



## 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.*

#### 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 everyday life and learning.

### 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	2025 PRIORITIES	2026 PRIORITIES	2027 PRIORITIES
<i>To continue to raise the Literacy and Numeracy levels of achievement over the next 3 Years.</i>	<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>		
<i>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.</i>	<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 - English - The Arts	<b>FOCUS AREAS</b> Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus - Mathematics - Science - Technology	<b>FOCUS AREAS</b> Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus -   - English - Learning Languages - Health & PE
<i>To prioritise school-wide Language/ Literacy and Numeracy programmes.</i>	Implement Core Teaching requirements of Mathematics and Statistics. Focused Professional Development on refreshed English and Maths Curriculum (Written Language/Financial Literacy). Maintain Focused Reading/Maths accelerant programmes. Review school-wide Reading programme. Specialised English as a Second Language Programmes. Implement Common Practice Model.	Maintain Literacy and Numeracy monitoring (Internal Evaluation). Review Achievement Level data collection. Focused Professional Development on Written Language/Science/Technology Poetry Focus Sheena Cameron. Specialised English as a Second Language Programmes. Maintain Common Practice Model/Progressions/Assessment	Maintain Literacy and Numeracy monitoring (Internal Evaluation). Review Achievement Level data collection. Maintain Common Practice Model/Progressions/Assessment. Focused Professional Development on Health/PE/Learning Languages. Specialised English as a Second Language Programmes. Teacher Aides Talk to Learn Programmes.
<i>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.</i>	Mathematics - Gloss / IKAN/ e-asTTle Literacy - Exemplars. - PM Benchmarks, Probe. - NEMP, S.E.A., Six Year Net, e-asTTle. Curriculum Progressions (OTJ) Book. Whole School Internal Evaluation monitoring data for Achievement Level reporting. Maintain individual Literacy/Numeracy tracking systems school wide.	Mathematics - Gloss / IKAN/e-asTTle Literacy - Exemplars. - PM Benchmarks, Probe, Australian Testing. - NEMP, S.E.A., Six Year Net, e-asTTle. Curriculum Progressions (OTJ) Book. Whole School Internal Evaluation monitoring data for Achievement Level Reporting. Review individual Literacy/Numeracy tracking systems schoolwide.	Numeracy - Gloss / IKAN/e-asTTle Literacy - Exemplars. - PM Benchmarks, Probe, Australian Testing. - NEMP, S.E.A., Six Year Net, e-asTTle. Curriculum Progressions (OTJ) Book - Whole School Internal Evaluation monitoring data. Maintain Literacy/Numeracy tracking systems school-wide.
<i>To reduce barriers to education by using assessment information to identify those not achieving and implement inclusive programmes to address all learner/ākonga needs.</i>	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/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	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	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/ 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/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

## CURRICULUM - STRATEGIC PLAN (cont'd)

STRATEGIC DIRECTION	2025 PRIORITIES	2026PRIORITIES	2027PRIORITIES
<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>Full time Health and PE Specialist for Sports Complex (Rotating classes)</p> <p>Upskilling of New School personnel in specialised sports programmes.</p> <p>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.</p> <p>Maintain Field of Dreams Swim programme Y3-Y6.</p> <p>Maintain before school sports coaching daily 8am -8.45 am</p> <p>Maintain fundamental skills programme (Junior School).</p> <p>Tū Manawa Sponsorship Yr 7/8 Sailing Coaching Level 1 and 2. (150+ students)</p> <p>Maintain Interschool sports exchanges (Year 5-8)</p> <p>Focused Wellbeing/Safety programmes—My Growing Mind/Online Cyber Safe School/Bucket Filling/Lego Therapy.</p>		
<b><i>In consultation with the schools Māori and Pasifika community develop policies, plans and targets for improving achievement.</i></b>	<p>Consult and report to whānau kanohi ki te kanohi each year on Whānau aspirations, goals and pathways of students.</p> <p>Continue informal contact on daily basis. (Playground and School Entry Gates).</p> <p>Meet with community groups i.e. Māori/ Pacific Island/Asian/Indian groups each term via Community @ Redoubt Group/Hui/Fono.</p> <p>Reporting to parents via Newsletters and 3 way student conferences on academic achievements.</p> <p>Parent Partnership Evening - Curriculum Focus—Mathematics/Statistics</p> <p>Internal Evaluation Literacy/Maths.</p> <p>BOT meetings/ School Internal Evaluation of Student achievement.</p> <p>Annual Financial reporting.</p> <p>Ongoing consultation with High Needs families/agencies regarding Inclusive Practices.</p> <p>Teachers' Professional Growth Cycle Targeting: Mathematics and Statistics</p> <p>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.</p> <p>Continue informal contact on daily basis. (Playground and School Entry Gates).</p> <p>Meet with community groups i.e. Māori/ Pacific Island/Asian/Indian groups each term via Community @ Redoubt Group/Hui/Fono.</p> <p>Reporting to parents via Newsletters and 3 way student conferences on academic achievements.</p> <p>Parent Partnership Evening - Curriculum Focus—Science and Technology</p> <p>Internal Evaluation Literacy/Maths.</p> <p>BOT meetings/ School Internal Evaluation of Student achievement.</p> <p>Annual Financial reporting.</p> <p>Ongoing consultation with High Needs families/agencies regarding Inclusive Practices.</p> <p>Community survey on Heath &amp; Physical Education.</p> <p>Teachers' Professional Growth Cycle Targeting:</p> <p>- Action plan for Pacific Education 2021 - 2030</p> <p>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.</p> <p>Continue informal contact on daily basis. (Playground and School Entry Gates).</p> <p>Meet with community groups i.e. Māori/ Pacific Island/Asian/Indian groups each term via Community @ Redoubt Group/Hui/Fono.</p> <p>Reporting to parents via Newsletters and 3 way student conferences on academic achievements.</p> <p>Internal Evaluation Literacy.</p> <p>Parent Partnership Evening - Curriculum Focus—Health/PE/ Languages.</p> <p>BOT meetings/ School Internal Evaluation of Performance.</p> <p>Annual Financial reporting.</p> <p>Ongoing consultation with High Needs families/agencies regarding Inclusive Practices.</p> <p>Teachers' Professional Growth Cycle Targeting:</p> <p>- Ka Hikitia</p> <p>Reporting to parents via Facebook, Schoolstream and Seesaw.</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>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)</p> <p>Participate in clean up of local streams. Restore history of wider community through localized curriculum (Social Sciences and Science)</p> <p>Weave cultures, identities and languages through teaching programmes, classroom environments and school events.</p> <p>Social Science Focused Cycles, Term rotation - Tell Me Your Story, Sing Me Your Song/ANZAC.</p> <p>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)</p> <p>Participate in clean up of local streams. Restore history of wider community through localized curriculum (Social Sciences and Science)</p> <p>Weave cultures, identities and languages through teaching programmes, classroom environments and school events.</p> <p>Social Science Focused Cycles, Term rotation - Matariki</p> <p>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)</p> <p>Participate in Puhinui Stream restoration. Restore history of wider community through localized curriculum (Social Sciences and Science).</p> <p>Weave cultures, identities and languages through teaching programmes, classroom environments and school events.</p> <p>Social Science Focused Cycles, Term rotation—ANZAC/HOME</p> <p>Senior Leadership Professional Development—Poutawa— Te Reo Māori.</p> <p>Continue to build Te Reo Māori competency, levels school personnel - students/ākonga.</p> <p>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>

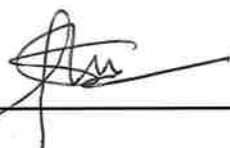
## ANNUAL PLAN 2025

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	COMPLETED
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)	COMPLETED
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 Leith 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)	COMPLETED
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.	COMPLETED
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.	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. (Dazzlehands) Royal New Zealand Ballet/Dance Instruction/Choral/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, 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.	COMPLETED
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.	COMPLETED
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.	SAILING NOT COMPLETED DUE TO LACK OF FUNDING FROM CLM. FOCUS FOR 2026
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

## 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.	COMPLETED
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.	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
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**  
Presiding Member



**Date: 27 NOVEMBER 2025**

## ANNUAL CURRICULUM TARGET ACTION PLAN FOR 2025 MATHEMATICS \$2,000

**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 Pasifika 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 Pasifika students are achieving at or above.	After OTJ data was compiled, we achieved our target for Pasifika students who reached 75%. We did not quite reach the Boys target however, at 72%.		The data has shown that the target group for next year should be the 2026 Year 6 Boys and Year 6 Pasifika students. Boys are currently at 59% and Pasifika at 57%. 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 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		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 \$10,000

**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.	Our target was achieved with 76% of all Year 2 students attaining or surpassing the expected level. Including: 75% Boys; 77% Girls; 86% Māori; 76% both Pasifika and Asian students.		The results for November 2025 revealed that 41% of all Year 1 students had reached the expected level for a Year one student. This included: 46% of Boys; 37% of Girls, 40% Māori; 35% Pasifika and 57% of Asian students . Therefore our target group for 2026 will be the Year 2 cohort. We intend to raise reading achievement so that 75% of all Year 2 students are attaining levels at or above expectation for a Year 2 student.	
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 Focused 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% Māori, 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 7 students and 60% of Māori and Asian students attain or exceed the expected achievement levels.	Our term 4 assessment showed that 69% of all Year 7 students, 62% Māori and 70% Asian students achieved at or above the expected achievement level. Therefore, we achieved our target in all three areas.		Analysis of 2025 data revealed that 54% of Year 3 students are achieving at or above the expected achievement levels. 32% of boys, 75% girls, 71% Māori, 45% Pasifika and 59% Asian. Therefore, the 2026 Year 4 cohort will be our target group so that 65% of all Year 4 students and 60% of Boys and Pasifika 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.



## REDOUBT NORTH STRATEGIC PLAN 2026-2028 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/kaiake 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 everyday life and learning.

## 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, Dilworth 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 2026 -2028

STRATEGIC DIRECTION	2026 PRIORITIES	2027 PRIORITIES	2028 PRIORITIES
<i>To continue to raise the Literacy and Numeracy levels of achievement over the next 3 Years.</i>	1. All students are successfully able to access the New Zealand Curriculum as evidenced by progress and Achievement Levels. 2. 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.		
<i>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.</i>	<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 - English - The Arts (Visual) - Social Science	<b>FOCUS AREAS</b> Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus - Mathematics/English - Science - Social Science - Health & PE	<b>FOCUS AREAS</b> Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus - English/Mathematics - Learning Languages - The Arts - Technology
<i>To prioritise school-wide Language/ Literacy and Numeracy programmes.</i>	Implement Core Teaching requirements of Mathematics and Statistics. Focussed Professional Development on updated Maths Curriculum (Financial Literacy), Sonja He Steen. Focussed Professional Development on updated English Curriculum, Louise Dempsey. Maintain Focussed Reading/Maths accelerant programmes. Review school-wide Reading programme. Specialised English as a Second Language Programmes.	Maintain Literacy and Numeracy monitoring (Internal Evaluation). Review Achievement Level data collection. Focussed Professional Development on Science, Social Science, Health & PE. Poetry Focus Sheena Cameron. Specialised English as a Second Language Programmes. Teacher Aides Talk to Learn Programmes.	Maintain Literacy and Numeracy monitoring (Internal Evaluation). Review Achievement Level data collection. Maintain Common Practice Model/Progressions/Assessment. Focussed Professional Development on Learning Languages, Arts and Technology. Specialised English as a Second Language Programmes.
<i>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.</i>	Mathematics - Gloss / IKAN/ e-asTTLe Literacy - Exemplars. - PM Benchmarks, Probe. - NEMP, S.E.A., Six Year Net, e-asTTLe. Curriculum Progress outcomes/Phases (OTJ) Book. Whole School Internal Evaluation monitoring data for Achievement Level reporting. Maintain individual Literacy/Numeracy tracking systems school wide.	Mathematics - Gloss / IKAN/e-asTTLe Literacy - Exemplars. - PM Benchmarks, Probe, Australian Testing. - NEMP, S.E.A., Six Year Net, e-asTTLe. Curriculum Progress Outcomes/Phases (OTJ) Book. Whole School Internal Evaluation monitoring data for Achievement Level Reporting. Review individual Literacy/Numeracy tracking systems schoolwide.	Numeracy - Gloss / IKAN/e-asTTLe Literacy - Exemplars. - PM Benchmarks, Probe, Australian Testing. - NEMP, S.E.A., Six Year Net, e-asTTLe. Curriculum Progress Outcomes/Phases (OTJ) Book - Whole School Internal Evaluation monitoring data. Maintain Literacy/Numeracy tracking systems school-wide.
<i>To reduce barriers to education by using assessment information to identify those not achieving and implement inclusive programmes to address all learner/ākonga needs.</i>	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 Leadership 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 St Cuthberts/St Kentigern/Kings Scholarship Programmes. Inclusive Practices/Programmes for Neurodiverse/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), RNZ Ballet— Performing Arts/Dance/Theatre, APO - Music 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 (STAR) School/SWIS/Truancy/Health Nurse	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 Leadership 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 St Cuthberts/St Kentigern Scholarship/Kings Programmes. Inclusive Practices/Programmes for Neurodiverse/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), RNZ Ballet— Performing Arts/Dance/Theatre, APO - Music 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	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 Leadership 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 St Cuthberts/St Kentigern/Kings Scholarship Programmes. Inclusive Practices/Programmes for Neurodiverse/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, APO - Music 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



## CURRICULUM - STRATEGIC PLAN (cont'd)

STRATEGIC DIRECTION	2026 PRIORITIES	2027 PRIORITIES	2028 PRIORITIES
<b>To give priority to Health and PE Programmes promoting a safe inclusive environment free from bullying and discrimination (Kiwi sport)</b>	<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>		
<b>In consultation with the schools Māori and Pasifika community develop policies, plans and targets for improving achievement.</b>	<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, 3 way student conferences. Reports on academic achievements. Parent Partnership Evening - Curriculum Focus - Literacy/Reading Internal Evaluation Literacy/Mathematics. BOT meetings/ School Internal Evaluation of Student achievement. Annual Financial reporting. Ongoing consultation with agencies regarding Inclusive Practices/ Neurodiverse students. Teachers' Professional Growth Cycle Targeting: English Curriculum/Reading. Reporting to parents via Facebook, Schoolstream and Social Media.</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, 3 way student conferences. Reports on academic achievements. Parent Partnership Evening - Curriculum Focus—Science and Technology Internal Evaluation Literacy/Mathematics. BOT meetings/ School Internal Evaluation of Student achievement. Annual Financial reporting. Ongoing consultation with agencies regarding Inclusive Practices/ Neurodiverse students. Community survey on Heath &amp; Physical Education. Teachers' Professional Growth Cycle Targeting: - Action plan for Pacific Education 2021 - 2030 Reporting to parents via Facebook, Schoolstream and Social Media.</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, 3 way student conferences. Reports on academic achievements. Internal Evaluation Literacy/Mathematics. Parent Partnership Evening - Curriculum Focus—Health/PE/ Languages. BOT meetings/ School Internal Evaluation of Performance. Annual Financial reporting. Ongoing consultation with agencies regarding Inclusive Practices/ Neurodiverse students. Teachers' Professional Growth Cycle Targeting: - Ka Hikitia Reporting to parents via Facebook, Schoolstream and Social Media.</p>
<b>In consultation with Ngāti Te Ata representatives/iwi incorporate Te Ao, Tikanga and Te Reo Māori into everyday teaching and learning practices.</b>	<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 - World Geography/ 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 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 - ANZAC/Home 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) Maintain 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. Continue to build Te Reo Māori competency, levels school personnel - students/ākonga.</p>

## CURRICULUM - STRATEGIC PLAN (cont'd)

STRATEGIC DIRECTION	2026 PRIORITIES	2027 PRIORITIES	2028 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 2026

PLANNED PRIORITIES	WHO	WHEN	EXPECTED OUTCOME	VARIANCE OF ANALYSIS/ ANNUAL REPORT
Provide PD for the revised Mathematics and Statistics curriculum. MOE PLD Term 2/3	Specialist Teacher MOE PLD Facilitator Sonja He Steen	Term 1-4	To increase the knowledge of each phase within the Mathematics Curriculum leading to explicit teaching and learning	
To further develop the revised Mathematics and Statistic curriculum. Emphasis on Oxford and Numicon resources and the implementation of new Assessment tools.	Numicon Oxford	Ongoing	Teachers will be knowledgeable and upskilled in each component of the relevant resources (Digital and physical)	
Focused school-wide Professional development on the Revised English Curriculum.	D Leaning DP Louise Dempsey	Term 1-4	To refine and implement a structured Literacy programme for students which will incorporate new assessment tools leading to accelerated learning.	
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 Leith AP	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)	
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	To enrich student spoken vocabulary and confident in communication.	
Shared professional learning in the Performing Arts through Theatre in Education - RNZB, APO and The Arts Curriculum.	Arts Curriculum Focus Grp APO Royal NZ Ballet Curriculum Focus Group	Term 1/4	To connect music and culture around the world experiencing composers, the orchestra and multimedia content. To answer the question - "What does the World sound like"?	
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 Neurodiverse students and those who have an identified gifted area. Practical activity boxes/programmes 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 Maths Specialist	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 Maths Specialist	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 2026

PLANNED PRIORITIES	WHO	WHEN	EXPECTED OUTCOME	VARIANCE OF ANALYSIS/ ANNUAL REPORT
Complete current school Internal Evaluation data in preparation for the 2026 Annual Report.	BOT Principal Deputy Principals	Term 1/4	Annual report will reflect the school targets and maintain continuous improvement.	
Review/revise 2026 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



27 November 2025

## ANNUAL CURRICULUM TARGET ACTION PLAN FOR 2026 MATHEMATICS \$3,000

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

**BASELINE DATA:** Analysis of November 2025 data showed that 59% of Boys and 57% of Pasifika students at Year 5 were achieving at or above in Mathematics.

**ASSESSMENT TOOLS:** e-asTTle, IKAN, Gloss, OTJ, SMART

TARGET	OUTCOME (what happened)		EVALUATION (now what?)	
To raise achievement in Mathematics so that at least 75% of Year 6 Boys and Pasifika 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 the refreshed Mathematics and Statistics Curriculum.	Mathematics Leader/ Ministry of Education facilitator		Term 2, 3	To upskill teachers in their knowledge of each phase of the new curriculum.
To investigate and develop an assessment tool for the Year 0-2 students.	Mathematics Leader, DP & AP of Junior School		Ongoing	To investigate Marie Hirst and Jo Knox assessment tool for use in the Junior School Year 0-2.
To provide professional development for Year 3-8 staff, introducing SMART as an assessment tool.	Mathematics Leader		Ongoing	To upskill teachers in the use of the new SMART tool - testing, analysing and next steps.
To continue to provide professional development for chosen MOE provider resources. Phase 1 - Numicon Phase 2, 3 - Oxford	Mathematics Leader/Resource provider facilitator		Ongoing	To upskill teachers in the new curriculum resources for each phase.
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 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 refine the assessment of knowledge for Year 1-3 so it is part of the daily Math's routine.	Mathematics Leader Classroom teachers		Term 1-4	To accelerate Math's learning through quick identification of needs and strengths.

## ANNUAL CURRICULUM TARGET ACTION PLAN FOR 2026 READING \$15,000

**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:** Detailed analysis of the Nov 2025 data revealed that 41% of Year 1 students attained levels At or Above the expected levels: 46% of boys; 37% of girls; 40% Māori; 35% Pasifika and 57% of Asian.

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

TARGET SET		OUTCOME (what happened)		EVALUATION (now what?)	
To raise Reading achievement so that 75% of all Year 2 students are attaining levels at or above expectation for a Year 2 student.					
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 newly revised Reading Phases (Years 0-8) of Te Mātaiaho – The revised NZ Curriculum.	Deputy Principals, Assistant Principals. Literacy team.		Ongoing	To increase teachers knowledge of the Te Mātaiaho and thereby refine Reading Practice across the school. To undertake a Teacher Training Day “Unpacking the English Curriculum” with Louise Dempsey	
To provide refreshers on the taking of running records and the analysis to establish next steps for the child and teacher. To introduce and collate data from ‘The Phonics Check’ at 20/40 weeks.	Junior school DP, AP’s and Specialist Teacher with staff		Term 1	To refine Reading Practice across the school and thus provide a consistent and improved delivery and a lift in levels. To support teachers with the analysis of next steps for individual students.	
To introduce the resource “The Code as the Key Year 2” by Jill Alcock in Discovery and Voyager. To refine the teaching of “The Code is the Key Year 1” in Apollo. To introduce the concept of Word and Sound work in Challenger.	Junior Teachers, AP and DP Junior classes.		Term 1	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. Using prior data to support targets	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 word 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 and Reading folders.	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 2026 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 2025 data revealed that 56% of year 6 students are achieving at or above the expected achievement levels. 55% of boys, 58% girls, 50% Māori, 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 4 students and 60% of Boys and Pasifika 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.	

RED DOUBT NORTH PRIMARY SCHOOL		2026 AT A GLANCE	Presiding Member 	Date 30/10/25
<b>CURRICULUM FOCUS</b>  English Y 0 - 8  Mathematics & Statistics  Social Science  The Arts - Visual  - Music		<b>CURRICULUM OBJECTIVES</b>  To refine and implement a structured Literacy programme for students which will incorporate new assessment tools leading to accelerated learning.  To further develop the revised Mathematics and Statistic curriculum. Emphasis on Oxford and Numicon resources and the implementation of new Assessment tools.  To continue developing the Social Science curriculum for children to be critical and informed citizens about places within and beyond New Zealand/Aotearoa.  To introduce new mixed media materials and resources to broaden art experiences and the development of student fine motor skills and knowledge.  To connect music and culture around the world experiencing composers, the orchestra and multimedia content. To answer the question—"What does the World sound like"?		<b>CURRICULUM RESOURCES</b>  1. Lunchtime sports equipment trolleys.  2. Software apps to support learning. Reading / Maths / ESOL and the wider curriculum.  3. Alternative words - Thesaurus.  4. Arts - Visual / Media / Ceramics etc.  5. Maths Resources for Numicon and Oxford.  6. World Maps / Globes / Artefacts.  7. iPad Apple pencils.
<b>PROFESSIONAL GROWTH CYCLE SENIOR LEADERSHIP</b>  1. Te Mātaiaho - English/Maths. 2. Teachers Matter Professional Publication. 3. Principal Professional Learning Groups. 4. OPA, APPA, NZPF, NZSBA Conferences, Meetings and Publications. 5. Harvard Graduate School of Education, Publications. 6. Interprofessional Practice 7. Law and Education		<b>PROFESSIONAL GROWTH CYCLE -TEACHING</b>  1. Teacher Training Day with Louise Dempsey on Literacy. 2. Teacher Training Days x 2 MOE Mathematics and Statistics - Sonja He-Steen. 3. Implementation of Te Mātaiaho - Focus on the Planning and Assessment of English and Mathematics SnrLT. 4. Visual Arts - Use of Mixed Media, Art Environments, Displays (Workshops) - CFG. 5. Schoolwide Assessment and Moderation of standards - SnrLT. 6. How to teach ESOL students in class with individualised activities - Aida Marquez. 7. Use of AI and IT in classroom learning Y7/8 - Nigel Harkness. 8. Targeted identified professional development at syndicate level - SnrLT.		<b>PROFESSIONAL DEVELOPMENT BOARD OF TRUSTEES</b>  1. New Board Member Induction. 2. Role of the Board Governance/ Management. 3. Financial Management. 4. Internal Evaluation and Assessment. 5. Strategic Planning - Variance of Analysis. 6. NZSBA - "On Board Matters" publication. 7. NZSBA - Conference 2026. 8. NZSBA - Webinars.
<b>PROFESSIONAL GROWTH CYCLE SUPPORT STAFF</b>  1. First Aid, Medical training 2. Neurodiverse students, Global delay, ADHD, Autistic needs 3. Oral Language - Talk to Learn 4. EdPay / Payroll systems 5. Enrol/Attendance Data systems (MOE) 6. Property PMIS recording 7. Individual Professional Growth		<b>PROPERTY MANAGEMENT</b>  1. Complete current 5YP designated works: <ul style="list-style-type: none"><li>Atrium Skylight</li><li>Roofing and Gutters</li><li>Explorer decking replacement / paint</li></ul> 2. Complete SIP's canopy seating and landscaping. 3. Complete MOE Maintenance - Identified Projects. 4. Window and Door Replacements. 5. Administration Block Canopy / Pillars / Wall Replacements.		<b>NON - CURRICULUM RESOURCES</b>  1. Library soft furnishing replacement. 2. Staffroom <ul style="list-style-type: none"><li>Dishwasher</li><li>Furniture</li><li>Cutlery</li></ul> 3. Storage cupboards/containers. 4. Lock up cupboards - staffroom. 5. Office desk chairs. 6. iPad security storage boxes.
<b>SCHOOL EVENTS</b>  T1 - Family Sports Day / Picnic - Special Person Day  T2 - Quiz Night / 50 questions - Matariki Light Festival  T3 - Art Exhibition / Gallery - Pyjama Party  T4 - Celebrating Success - Christmas in the Playground		<b>COMMUNITY LIAISON</b>  1. Parent / Student Conferences. 2. Interschool Sports Events. 3. Education Outside the Classroom. 4. Yachting NZ Y7/8 - Tū Manawa funding. 5. Swimming - Field of Dreams Y 3 - 6. 6. Auckland Philharmonia Music Programme. 7. Careers / Community in School - Emergency / Forces, Skilled and Unskilled / Apprentices. 8. Parent Curriculum Information Evening (Reading). 9. School Events / Open Days / Exhibitions. 10. Health & Wellness.		<b>FUNDRAISING</b>  1. ANZAC RSA 'Poppy Appeal'. 2. Cancer Society - Daffodil Day. 3. Feed the Need - School Community. 4. Silly Sock Day - Coastguard. 5. Christmas Emergency Services chocolate thank you. 6. Christmas / Toy hampers for school community raffle.
<b>MARKETING</b>  1. Redoubt Magazine / Newspaper 2. School Website 3. School Facebook Page		4. YouTube events 5. Video Reels of Events 6. Media features on School Events 7. School Newsletter and Flyers 8. School Stream/ School App		<b>BEYOND 2026</b>  Astro Turf Painting

## Evaluation and Analysis of Student Progress and Achievement

### Written Language November 2025

The following table shows the percentage of all students who are achieving at or beyond the expected curriculum level and for those students who have completed all their schooling at Redoubt North.

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	50	60%	58%	62%	78%	50%	71%
Redoubt Y1	44	66%	61%	71%	78%	55%	83%
All Year 2	46	72%	67%	77%	71%	81%	59%
Redoubt Y2	39	72%	65%	79%	67%	89%	53%
All Year 3	46	54%	32%	75%	71%	45%	59%
Redoubt Y3	31	71%	58%	79%	100%	69%	62%
All Year 4	72	78%	69%	86%	80%	71%	82%
Redoubt Y4	51	75%	63%	85%	78%	68%	79%
All Year 5	71	62%	49%	78%	58%	60%	68%
Redoubt Y5	41	71%	60%	81%	71%	63%	79%
All Year 6	81	63%	44%	78%	55%	66%	60%
Redoubt Y6	45	73%	56%	85%	57%	82%	67%
All Year 7	67	69%	67%	73%	62%	69%	70%
Redoubt Y7	24	71%	65%	86%	67%	64%	86%
All Year 8	93	74%	69%	80%	59%	87%	68%
Redoubt Y8	35	94%	93%	95%	80%	94%	100%



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

- Our Year 7 students have made impressive progress, achieving all three set targets. The results clearly show that targeted literacy strategies, explicit teaching, and engaging topic-based writing have had a positive impact on student motivation and progress. The Redoubt Only Year 7 cohort made strong gains in writing achievement, increasing from 40% At or Above in Term 1 to 71% by Term 4, a 31% improvement across the year. Within this cohort, Māori students showed substantial growth, moving from 31% At or Above in Term 1 to 62% by Term 4, while Asian students achieved significant improvement, rising from 32% to 70%, representing a 38% gain.
- Māori learners demonstrated strong achievement across most levels, with particularly high results among Redoubt Only Year 3 students, where 100% achieved At or Above expectations.
- The most significant gains across all year groups were seen in Redoubt Only Year 8 students, with a 60% increase over the year. This demonstrates that the targeted programmes and interventions implemented for our 2025 target group, the Year 7 students, were also effective in accelerating progress for Year 8 students, ensuring their readiness for transition to secondary school.

### **Teaching and Learning Strategies and initiatives carried out over the year**

- We intend to lift the levels in our Year 3 students, particularly the Boys and Pasifika students, who will be our Year 4 cohort in 2026.
- We will gather data in Term 1, 2, 3 and 4 through written language assessments. This will then allow us to analyse the data and identify strengths and areas requiring further support.
- Professional development and support will continue to strengthen teachers' understanding and implementation of Te Mātaiaho across all phases of the school, as well as embed any new written language assessments that are released throughout the year.

## Evaluation and Analysis of Student Progress and Achievement

### Reading November 2025

The following table shows the percentage of all students who are achieving at or above the expected curriculum level students who have completed all their schooling at Redoubt North.  
The highlighted section indicates the target group for 2025

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
<b>All Year 1</b>	51	41%	46%	37%	40%	35%	57%
<b>Redoubt Y1</b>	45	42%	43%	41%	40%	32%	67%
<b>All Year 2</b>	46	76%	75%	77%	86%	76%	76%
<b>Redoubt Y2</b>	39	79%	75%	84%	83%	83%	73%
<b>All Year 3</b>	45	71%	62%	79%	71%	67%	76%
<b>Redoubt Y3</b>	31	84%	83%	84%	100%	77%	85%
<b>All Year 4</b>	73	85%	86%	83%	80%	79%	93%
<b>Redoubt Y4</b>	51	86%	88%	85%	89%	82%	89%
<b>All Year 5</b>	72	67%	55%	81%	83%	58%	73%
<b>Redoubt Y5</b>	41	76%	65%	86%	100%	63%	79%
<b>All Year 6</b>	81	83%	69%	93%	91%	81%	80%
<b>Redoubt Y6</b>	45	98%	94%	100%	100%	100%	94%
<b>All Year 7</b>	67	75%	73%	77%	77%	72%	78%
<b>Redoubt Y7</b>	24	83%	82%	86%	100%	71%	100%
<b>All Year 8</b>	93	84%	79%	89%	82%	92%	74%
<b>Redoubt Y8</b>	35	100%	100%	100%	100%	100%	100%

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

- The impact of strong teaching and targeted interventions is apparent as we were able to accelerate learning so that 76% of the Year two target group attained and, in some cases, exceeded our goal. This acceleration was apparent across all genders and ethnicities with 75% of Boys; 77% of Girls; 86% of Māori; 76% of Pasifika and 76% of Asian achieving At or Above expected levels.
- Māori learners continue to be some of our highest achievers. Those Māori students who do all their schooling at Redoubt North do exceptionally well with 100% of Years 3, 5, 6, 7 and 8 reaching or exceeding expected levels.
- Those students who have done all their schooling at Redoubt North School consistently outperform their cohorts. This is particularly obvious in the later years of schooling as indicated in Years 6 and 7 and culminating in the extraordinary results in Year 8 where all Redoubt only students are achieving At or Above expected levels.

## **Teaching and Learning Strategies and Initiatives to be carried out over the year**

- It is evident from the data that our focus group for 2026 will be our current Year 1 students who will be Year 2 in 2026. Therefore, our target group for 2026 is - *To raise Reading achievement so that 75% of all Year 2 students are attaining levels at or above expectation for a Year 2 student.*
- A consistent daily Reading programme which is strong on explicit teaching to meet the needs of individuals. To ensure continuity of approach we will monitor closely. Each term we will collate reading assessment data, review Reading folders and spot check individuals' achievement across the school. As part of our syndicate meetings, we will review this information and establish next steps for those not achieving as expected or who need extension.
- We are fortunate to have specialist teachers to provide small group intensives to accelerate achievement. These teachers will consult with classroom teachers to focus their classroom practice to further support students.

## Evaluation and Analysis of Student Progress and Achievement

### Mathematics November 2025

The following table shows the percentage of all students who are achieving at or beyond the expected curriculum level and for those students who have completed all their schooling at Redoubt North.

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	49	100%	100%	100%	100%	100%	100%
Redoubt Y1	43	100%	100%	100%	100%	100%	100%
All Year 2	45	91%	96%	86%	86%	85%	100%
Redoubt Y2	38	95%	100%	89%	83%	94%	100%
All Year 3	44	89%	85%	92%	100%	76%	100%
Redoubt Y3	31	90%	83%	95%	100%	77%	100%
All Year 4	71	89%	83%	94%	93%	79%	96%
Redoubt Y4	49	92%	86%	96%	100%	81%	100%
All Year 5	71	69%	59%	81%	75%	57%	86%
Redoubt Y5	41	83%	80%	86%	86%	68%	100%
All Year 6	81	79%	72%	84%	73%	75%	83%
Redoubt Y6	45	87%	83%	89%	86%	88%	83%
All Year 7	67	84%	84%	82%	77%	76%	96%
Redoubt Y7	24	83%	82%	86%	100%	71%	100%
All Year 8	93	80%	81%	78%	73%	85%	81%
Redoubt Y8	35	94%	93%	95%	100%	94%	100%

In red were the target group for 2025.

### Students and Groups of Students at Risk or in Need of Extension

Across all year levels (Years 1–8), student achievement data shows a generally positive trajectory from Term 1 (T1) to Term 4 (T4), particularly in the proportions of students achieving At or Above expectations.

- School-wide progress is strong, with 25–50% improvement from T1 to T4. Redoubt students outperform overall averages, particularly in Years 4, 5, and 8. Phase 1 (Y1–3) shows the most consistent growth, while Phase 3 (Y7–8) reveals increasing within-group variation.
- Girls outperform boys across most year levels, with the gap widening to 10–15% by Years 6–8. Māori and Pasifika learners show strong gains—especially Māori in Y3 (86%→100%) and Pasifika in Y6 (29%→75%)—but still trail Asian peers, who maintain the highest achievement levels.
- Asian and female students in Years 4–8, along with Redoubt cohorts, consistently achieve 85–95% “At/Above” and are provided with further activities to extend and enhance their learning.

### Teaching and Learning Strategies and initiatives carried out over the year

- The data has shown that the target group for next year should be **the 2026 Year 6 Boys and Year 6 Pasifika students. Boys are currently at 59% and Pasifika at 57%.** Next year we will aim for both groups to reach 75% at or above.
- Our Maths small group teacher, leadership, and syndicate teams will deliver focused small-group interventions, model effective practice, and continue professional learning aligned with the revised Mathematics & Statistics curriculum.
- Consistent daily maths instruction, strong use of data, interprofessional mentoring, and continuity across transitions will drive progress; high-achieving students (especially Years 4–8) will be extended through enrichment and leadership opportunities.