMENT BOT</p> <ol style="list-style-type: none"> 1. Property Management and Development 2. Reporting and Consultation 3. Strategic Plan 2024-26 4. Being a Good Employer 5. Health and Safety 6. Privacy Act 7. STA Conference 2024 8. STA Online Webinars
<p>PROFESSIONAL GROWTH CYCLE SUPPORT STAFF</p> <ol style="list-style-type: none"> 1. First Aid Medical Training. 2. Working with students with Additional Learning Needs—Autism, ADHD etc. 3. Edpay/Payroll systems. 4. Enrol/Attendance systems. 5. Property/PMIS. 6. Individual Professional Growth. 	<p>PROPERTY MANAGEMENT</p> <ol style="list-style-type: none"> 1. Complete work related to 5YP priorities 2. Commence work related to 10YP priorities 3. Commence construction of the Amphitheatre 4. Increase Video surveillance systems 5. Furniture upgrade Atrium/staff areas 6. Review exterior paintwork 	<p>NON - CURRICULUM RESOURCES.</p> <ol style="list-style-type: none"> 1. Upgrade of PA school system 2. Music suite/Bluetooth Speaker 3. Resurfacing of playground markings 4. Completion of wall murals 5. Upgrade outdoor seating
<p>SCHOOL EVENTS</p> <p>ANZAC School service T1 Have a Go Day/Whānau T1 Special Person Day T2 Silly Sock Day/PJ Day T2 Lego Exhibition T3 "Come Build with Me" T3 Celebrating Success T4 Christmas in the Playground T4</p>	<p>COMMUNITY LIAISON</p> <ol style="list-style-type: none"> 1. Parent/Whānau Information Evening - Y7/8 Whānau 2. Learning Journals - Parent/Whānau progress meetings 3. Curriculum Workshop Evening 4. RNZ Ballet Theatre /Dance Programme 5. Yachting NZ - Tū Manawa Sailing Sponsorship 6. Rotary "Read to Me" Programme Y1/2 7. Careers/Community in School - NZ Histories - Defence Forces 8. School Events/Visitors 9. Interschool Sports Events 10. Music around the Community/Retirement Villages/Kindy 	<p>FUNDRAISING</p> <ol style="list-style-type: none"> 1. ANZAC Poppy Appeal 2. Daffodil Day/Cancer Appeal 3. Christmas in the Playground 4. Silly Sock Day 5. Lets get Wiggy Day! 6. Silent Disco 7. Tin Can Christmas (Salvation Army) 8. Lego In Homes
<p>MARKETING</p> <ol style="list-style-type: none"> 1. School Stream (Language Translation. 2. Community Concert/Services. 3. School Open Days. 	<ol style="list-style-type: none"> 4. Media Features on School Events. 5. School Website. 6. School Facebook Page. 7. Redoubt YouTube. 8. Seesaw Parent Communication. 9. School Newsletters. 10. Video Reels 	<p>BEYOND 2024</p> <p>Astroturf Recording/Media Studio "Arts" Studio School Sculptures</p>

Evaluation and Analysis of Student Progress and Achievement

Reading November 2024

The following table shows the percentage of all students who are achieving at or above the expected curriculum level and for those students who have completed all their schooling at Redoubt North. The highlighted section indicates the target group for 2024.

Percentages of At / Above							
	Number of Students in year group	% Total	% of Boys	% of Girls	% of whom are Māori	% of whom are Pasifika	% of whom are Asian
All Year 1	54	50%	48%	52%	58%	48%	45%
Redoubt Y1	50	52%	50%	54%	58%	50%	47%
All Year 2	42	69%	71%	68%	60%	67%	76%
Redoubt Y2	38	71%	73%	70%	67%	64%	80%
All Year 3	64	78%	82%	75%	77%	76%	80%
Redoubt Y3	54	80%	80%	79%	75%	81%	80%
All Year 4	68	71%	66%	77%	69%	69%	74%
Redoubt Y4	47	79%	71%	87%	89%	74%	79%
All Year 5	75	81%	70%	90%	100%	81%	73%
Redoubt Y5	46	93%	89%	96%	100%	94%	89%
All Year 6	50	58%	61%	53%	50%	54%	67%
Redoubt Y6	26	69%	67%	75%	75%	53%	100%
All Year 7	97	75%	67%	83%	72%	89%	62%
Redoubt Y7	40	88%	79%	95%	83%	94%	80%
All Year 8	84	85%	87%	82%	96%	72%	86%
Redoubt Y8	39	85%	83%	88%	91%	80%	83%

Students and groups of students at Risk or in need of Extension:

- The impact of strong teaching and targeted learning initiatives is apparent as we were able to accelerate learning so that the Year three target group attained and in some cases exceeded all set goals with 78% of all students; 82% of Boys and 76% of Pasifika students achieving at or above the expected levels for this age group. Acceleration was also apparent across all genders and ethnicities with 75% of Girls; 77% of Māori and 80% of Asians achieving at or above expected levels.
- Those students who have done all their schooling at Redoubt North School consistently outperform their cohorts. This is particularly apparent in the Year 5 and in the later years of schooling thus reflecting the

impact of good targeted teaching consolidated over time. Importantly Māori and Pasifika students who have done all their schooling at Redoubt are some of our highest achievers.

- Our Year 8 students have made consistent growth throughout the year with 85% now At or Above the expected levels – an improvement of 16% on February results. For our Boys and Girls this has meant a growth of 17% in each gender; 18% more students in both Pasifika and Asian ethnicities are achieving at and above expectation than in February.

Teaching and Learning Strategies to Address the Above:

- Year one data stands out as an area for improvement and experience tells us that many of our Year one students who currently are “at” or “below” their chronological age will spread out and those students that are struggling will become more apparent as will the number who are ready to extend. Therefore, this cohort will be our Target group for 2025. We intend to raise attainment so that 75% of all Year 2 children are achieving at or above the expected levels.
- Monitoring systems will continue with APs and DPs reviewing Reading Folders, checking running records. Spot checks will be undertaken regularly. Robust checks on running records are needed to ensure consistency across the school. They will review the data and support classroom teachers to set individualised targets for students on a termly basis.
- Fortunately, our Reading Specialist is once again released from classroom duties to work with children in need of intensive support. A strong focus is placed upon comprehension and vocabulary; strong, targeted Reading practice; and clear communication between child, teacher and whanau. Progress will be closely monitored.

Evaluation and Analysis of Student Progress and Achievement

Written Language November 2024

The following table shows the percentage of all students who are achieving at or above the expected curriculum level and for those students who have completed all their schooling at Redoubt North. The highlighted section indicates the target group for 2024.

Percentages of At/Above							
	Number of Students in year group	% Total	% of Boys	% of Girls	% of whom are Māori	% of whom are Pasifika	% of whom are Asian
All Year 1	54	56%	56%	56%	58%	50%	60%
Redoubt Y1	50	56%	54%	58%	58%	48%	67%
All Year 2	42	62%	47%	72%	45%	58%	83%
Redoubt Y2	38	63%	47%	74%	56%	56%	82%
All Year 3	67	72%	66%	76%	64%	72%	74%
Redoubt Y3	55	75%	68%	80%	75%	67%	83%
All Year 4	67	60%	39%	86%	63%	53%	71%
Redoubt Y4	47	66%	46%	87%	78%	59%	70%
All Year 5	74	69%	56%	79%	85%	63%	65%
Redoubt Y5	46	80%	78%	82%	88%	74%	83%
All Year 6	50	56%	55%	58%	50%	61%	45%
Redoubt Y6	26	81%	78%	88%	75%	80%	100%
All Year 7	97	68%	65%	71%	52%	79%	68%
Redoubt Y7	40	83%	79%	86%	67%	95%	77%
All Year 8	84	76%	72%	82%	84%	71%	73%
Redoubt Y8	39	74%	65%	88%	73%	72%	78%

Students and groups of students at Risk or in need of Extension:

- The Year 3 target group exceeded all set goals, with 72% of all students, 66% of boys, and 72% of Pasifika students achieving at or above expected levels, reflecting the success of targeted teaching strategies and effective literacy programmes being delivered. Significant progress was seen across all demographics, with substantial improvements for boys increasing by 56%, girls by 71%, Pasifika students by 69%, Māori students by 55%, and Asian students by 60%. The Redoubt Only groups performed particularly well, with girls achieving 80%, boys 68%, and Asian students 83%.
- Redoubt Only students show strong achievement, especially among Māori and Pasifika learners. In Year 5, 88% of Redoubt Only Māori students and 80% of Pasifika students in Year 6 are meeting expectations. Pasifika students in Years 7 and 8 are also performing very well, with 79% of Year 7 students and 95% of Redoubt Only Year 7 students achieving at or above. In Year 8, 71% of all students and 72% of Redoubt Only

students are meeting expectations. Māori students also perform well, with 84% of Year 8 Māori students achieving at or above.

- There is a relatively balanced achievement rate between boys and girls in most year levels, indicating that our programmes and teaching approaches are inclusive and effective for all genders. Redoubt Only students perform well across year levels, with 75% of Year 3, 80% of Year 5, and 83% of Year 7 meeting or exceeding expectations. The early years also show strong results, with 56% of Year 1 and 64% of Year 2 students achieving at or above. The senior years continue to show growth, with 68% of Year 7 and 76% of Year 8 students achieving well, especially for Pasifika and Māori students. Asian students are also performing highly, with 100% of Redoubt Only Year 6 students meeting expectations.

Teaching and Learning Strategies and initiatives carried out over the year

- It is evident from the data above that our focus group for 2025 will be our current Year six students, particularly Māori and Asian students, who will be our Year Seven cohort in 2025.
- We will gather data from term 1 onwards through written language assessments. This will then allow us to analyse the data and identify next steps and teaching focuses.
- Professional development and support for teachers will be provided in regards to understanding and implementing Te Mātaiaho at all phases throughout school.

Evaluation and Analysis of Student Progress and Achievement

Mathematics November 2024

The following table shows the percentage of all students who are achieving at or above the expected curriculum level and for those students who have completed all their schooling at Redoubt North. The highlighted section indicates the target group for 2024.

Percentages of At/Above							
	Number of Students in year group	% Total	% of Boys	% of Girls	% of whom are Māori	% of whom are Pasifika	% of whom are Asian
All Year 1	53	96%	96%	96%	92%	95%	100%
Redoubt Y1	49	98%	100%	96%	92%	100%	100%
All Year 2	43	93%	94%	92%	90%	100%	89%
Redoubt Y2	39	95%	94%	96%	100%	100%	88%
All Year 3	66	79%	73%	83%	79%	69%	88%
Redoubt Y3	55	82%	73%	90%	83%	73%	90%
All Year 4	67	88%	82%	97%	75%	91%	94%
Redoubt Y4	47	94%	88%	100%	89%	91%	100%
All Year 5	75	76%	67%	83%	92%	69%	73%
Redoubt Y5	46	85%	78%	89%	100%	76%	83%
All Year 6	50	78%	77%	79%	67%	73%	89%
Redoubt Y6	26	88%	83%	100%	100%	80%	100%
All Year 7	97	79%	76%	83%	76%	86%	76%
Redoubt Y7	40	88%	89%	86%	100%	89%	87%
All Year 8	84	80%	78%	82%	88%	69%	82%
Redoubt Y8	39	82%	78%	88%	73%	80%	92%

Students and groups of students at Risk or in need of Extension:

- The target of Māori Year 7 students to reach 75% or above was achieved with 76%. This was an improvement of 6% since June and 26% since February. The impact of the Maths specialist teacher working with two of the Year 7 classes alongside the teacher is evident in the data improvement. All groups in Year 7 improved, particularly pleasing are the Pacifica and Girls cohorts.
- Our Redoubt only students stand out in our target group. In June, Year 7 Māori students were 67% and now are 100%. Students who have done all their schooling at Redoubt North in all year groups are consistently achieving very well. Year 1, 2 and 6 are doing particularly well. This shows our Mathematics programmes are working well and consistent reflection on where to target and team teach throughout the year has shown good results.
- The Year 4 group has again achieved very well, especially for Redoubt Only students. Historically this group has been lower due to the change from one testing type to another, however with a transition system that worked last

year, it has paid off again. This group has continued to improve throughout the year. The girls and Asian cohorts finish the year at 100%, and Redoubt Only finish at 94%.

Teaching and Learning Strategies to Address the Above:

- It is evident from the data above that our focus group for 2025 will be our current Year five students, particularly Boys and Pacifica students, who will be our Year Six cohort in 2025.
- We will gather data from term 1 onwards through e-asTTle, Oxford Mathematics and Statistics programme and Numicon as they are introduced. This will then allow us to analyse the data and identify next steps and teaching focuses.
- Our Maths specialist will work in different classes again next year, targeting Number Knowledge and Financial Literacy.