

# Redwood School Strategic Plan 2023

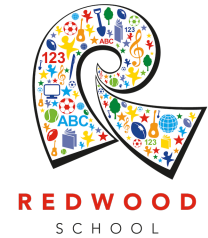


Redwood School is a community engaging and  
empowering lifelong learners



Principal: Zac Mills  
MoE # 2976

# Ko wai te Redwood?



**Ākonga at Redwood School are provided with opportunities through our curriculum to develop these outcomes: Kiritau (self belief & self confidence), Auhatanga (creativity), Whakamatemate (curiosity), Mahi Tahi (collaboration).**

*Our values which support this are:*

- RESPECTFUL

To treat with courtesy, to hold in high regard: to honour, to care about and celebrate success of themselves and others with kindness and empathy.

- RESPONSIBLE

To look after ourselves, each other, our belongings and our environment: to be trustworthy and accountable for our own learning, conduct and behaviour.

- EMPOWERED

To be armed with the tools to be confident and curious, to take on any challenges faced in the learning process and the learning environment.

- ENGAGED

To be motivated, active, interested, excited and connected with the learning process.

- DRIVEN to be LIFELONG LEARNERS

Always wanting to do our best and learn more for ourselves.



## **Cultural Diversity:**

The Board of Trustees respond to Te Tiriti o Waitangi to meet the demands of New Zealand's bicultural foundation. There is an emphasis on respecting and integrating Te ao, Tikanga and Te Reo Māori, weaving these into the day to day operations of Redwood School. We will use our consultation process to ensure we are meeting the needs of our Māori students, actively collecting information and utilising local resources. We encourage our students, staff and community to value and respect each other's cultures, embracing the diversity of all backgrounds within Redwood School. The school encourages whānau to be involved in our Rōpū Whānau Group. The Board has actively engaged with the NZSTA Hautu Tool and accesses professional development for the Board through other STA opportunities.

## **Kāhui Akō (Community of Learning)**

We continue to be a part of the Tawa Kāhui Akō. The foci for the Kāhui Akō in 2022 are: Tawa Tū - *Strengthening Cultural Diversity*, Tawa Hauora - *Strengthening Wellbeing* & Tawa Akō - *Strengthening Teaching and Learning*, Tawa Huanui - *Strengthening Transitions*.

## **School Organisation:**

Redwood School is a Decile 10 State educational primary school for Year 0-6 students. It is a Wellington urban school situated at the southern end of the Tawa Valley and opened on 2 February 1966. The school takes its name from the area of Tawa known as Redwood with both the Redwood area and Redwood Avenue named in recognition of Dr Francis William Redwood (1839-1935), Archbishop of Wellington. There are 19 classrooms, two group withdrawal teaching rooms, a library, hall, and an administrative area. The school site is on two levels with hard court areas, two areas with playground equipment, and a large playing field. Parents, caregivers and whānau pursue an active interest in our student's education. There is a strong sense of community with a wide range of sporting and cultural activities.

The school is divided into three syndicates: Kiwi (Years 0-2), Pūkeko (Year 3-4) and Kererū (Years 5-6) with a strong emphasis on Literacy, Numeracy and Integrated learning supported by an undertaking to utilise ICTs to enhance our learning programmes. Our learning programmes are a blend of explicit teacher instruction and a more student-led style. Both approaches place students at the centre of the learning. Our Investigation programme runs right through the school, and has a hands-on developmentally appropriate focus, which evolves into our InSTEAD (Investigation, Science, Technology, Environmental, Arts and Design) project-based learning in Pūkeko and Kererū syndicates.

All students are placed into one of our six houses. House Groups continue to focus on building a sense of community across the schools and leadership for our House Captains. The house groups have provided students with another avenue to interact with different students and staff across the school and continue to develop their identity in a variety of ways (as a class, a syndicate, a buddy class and a house member). The Student Council, initiated in 2020, has students representing all classes from Year 2 - 6, and supports student voice and leadership within our school.

## **Review of charter and consultation:**

We have an open door philosophy, where whānau are welcome anytime to give feedback to class teachers and the management team. Our staff, BOT, and community have all contributed to our strategic direction through consultation and review processes. Our self review process is ongoing. Community, staff and students were consulted on our local curriculum development in Term Two of 2019 giving us a clear direction for our curriculum and strategically. Student feedback through the Wellbeing@School survey also contributes to our strategic direction and annual goals.

# Strategic Overview



## ĀKONGA LEARNERS

### AKO - BEING A LEARNER

- ★ Students are engaged and empowered through a dynamic student-centred, culturally-responsive curriculum



## KAI AKO TEACHERS

### RANGATIRATANGA - BEING A LEADER

- ★ There is a culture of high performance and critical investigation



## WHĀNAU FAMILIES

### MANAAKITANGA - SUPPORTING AND RESPECTING EACH OTHER

- ★ There is a strong home/school partnership focused on learning and wellbeing



REDWOOD  
SCHOOL



## KAITIAKI GUARDIANS

### KAITIAKITANGA - GUARDIANSHIP AND PROTECTION





- ★ Resources (finance, property, environment) are well managed and developed







# Unpacking our goals

Whakataukī: **Rākau pai, hua pai (If the school is strong, the children are strong)**

Vision: **Redwood School is a community engaging and empowering lifelong learners**

Focus Areas	<b>Ākonga</b> 	<b>Kaiako</b> 	<b>Whānau</b> 	<b>Kaitiaki</b> 
Strategic Aims	<b>Ako - Being a learner</b> <ul style="list-style-type: none"> <li>★ Students are engaged and empowered through a dynamic student-centred, culturally-responsive curriculum</li> </ul>	<b>Rangatiratanga - Being a leader</b> <ul style="list-style-type: none"> <li>★ There is a culture of high performance and critical investigation</li> </ul>	<b>Manaakitanga - Supporting and respecting each other</b> <ul style="list-style-type: none"> <li>★ There is a strong home/school partnership focused on learning and wellbeing</li> </ul>	<b>Kaitiakitanga - Guardianship and protection</b> <ul style="list-style-type: none"> <li>★ Resources (finance, property, environment) are well managed and developed</li> </ul>
Annual Initiatives	<ul style="list-style-type: none"> <li>★ Continue to develop and implement Redwood School local curriculum, particularly focussing on Mathematics, Aotearoa New Zealand Histories and local contexts</li> <li>★ Continue to develop student leadership, agency and voice, with particular emphasis on Assessment for Learning and student goal setting</li> </ul>	<ul style="list-style-type: none"> <li>★ Unpack and interpret Aotearoa New Zealand Histories curriculum, and refreshed curriculum format</li> <li>★ Continue to develop understanding of best practice and progression in Mathematics and Assessment for Learning</li> <li>★ Upskill all staff's understanding of te ao and tikanga Māori and develop capability in te reo Māori</li> </ul>	<ul style="list-style-type: none"> <li>★ Embed reporting and goal setting practices that support Mauri Ora, utilising new SMS (HERO) and face to face connection</li> <li>★ Reinvigorate Rōpū Whānau group</li> <li>★ Continue to develop closer connections to all the cultures in our school</li> </ul>	<ul style="list-style-type: none"> <li>★ Ensure the school is well resourced (people, property, equipment, PLD)</li> <li>★ Build and develop closer whānau connection, and greater BOT visibility within our school community</li> <li>★ Continue to develop strategies to support staff and student wellbeing</li> </ul>
Success	<p>Learning is engaging, developmentally appropriate, and focused on students being active participants in their learning. Students feel a sense of belonging and are connected to their learning.</p>	<p>Staff are engaged and empowered, and supported to grow their practice</p>	<p>Whānau, staff, and students work collaboratively to ensure the best learning outcomes for students</p>	<p>The school continues to grow and develop its resources and connection to the community</p>

# 3 Year Outlook

Focus Areas	2023	2024	2025
<b>Ākonga</b> 	<ul style="list-style-type: none"> <li>★ Continue to develop and implement Redwood School local curriculum, particularly focussing on Mathematics, Aotearoa New Zealand Histories and local contexts</li> <li>★ Continue to develop student leadership, agency and voice, with particular emphasis on Assessment for Learning and student goal setting</li> </ul>	<ul style="list-style-type: none"> <li>★ Direction to be determined by previous year's full strategic review</li> </ul>	<ul style="list-style-type: none"> <li>★ Direction to be determined by previous year's full strategic review</li> </ul>
<b>Kaiako</b> 	<ul style="list-style-type: none"> <li>★ Unpack and interpret Aotearoa New Zealand Histories curriculum, and refreshed curriculum format</li> <li>★ Continue to develop understanding of best practice and progression in Mathematics and Assessment for Learning</li> <li>★ Upskill all staff's understanding of te ao and tikanga Māori and develop capability in te reo Māori</li> </ul>	<ul style="list-style-type: none"> <li>★ Direction to be determined by previous year's full strategic review</li> </ul>	<ul style="list-style-type: none"> <li>★ Direction to be determined by previous year's full strategic review</li> </ul>
<b>Whānau</b> 	<ul style="list-style-type: none"> <li>★ Embed reporting and goal setting practices that support Mauri Ora, utilising new SMS (HERO) and face to face connection</li> <li>★ Reinvigorate Rōpū Whānau group</li> <li>★ Continue to develop closer connections to all the cultures in our school</li> </ul>	<ul style="list-style-type: none"> <li>★ Direction to be determined by previous year's full strategic review</li> </ul>	<ul style="list-style-type: none"> <li>★ Direction to be determined by previous year's full strategic review</li> </ul>
<b>Kaitiaki</b> 	<ul style="list-style-type: none"> <li>★ Ensure the school is well resourced (people, property, equipment, PLD)</li> <li>★ Build and develop closer whānau connection, and greater BOT visibility within our school community</li> <li>★ Continue to develop strategies to support staff and student wellbeing</li> <li>★ Strategic review</li> </ul>	<ul style="list-style-type: none"> <li>★ Direction to be determined by previous year's full strategic review</li> </ul>	<ul style="list-style-type: none"> <li>★ Direction to be determined by previous year's full strategic review</li> </ul>

# 2023 Achievement Targets

## Target Area

## Writing

## Target

**Main Target - Increase the number of students achieving At and Above by 5%**  
**Sub Target - Increase the number of Māori students achieving At and Above by 5%**  
**Sub Target - Increase the number of Male students achieving At and Above by 5%**

## Baseline Data

Curriculum Judgements	Group	Working Towards	At	Above	At and Above
2021	All	19.7%	78.4%	2%	80.4%
	Male	29.2%	70.1%	0.7%	70.8%
	Female	10.8%	85.9%	3.3%	89.2%
	Māori	40.4%	59.6%	0%	59.6%
	Asian	12.8%	82.6%	4.6%	87.2%
	Pasifika	15.8%	84.2%	0%	84.2%

## Key Actions

**Focus on engagement, agency and goal setting using Redwood Writing Progressions**  
**Strengthen school-wide and syndicate planning**  
**Focus on writing across the curriculum and meaningful contexts**  
**Embed use of assessment using Redwood Writing Progressions**  
**Data tracking and analysis**  
**Coaching, walkthroughs and goal setting**

## Success Measures

**Increased engagement and agency**  
**Increase in percentage of students achieving at or above**  
**Male and Māori student numbers Working Towards are reduced**

# 2023 Achievement Targets

## Target Area

Reading: Years 1 - 4

## Target

By the end of Year 1 90% of students will be reading Within or Above the wedge  
By the end of Year 2 90% of students will be reading Within or Above the wedge  
By the end of Year 3 90% of students will be reading Within or Above the wedge  
By the end of Year 4 90% of students will be reading at Level 2 of the curriculum

## Baseline Data

Curriculum Judgements	Group (Whole School)	Working Towards	At	Above	At and Above
2021	All	8.1%	82.6%	9.3%	91.9%
	Male	9.4%	82.5%	8.2%	90.7%
	Female	7%	82.6%	9.3%	91.9%
	Māori	21.5%	78.5%	0%	78.5%
	Asian	3.5%	82.5%	14%	86.5%
	Pasifika	5.3%	89.5%	5.3%	94.8%

## Key Actions

Focussed guided reading instruction  
Year 1 structured literacy programme  
Regular reading assessment / running records  
Regular discussion at Syndicate Meetings  
Termly analysis of data and wedge graphs  
Reading Recovery and Quick 60 programmes

## Success Measures

Increased engagement and agency  
Increase in percentage of students achieving at or above

# 2023 Achievement Targets

## Target Area

### Mathematics: Year 1 - 6

## Target

Main Target - Increase the number of students achieving above their curriculum level by 5%  
 Sub Target - Increase the number of Māori students achieving at and above by 5%  
 Sub Target - Increase the number of Female students achieving at and above by 5%

## Baseline Data

Curriculum Judgements	Group	Working Towards	At	Above	At and Above
2021	All	16%	73%	11%	84%
	Male	15.2%	70.8%	14%	84.8%
	Female	16.7%	75.1%	8.2%	83.3%
	Māori	26.2%	69%	4.8%	73.8%
	Asian	12.8%	69.8%	17.4%	87.2%
	Pasifika	15.8%	78.9%	5.3%	84.2%

## Key Actions

Whole school PLD on Assessment for Learning, particularly in Mathematics  
 Strengthen school-wide and syndicate planning  
 Development of school-wide progressions  
 Syndicate discussions on extension of students  
 Data tracking and analysis  
 Coaching, walkthroughs and goal setting

## Success Measures

Increased engagement and agency  
 Increase in percentage of students achieving at or above



# Why we are working on what we are working on

## Ākonga



We did not have a personalised local curriculum that clearly outlined the learning priorities for Redwood School. Consultation with the community in 2019 gave a clear mandate as to what we should prioritise. These have been encapsulated in our Learning Outcomes and RED Values, and our commitment to developing our Investigation and InSTEAD learning. The 3 threads of our curriculum: Iho Marau Mātaranga, Akoranga Pāhekoheko and Hauora also came through strongly.

We have identified that professional learning and a review of our teaching of Mathematics was required, and we are embarking on the second year of professional learning around this. We believe this work will strengthen our position to adopt the refreshed curriculum. Our assessment practices needed revising so that teachers were better utilising information readily at hand in class to inform their planning and teaching. This Assessment for Learning focus is also informing our focus on student goal setting and reporting, leading to greater engagement and agency.

We continue to explore the Aotearoa New Zealand Histories curriculum and want to work with local iwi and other groups to unpack what this curriculum means for us with a local context. This is also a focus for our Kāhui Ako.

## Kaiako



We want to equip our staff with a good understanding of the new curriculum format and particularly the Aotearoa New Zealand Histories curriculum.

Emerging from National Standards a culture of assessment for compliance and making judgements was well established. To truly enable student agency and to support focussed teaching we need to move to a model focused on Assessment for Learning. In Maths we have identified the need for clear progressions across every year level so that learning is seamless, and teachers are able to assess accurately where students are at. Ultimately, we want students to know clearly what their next steps in learning are and how they are progressing. Reporting systems, also, still have the shadow of National Standards on them. We are working with our community to establish what information is important for them to know about achievement and progress, and how best we can deliver this information.

Through internal review and teacher's professional growth cycle we have identified that all teachers wish to become more adept at using te reo Māori in their classes so that they can weave it seamlessly through the day, as well as explicitly instructing students in the use of te reo. A focus on te ao Māori gives context to the te reo, but also enables syndicates to more authentically include Māori perspectives in their learning. This is an essential part of the ANZ Histories curriculum, but should be in all curriculum areas. We hope this foci will support Māori achievement.

## Whānau



Over the past few years the school has utilised a variety of ways to effectively communicate student learning and progress to whānau. The number of tools to do this has increased, including digitally. We want to work with whānau to understand what information they want about their child's learning and progress, and how best we can deliver this information, whilst supporting teacher workload, student agency and a holistic approach to student achievement. A new SMS system will support us in this endeavour.

Our numbers of students identifying as Māori are growing. It is important to us as a school that we honour Te Tiriti o Waitangi and develop approaches that are culturally responsive. Working with our Māori whānau will support us on this journey and help us to ensure positive learning outcomes for our Māori students.

Our school is increasing multi-cultural. If we are to be truly culturally responsive we need to build strong connections with all the ethnic groups in our school, and celebrate the diversity Redwood School has.

## Kaitiaki



As a relatively new BOT we have identified the need to grow our presence amongst our school community. The last few years have made this difficult to do and as a result many of the community do not have a clear understanding of the role the BOT play, or a strong connection to the BOT. We want to improve that. The school's property has some challenges. 3 of the blocks have been identified as leaky, and our Junior block is in need of some modernisation. As a BOT we are determined to provide the best learning environment for our students. Our philosophy is that learning takes place everywhere, and as a result our grounds, as well as classrooms, need to support that to the best of our abilities.

It is important that we use the finances we have to properly resource the school to support our curriculum and Learning Outcomes. To do this it is important that the BOT and Leadership manage the roll and budget carefully to ensure we can support our strategic plan.

2020/21/22 put an obvious strain on staff wellbeing. It is important that we consciously develop systems to support wellbeing, rather than just being reactive and ad hoc so that staff are well placed to look after their own wellbeing.

## Targets



Our 2019 Community Consultation gave us a strong mandate for maintaining a close focus on achievement in Reading, Writing and Maths. Our targets are focused on increasing student achievement and increasing equity of outcomes for all learners. They are grounded in our Guiding principle of Hiranga (Excellence / High Expectations).

Last year our achievement levels dropped across the board. 2022 was an extremely disrupted year with staff and student absences, and we hope this was an anomaly. However, we have continued with our target from previous years, as we want to maintain high expectations for our students.

For the last few years Writing has been a school-wide PLD focus. We have developed our Redwood Writing Progressions to support planning, teaching, learning, assessment and student agency. From our 2020 we have identified that writing continues to be an area of focus. Whilst this is a whole school goal, sub groups that we are particularly focusing on are our Male and Māori students.

There has been a distinct change in our Reading data in the first 3 years of learning. Students are arriving at school with less alphabet knowledge and oral language development, and as a result are generally taking longer to make progress in their reading. This year we have a particular lens on Reading for Years 1 - 4, supported by our new Year 1 structured literacy programme.

Generally, our students achieve well in Mathematics. However, we have noticed that fewer students are achieving above their curriculum level than in previous years. This is especially true for our Māori and Female students. We believe that with the right support we have a number of students who are capable of achieving above their curriculum level.

Our guiding whakatauki

**Rākau pai, hua pai** - A strong tree, bears strong fruit (If the school is strong, the children are strong)



# REDWOOD SCHOOL Annual Plan 2023



## OUR VISION

**REDWOOD SCHOOL IS A COMMUNITY ENGAGING AND EMPOWERING LIFELONG LEARNERS**

## OUR VALUES

**RESPECTFUL**

**RESPONSIBLE**

**ENGAGED**

**EMPOWERED**

**DRIVEN TO BE A LIFELONG LEARNER**

## OUR LEARNING OUTCOMES

**KIRITAU**

Self Esteem / Self Worth

**AUAHATANGA**

Creativity

**WHAKAMATEMATE**

Curiosity

**MAHI TAHI**

Collaboration

## OUR STRATEGIC GOALS

## OUR INITIATIVES

## OUR SUCCESS

### ĀKONGA

Students are engaged and empowered through a dynamic student-centred, culturally-responsive curriculum

Continue to develop and implement Redwood School local curriculum, particularly focussing on Mathematics, Aotearoa New Zealand Histories and local contexts  
Continue to develop student leadership, agency and voice, with particular emphasis on Assessment for Learning and student goal setting

Learning is engaging, developmentally appropriate, and focused on students being active participants in their learning. Students feel a sense of belonging and are connected to their learning.

### KAIAKO

There is a culture of high performance and critical investigation

Unpack and interpret Aotearoa New Zealand Histories curriculum, and refreshed curriculum format  
Continue to develop understanding of best practice and progression in Mathematics and Assessment for Learning  
Upskill all staff's understanding of te ao and tikanga Māori and develop capability in te reo Māori

Staff are engaged and empowered, and supported to grow their practice

### WHĀNAU

There is a strong home/school partnership focused on learning and wellbeing

Embed reporting and goal setting practices that support Mauri Ora, utilising new SMS (HERO) and face to face connection  
Reinvigorate Rōpū Whānau group  
Continue to develop closer connections to all the cultures in our school

Whānau, staff, and students work collaboratively to ensure the best learning outcomes for students

### KAITIAKI

Resources (finance, property, environment) are well managed and developed

Ensure the school is well resourced (people, property, equipment, PLD)  
Build and develop closer whānau connection, and greater BOT visibility within our school community  
Continue to develop strategies to support staff and student wellbeing

The school continues to grow and develop its resources and connection to the community



## OUR GUIDING PRINCIPLES

**WHĀNAUNGATANGA**  
Relationships

**HIRANGA**  
Excellence

**E NGĀ REO**  
All voices

**RANGAHAU**  
Investigation

**ORANGA**  
Wellbeing

# Links to Nation Education and Learning Priorities (NELP)



OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3
	<b>LEARNERS AT THE CENTRE</b>	<b>BARRIER FREE ACCESS</b>	<b>QUALITY TEACHING AND LEADERSHIP</b>
	Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau



OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
	<b>LEARNERS AT THE CENTRE</b>	<b>BARRIER FREE ACCESS</b>	<b>QUALITY TEACHING AND LEADERSHIP</b>	<b>FUTURE OF LEARNING AND WORK</b>
	Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning that is relevant to the lives of New Zealanders today and throughout their lives



OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
	<b>LEARNERS AT THE CENTRE</b>	<b>BARRIER FREE ACCESS</b>	<b>QUALITY TEACHING AND LEADERSHIP</b>	<b>FUTURE OF LEARNING AND WORK</b>
	Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning that is relevant to the lives of New Zealanders today and throughout their lives



OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3
	<b>LEARNERS AT THE CENTRE</b>	<b>BARRIER FREE ACCESS</b>	<b>QUALITY TEACHING AND LEADERSHIP</b>
	Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau



# Annual Plan - Ākonga

## Ako - Being a learner

Students are engaged and empowered through a dynamic student-centred, culturally-responsive curriculum



50 day Benchmarks	End of Term 1	End of Term 2	End of Term 3	End of Term 4
Continue to develop and implement Redwood School local curriculum, particularly focussing on Mathematics, Aotearoa New Zealand Histories and local contexts	<ul style="list-style-type: none"> <li>Number knowledge, Place Value and Statistic progressions developed and used</li> <li>Place Value being actively taught in classrooms</li> <li>Staff have unpacked Refreshed Curriculum format (Understand, Know, Do)</li> </ul>	<ul style="list-style-type: none"> <li>Number Strategies progression developed</li> <li>Fractions progression revised and updated</li> <li>Aotearoa New Zealand Histories Yr 3 and Yr 6 progress outcomes unpacked</li> <li>Leadership group working with Ngāti Toa / KA to develop understanding of local contexts</li> </ul>	<ul style="list-style-type: none"> <li>Geometry (Space) progression developed</li> <li>All Mathematics progressions revised in line with Curriculum Refresh</li> <li>Aotearoa New Zealand Histories actively being built into syndicate planning</li> </ul>	<ul style="list-style-type: none"> <li>'Draft' progressions for all stands and aspects developed and loaded into HERO</li> <li>Redwood Scope and Sequence developed for phonics (structured literacy)</li> <li>'Do' Aotearoa New Zealand Histories Progress Outcomes for Years 1- 6 developed</li> </ul>
Continue to develop student leadership, agency and voice, with particular emphasis on Assessment for Learning and student goal setting	<ul style="list-style-type: none"> <li>Consistent criteria for student books, use of modelling books and teacher marking and feedback developed</li> <li>Workshops on explicit teaching (including Learning Intentions and Success Criteria), cognitive load and Science of Learning delivered</li> <li>House Captains appointed</li> <li>Student Council established</li> </ul>	<ul style="list-style-type: none"> <li>Staff taught how to post and share in HERO</li> <li>Students taught how to reflect using Learning Intentions and Success criteria and rubrics</li> <li>Students can articulate their current learning goals</li> <li>Student Council meeting regularly and action plan developed</li> </ul>	<ul style="list-style-type: none"> <li>Students can post learning reflections in HERO</li> <li>New Student Council leaders introduced</li> </ul>	<ul style="list-style-type: none"> <li>Students regularly post learning reflections in HERO</li> <li>Year 5 &amp; 6 student self-report</li> <li>Student Council action plan reflected on</li> <li>Student Leadership celebration (House Captains, Road Patrollers, Librarians, Councillors, Kapa Haka leaders)</li> </ul>

# Annual Plan - Ākonga

## Ako - Being a learner

Students are engaged and empowered through a dynamic student-centred, culturally-responsive curriculum



Continue to develop and implement Redwood School local curriculum, particularly focussing on Mathematics, Aotearoa New Zealand Histories and local contexts

Actions	Who	Resources	Indicators/Measures of Success
Number knowledge, Place Value and Statistic progressions developed and used	Leadership team, Maths team	Staff Meetings, PLD application, Maths resources	Teachers have a clear understanding of what to teach students. Students have a clear understanding of what they are learning and their next steps
Place Value being actively taught in classrooms	Maths team, Teachers	Planning time	All students are actively being taught key concepts in place value
Staff have unpacked Refreshed Curriculum format (Understand, Know, Do)	Leadership team, ANZ Histories team	Staff Meeting, Staff Only Day	All staff are familiar with refreshed curriculum format
Number Strategies progression developed	Leadership team, Maths team	Staff Meetings, PLD application, Maths resources	Teachers have a clear understanding of what to teach students. Students have a clear understanding of what they are learning and their next steps
Fractions progression revised and updated	Leadership team, Maths team	Staff Meetings, PLD application, Maths resources	Teachers have a clear understanding of what to teach students. Students have a clear understanding of what they are learning and their next steps
Aotearoa New Zealand Histories Yr 3 and Yr 6 progress outcomes unpacked	Leadership team, ANZ Histories team	Staff Meeting, Staff Only Day	All staff are familiar with ANZ Histories progress outcomes
Leadership group working with Ngāti Toa / KA to develop understanding of local contexts	WSL, Leadership team, Kāhui Ako	Opportunities to meet with Ngāti Toa	Local context authentically woven into school local curriculum

# Annual Plan - Ākonga

## Ako - Being a learner

Students are engaged and empowered through a dynamic student-centred, culturally-responsive curriculum



Continue to develop and implement Redwood School local curriculum, particularly focussing on Mathematics, Aotearoa New Zealand Histories and local contexts

Actions	Who	Resources	Indicators/Measures of Success
Geometry (Space) progression developed	Leadership team, Maths team	Staff Meetings, PLD application, Maths resources	Teachers have a clear understanding of what to teach students. Students have a clear understanding of what they are learning and their next steps
All Mathematics progressions revised in line with Curriculum Refresh	Leadership team, Maths team	Staff Meetings, PLD application, Maths resources	Teachers have a clear understanding of what to teach students. Students have a clear understanding of what they are learning and their next steps
Aotearoa New Zealand Histories actively being built into syndicate planning	ANZ Histories team	Staff Meetings, Syndicate Meetings	ANZ Histories curriculum being actively taught in classes
'Draft' progressions for all stands and aspects developed and loaded into HERO	Leadership team, HERO Implementation team	Time, HERO Support	School wide progressions for Writing and Mathematics are uploaded onto HERO for use by teachers
Redwood Scope and Sequence developed for phonics (structured literacy)	Literacy Team	Time, Syndicate Meetings	Year 1 team are familiar with scope and sequence for structured literacy and lessons have been designed to support the progression
'Do' Aotearoa New Zealand Histories Progress Outcomes for Years 1- 6 developed	ANZ Histories team, Leadership Team	Time, Staff meetings	A clear progression of skills has been identified and documented to support teacher planning

# Annual Plan - Ākonga

## Ako - Being a learner

Students are engaged and empowered through a dynamic student-centred, culturally-responsive curriculum



Continue to develop student leadership, agency and voice, with particular emphasis on Assessment for Learning and student goal setting

Actions	Who	Resources	Indicators/Measures of Success
Consistent criteria for student books, use of modelling books and teacher marking and feedback developed	Syndicates, Leadership team	Meeting time	Clear expectations for students and teachers about how books should be presented and used has been developed
Workshops on explicit teaching (including Learning Intentions and Success Criteria), cognitive load and Science of Learning delivered	Zac, Leadership team	Staff meetings	All staff understand key principles of the science of learning and expectations for lesson design and instruction
House Captains appointed	Leadership Team	Time	Each house has two student leaders
Student Council established	Teachers, Zac, Leadership Team	Regular Meeting Time, kai	Student Council is meeting regularly
Staff taught how to post and share in HERO	Leadership Team, HERO Implementation team	Staff Meetings, Syndicate Meetings, Tech brekkies	Teachers know how to post on Student feed and Individual Feeds
Students taught how to reflect using Learning Intentions and Success criteria and rubrics	Leadership Team, Syndicate teams	Staff Meetings, Syndicate Meetings, Tech brekkies	Students have regular opportunities to reflect on their learning
Students can articulate their current learning goals	Syndicate Teams	Curriculum progressions	Students and teachers collaboratively derive goals using curriculum progressions. Students know their next steps in Maths and Writing
Student Council meeting regularly and action plan developed	Students Council, Leadership Team	Regular Meeting Time, kai	Regular meeting time established and happening

# Annual Plan - Ākonga

## Ako - Being a learner

Students are engaged and empowered through a dynamic student-centred, culturally-responsive curriculum



Continue to develop student leadership, agency and voice, with particular emphasis on Assessment for Learning and student goal setting

Actions	Who	Resources	Indicators/Measures of Success
Students can post learning reflections in HERO	HERO Implementation team, Teachers	HERO, Curriculum progressions	Year 5 & 6 students have put some learning posts on their HERO profile
New Student Council leaders introduced	Teachers, Zac, Leadership Team	Regular Meeting Time, kai	New student councillors are well transitioned
Students regularly post learning reflections in HERO	HERO Implementation team, Teachers	HERO, Curriculum progressions	Year 5 & 6 students are regularly putting learning posts on their HERO profile
Year 5 & 6 student self-report	Leadership Team, Kererū Syndicate	Self report template	Year 5 & 6 students complete an end of year report / reflection on their learning
Student Council action plan reflected on	Zac, Leadership Team	Regular Meeting Time, kai	Projects have been actioned with a plan for 2024 developed
Student Leadership celebration (House Captains, Road Patrollers, Librarians, Councillors, Kapa Haka leaders)	Zac, Leadership Team, Kererū team	Cost of celebration / trip	A successful reward day has been planned and executed



# Annual Plan - Kaiako

## Rangatiratanga - Being a Leader

There is a culture of high performance and critical investigation



50 day Benchmarks	End of Term 1	End of Term 2	End of Term 3	End of Term 4
Unpack and interpret Aotearoa New Zealand Histories curriculum, and refreshed curriculum format, with a focus on local contexts	<ul style="list-style-type: none"> <li>Staff have unpacked Curriculum Refresh format (Understand, Know, Do)</li> </ul>	<ul style="list-style-type: none"> <li>Aotearoa New Zealand Histories Yr 3 and Yr 6 progress outcomes unpacked</li> <li>Aotearoa New Zealand Histories being woven into syndicate InSTEAD / Investigation Plans</li> <li>Leadership group working with Ngāti Toa / KA to develop understanding of local contexts</li> </ul>	<ul style="list-style-type: none"> <li>'Do' Aotearoa New Zealand Histories Progress Outcomes for Years 1- 6 being developed</li> <li>Identification and 'curation' of Tawa-specific local stories and Ngāti Toa stories has begun</li> </ul>	<ul style="list-style-type: none"> <li>Staff have confidence with Curriculum Refresh format (Understand, Know, Do), particularly with regard to Aotearoa New Zealand Histories Curriculum</li> <li>'Do' Aotearoa New Zealand Histories Progress Outcomes for Years 1- 6 developed</li> </ul>
Continue to develop understanding of best practice and progression in Mathematics and Assessment for Learning	<ul style="list-style-type: none"> <li>See Ākonga Maths Benchmarks</li> <li>Consistent criteria for student books, use of modelling books and teacher marking and feedback developed</li> <li>Workshops on explicit teaching (including Learning Intentions and Success Criteria), cognitive load and Science of Learning delivered</li> <li>Assessment guide for Maths developed</li> <li>Planning Checks</li> </ul>	<ul style="list-style-type: none"> <li>See Ākonga Maths Benchmarks</li> <li>'Balanced Maths Diet' unpacked</li> <li>Student book checks</li> <li>Student goal setting in Maths</li> <li>Target students in Mathematics identified and monitored</li> <li>Coaching happening regularly</li> </ul>	<ul style="list-style-type: none"> <li>See Ākonga Maths Benchmarks</li> <li>Teacher observations of Maths lessons have occurred (Balanced Maths Diet focus)</li> <li>Coaching happening regularly</li> </ul>	<ul style="list-style-type: none"> <li>See Ākonga Maths Benchmarks</li> <li>Student book checks</li> <li>Student goal setting in Maths</li> <li>Target students in Mathematics achievement reviewed</li> </ul>
Upskill all staff's understanding of Te ao and Tikanga Māori and develop capability in Te reo Māori	<ul style="list-style-type: none"> <li>Strengthen staff's understanding of pepeha and its purpose</li> <li>Develop pepeha guide (slides) for teaching pepeha that is culturally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Weekly phrases to incorporate into everyday classroom life are being shared with staff</li> <li>All staff are familiar with Mauri Ora model and the language and concepts that sit behind it</li> </ul>	<ul style="list-style-type: none"> <li>Te ao and te reo units of learning developed for all syndicates culminating in Te wiki o te reo Māori 2023</li> <li>Continue to introduce phrases that support daily use of te reo in the class</li> </ul>	<ul style="list-style-type: none"> <li>Review staff te reo progress and confidence</li> <li>All staff have developed and feel confident delivering their pepeha</li> </ul>

# Annual Plan - Kaiako

## Rangatiratanga - Being a Leader

There is a culture of high performance and critical investigation



Unpack and interpret Aotearoa New Zealand Histories curriculum, and refreshed curriculum format, with a focus on local contexts

Activity/Output	Who	Resources	Indicators/Measures of Success
Staff have unpacked Curriculum Refresh format (Understand, Know, Do)	ANZ Histories team / Leadership	Staff meeting time	All staff are familiar with the format of the refreshed curriculum
Aotearoa New Zealand Histories Yr 3 and Yr 6 progress outcomes unpacked	ANZ Histories team / Leadership	Staff meeting time	All syndicates are familiar with the progress outcomes
Aotearoa New Zealand Histories being woven into syndicate InSTEAD / Investigation Plans	Syndicates	Planning time	Clear links to ANZ Histories curriculum made in syndicate plans
Leadership group working with Ngāti Toa / KA to develop understanding of local contexts	ANZ Histories team / Leadership	Release	Key local contexts within Tawa / Porirua have been identified
Identification and 'curation' of Tawa-specific local stories and Ngāti Toa stories has begun	Kāhui Ako / ANZ Histories team / Leadership	Release	A compendium of local stories has been curated
Staff have confidence with Curriculum Refresh format (Understand, Know, Do), particularly with regard to Aotearoa New Zealand Histories Curriculum	ANZ Histories team / Leadership	Staff meeting time	There is confidence from teaching staff about all aspects of the ANZ Histories curriculum and how it can be delivered
Do' Aotearoa New Zealand Histories Progress Outcomes for Years 1- 6 developed	Kāhui Ako / ANZ Histories team / Leadership	Release	A clear progression of the skills of being a historian have been developed from Years 1 - 6

# Annual Plan - Kaiako

## Rangatiratanga - Being a Leader

There is a culture of high performance and critical investigation



### Continue to develop understanding of best practice and progression in Mathematics and Assessment for Learning

Activity/Output	Who	Resources	Indicators/Measures of Success
Consistent criteria for student books, use of modelling books and teacher marking and feedback developed	Syndicates / Leadership	Meeting Time	All classes using consistent criteria and approaches based on syndicate expectations
Workshops on explicit teaching (including Learning Intentions and Success Criteria), cognitive load and Science of Learning delivered	Leadership	Meeting Time	Planning checks, walkthroughs and observations demonstrate use of the principles of the Science of Learning in teaching programmes
Assessment guide for Maths developed	Leadership / Maths team	Release	All staff are clear about expectations and tools used to assess mathematics and have an understanding of how to use these tools
Planning Checks	Leadership / Teachers	Release	Planning reflects expected practice and demonstrates a range of curriculum areas being covered each week
'Balanced Maths Diet' unpacked	Leadership / Maths team	Meeting Time	All staff have an understanding of what a 'Balanced Maths Diet' looks like in their maths programmes. This is reflected in teaching and planning
Student book checks	Leadership	Release	Student work reflects expected practice and expectations
Student goal setting in Maths	Students / Teachers / Leadership	Release / Meeting Time / HERO	Students are able to articulate what their next steps in mathematics are and can assess when they've achieved their goals
Target students in Mathematics identified and monitored	Teachers / Maths Team	Release	Teachers are aware of students vulnerable in their maths achievement and have plans to address their progress
Coaching happening regularly	Teachers / Leadership	Release	All teachers are being coached regularly
Teacher observations of Maths lessons have occurred (Balanced Maths Diet focus)	Leadership	Release	Practice reflects expectations, including Balanced maths Diet and Science of Learning principles

# Annual Plan - Kaiako

## Rangatiratanga - Being a Leader

There is a culture of high performance and critical investigation



Upskill all staff's understanding of Te ao and Tikanga Māori, and develop capability in Te reo Māori

Activity/Output	Who	Resources	Indicators/Measures of Success
Strengthen staff's understanding of pepeha and its purpose	Leadership / Cultural Responsiveness Team	PLD - Te reo Tuesdays	Staff understand the purpose of pepeha and how to teach this appropriately
Develop pepeha guide (slides) for teaching pepeha that is culturally appropriate	Leadership / Cultural Responsiveness Team	Release	Pepeha is being taught appropriately, with students personalising their pepeha to suit them
Weekly phrases to incorporate into everyday classroom life are being shared with staff	Leadership / Cultural Responsiveness Team	PLD - Te reo Tuesdays	More incidental and deliberate te reo Māori being used in classes
All staff are familiar with Mauri Ora model and the language and concepts that sit behind it	Leadership / Cultural Responsiveness Team	Meeting Time	Staff feel confident using the Mauri Ora model reflecting about themselves and their students
Te ao and te reo units of learning developed for all syndicates culminating in Te wiki o te reo Māori 2023	Syndicates	Meeting Time	Te ao and te reo Māori authentically woven into syndicate units of learning
Continue to introduce phrases that support daily use of te reo in the class	Leadership / Cultural Responsiveness Team	PLD - Te reo Tuesdays	More incidental and deliberate te reo Māori being used in classes
Review staff te reo progress and confidence	Leadership / Cultural Responsiveness Team	Meeting Time / Release	
All staff have developed and feel confident delivering their pepeha	Leadership / Cultural Responsiveness Team	PLD / Meeting Time / Release	Staff feel confident delivering their pepeha

# Annual Plan - Whānau

## Manaakitanga - Supporting and caring for others

There is a strong home/school partnership focused on learning and wellbeing



50 day Benchmarks	End of Term 1	End of Term 2	End of Term 3	End of Term 4
Embed reporting and goal setting practices that support Mauri Ora, utilising new SMS (HERO) and face to face connection	<ul style="list-style-type: none"> <li>• 'Non-negotiables' for writing developed</li> <li>• Unaided piece of writing collected and marked against 'non-negotiables'</li> <li>• Student writing goals derived from this unaided piece</li> <li>• Staff workshops on HERO, Explicit teaching, Feedback and Science of Learning have happened</li> <li>• Coaching sessions relate to Explicit Teaching, LIs / SCs, Feedback</li> <li>• Meet the syndicate / teacher (Week 3)</li> <li>• Parent Teaching Conferences (Week 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff taught how to post and share in HERO</li> <li>• Students taught how to reflect using Learning Intentions and Success criteria and rubrics</li> <li>• Students can articulate their current learning goals</li> <li>• Mid year reporting has happened (Week 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Students can post learning reflections in HERO</li> </ul>	<ul style="list-style-type: none"> <li>• Students regularly post learning reflections in HERO</li> <li>• Year 5 &amp; 6 student self-report</li> <li>• End of Year report shared via HERO</li> </ul>
Reinvigorate Rōpū Whānau group	<ul style="list-style-type: none"> <li>• Cultural Responsiveness team to individually connect with every Māori whānau during Term 1</li> <li>• Invitation to a hui (Week 8)</li> </ul>	<ul style="list-style-type: none"> <li>• Actions to be determined from whānau hui and individual communication</li> <li>• Cultural Responsiveness team action plan developed</li> <li>• Rōpū Whānau meeting regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Actions to be determined from whānau hui and individual communication</li> <li>• Rōpū Whānau meeting regularly</li> <li>• Strategic Consultation with Rōpū Whānau</li> </ul>	<ul style="list-style-type: none"> <li>• Actions to be determined from whānau hui and individual communication</li> <li>• Rōpū Whānau meeting regularly</li> </ul>
Continue to develop closer connections to all the cultures in our school	<ul style="list-style-type: none"> <li>• Tuesday 21 March - Whānaungatanga Day</li> <li>• Syndicate learning about personal identity</li> <li>• Pepeha learning reflects Redwood's cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of reference groups</li> <li>• Cultural Responsiveness team action plan developed</li> </ul>	<ul style="list-style-type: none"> <li>• ANZ Histories units to encompass the experience of many cultures</li> <li>• Strategic Consultation with reference groups</li> </ul>	



# Annual Plan - Whānau

Manaakitanga - Supporting and caring for others



Embed reporting and goal setting practices utilising new SMS (HERO) and face to face connection

Activity/Output	Who	Resources	Indicators/Measures of Success
Non-negotiables' for writing developed	Syndicates	Meeting Time	All students know and understand the 'non-negotiable of writing. These are used in writing every day.
Unaided piece of writing collected and marked against 'non-negotiables'	Teachers	Time in class / Marking Time	All students have produced an unaided piece of writing to give a baseline of their capabilities against the 'non-negotiables'
Student writing goals derived from this unaided piece	Teachers / Students	Goal setting time	All students have a clear writing goal based on 'non-negotiables'
Staff workshops on HERO, Explicit teaching, Feedback and Science of Learning have happened	Leadership / Staff	Meeting Time	Staff are able to use HERO and have a clear understanding of the principles of the Science of Learning, especially Explicit Instruction and Feedback
Coaching sessions relate to Explicit Teaching, LIs / SCs, Feedback	Leadership / Staff	Coaching Time	Coaching sessions are happening and are connected to Science of Learning principles
Meet the syndicate / teacher (Week 3)	Syndicates / Whānau	Parent Evening	Whānau have a clear understanding of the expectations in each syndicate / class
Parent Teaching Conferences (Week 10)	Teachers / Whānau	Parent Evenings	Whānau are clear about student levels of attainment and current learning goals
Staff taught how to post and share in HERO	Staff	Meeting / PLD Time	All staff feel confident with sharing classroom and learning posts on HERO

# Annual Plan - Whānau

Manaakitanga - Supporting and caring for others



Embed reporting and goal setting practices utilising new SMS (HERO) and face to face connection

Activity/Output	Who	Resources	Indicators/Measures of Success
Students taught how to reflect using Learning Intentions and Success Criteria and Rubrics	Teachers / Students	Teaching Time	Students are regularly self-reflecting on Learning Intentions, Success Criteria and are able to use Rubrics
Students can articulate their current learning goals	Teachers / Students	Teaching Time	Students know their personal learning goals
Mid year reporting has happened (Term 2 Week 10)	Teachers	Report Writing Time	Student reports shared to whānau via HERO
Students can post learning reflections in HERO	Teachers / Students	Teaching Time	Students can log in to HERO and post learning reflections
Students regularly post learning reflections in HERO	Teachers / Students	Teaching Time	Students are regularly posting learning reflections on HERO
Year 5 & 6 student self-report	Teachers / Students	Teaching Time	All Year 5 and 6 students write their own reports to share with whānau and next year's teachers
End of Year report shared via HERO	Teachers	Report Writing Time	Student reports shared to whānau via HERO

# Annual Plan - Whānau

## Manaakitanga - Supporting and caring for others

There is a strong home/school partnership focused on learning and wellbeing



### Reinvigorate Rōpū Whānau group

Activity/Output	Who	Resources	Indicators/Measures of Success
Cultural Responsiveness team to individually connect with every Māori whānau during Term 1	Cultural Responsiveness team	Time	All Māori students and their whānau identified and contacted
Invitation to a hui (Term 1 Week 8)	Cultural Responsiveness team / BOT / Leadership	Time / Money for kai	All Māori whānau invited for kai and whanaungatanga
Actions to be determined from whānau hui and individual communication	Whānau / Cultural Responsiveness Team	Time	Clear list of actions derived from whānau feedback
Cultural Responsiveness team action plan developed	Whānau / Cultural Responsiveness team / Leadership	Time / Meeting Time	A clear action plan has been developed from feedback from whānau
Rōpu Whānau meeting regularly	Whānau / Cultural Responsiveness Team	Time / Money for kai	Rōpu Whānau is self sustaining
Strategic Consultation with Rōpū Whānau	Whānau / Cultural Responsiveness team / Leadership / BOT	Time	Whānau have had opportunities to feedback into the strategic consultation and have ownership of new strategic plan

# Annual Plan - Whānau

## Manaakitanga - Supporting and caring for others

There is a strong home/school partnership focused on learning and wellbeing



Continue to develop closer connections to all the cultures in our school

Activity/Output	Who	Resources	Indicators/Measures of Success
Tuesday 21 March - Whānaungatanga Day	House Captains / Zac	Promotion / Time	Students ahem fund day exploring each others' cultures
Syndicate learning about personal identity	Syndicates	Planning Time	Students find out about themselves and their whānau, sharing their learning
Pepeha learning reflects Redwood's cultural diversity	Leadership / Syndicates	Planning Time	Students can write their pepeha in a culturally accurate and sensitive way. They understand the importance of pepeha and their pepeha is personalised not just template based
Establishment of reference groups	BOT / Leadership	Time	The school has a range of established groups to 'consult' with
Cultural Responsiveness team action plan developed	Cultural Responsiveness Team / Leadership	Meeting Time	There is a clear plan for the year with measurable actions
ANZ Histories units to encompass the experience of many cultures	Syndicates	Planning Time	A range of perspectives are included in our ANZ Histories units
Strategic Consultation with reference groups	BOT / Leadership	Strategic Consultation / Meeting Time	Whānau have had opportunities to feedback into the strategic consultation and have ownership of new strategic plan

# Annual Plan - Kaitiaki

## Kaitiakitanga - Guardianship and protection

Resources (finance, property, environment) are well managed and developed



50 day Benchmarks	End of Term 1	End of Term 2	End of Term 3	End of Term 4
Ensure the school is well resourced (people, property, equipment, PLD)	<ul style="list-style-type: none"> <li>Regular updates and monitoring against the annual plan to inform resourcing needs</li> <li>BOT oversight of property maintenance and cleaning</li> <li>Implementation of weather tightness remediation programme begins</li> <li>Monitoring of the budget</li> </ul>	<ul style="list-style-type: none"> <li>Regular updates and monitoring against the annual plan to inform resourcing needs</li> <li>BOT oversight of property maintenance and cleaning</li> <li>Implementation of weather tightness remediation programme</li> <li>Monitoring of the budget</li> </ul>	<ul style="list-style-type: none"> <li>Regular updates and monitoring against the annual plan to inform resourcing needs</li> <li>BOT oversight of property maintenance and cleaning</li> <li>Attendance at NZSTA Conference</li> <li>Monitoring of the budget</li> </ul>	<ul style="list-style-type: none"> <li>Annual review and</li> <li>BOT oversight of property maintenance and cleaning</li> <li>Set 2024 budget</li> </ul>
Build and develop closer whānau connection, and greater BOT visibility within our school community	<ul style="list-style-type: none"> <li>BOT communication regarding attendance</li> <li>Support and attendance at Rōpū Whānau hui</li> <li>BOT representation at Term 1 pōwhiri</li> </ul>	<ul style="list-style-type: none"> <li>BOT-led family speaker e.g. Kathryn Berkett</li> <li>Support and attendance at Rōpū Whānau hui</li> <li>Support Cultural Responsiveness team plan</li> <li>BOT representation at Term 2 pōwhiri</li> </ul>	<ul style="list-style-type: none"> <li>Support and attendance at Rōpū Whānau hui</li> <li>Strategic Community Consultation</li> <li>Support Cultural Responsiveness team plan</li> <li>BOT representation at Term 3 pōwhiri</li> </ul>	<ul style="list-style-type: none"> <li>Support and attendance at Rōpū Whānau hui</li> <li>Support Cultural Responsiveness team plan</li> <li>BOT representation at Term 4 pōwhiri</li> </ul>
Continue to develop strategies to support staff and student wellbeing	<ul style="list-style-type: none"> <li>Consult with staff re. wellbeing initiatives</li> <li>Term 1 morning tea</li> </ul>	<ul style="list-style-type: none"> <li>Treat box to be instigated during report writing</li> <li>BOT-led staff wellbeing speaker e.g. Kathryn Berkett</li> <li>Term 2 morning tea</li> <li>Wellbeing initiatives enacted</li> </ul>	<ul style="list-style-type: none"> <li>Consult with staff re. wellbeing initiatives</li> <li>TPS / Wellbeing@school survey for staff</li> <li>Term 3 morning tea</li> <li>Wellbeing initiatives enacted</li> <li>Strategic Community Consultation</li> </ul>	<ul style="list-style-type: none"> <li>Treat box to be instigated during report writing</li> <li>Term 4 morning tea</li> <li>Wellbeing initiatives enacted</li> </ul>

# Annual Plan - Kaitiaki

## Kaitiakitanga - Guardianship and protection

Resources (finance, property, environment) are well managed and developed



Ensure the school is well resourced (people, property, equipment, PLD)

Activity/Output	Who	Resources	Indicators/Measures of Success
Regular updates and monitoring against the annual plan to inform resourcing needs	Leadership / BOT	Meeting Time / Regular Reports	BOT have clear oversight of budget and annual plan and are able to make informed resourcing decisions
BOT oversight of property maintenance and cleaning	Leadership / BOT	Meeting Time / Regular Reports	BOT have clear oversight of maintenance and cleaning standards and are able make informed contractual decisions moving forward
Implementation of weather tightness remediation programme begins	MOE / Leadership / BOT	5YA / weathertightness funding	Weathertightness issues in Blocks E, F and G are all resolved. Classrooms are in a healthy condition
Monitoring of the budget	Leadership / BOT	Meeting Time / Regular Reports	Budget is well monitored and deficit is not too large
Attendance at NZSTA Conference	BOT	Money for registration, flights and accommodation	BOT have opportunities to experience PL in Trusteeship, and understand their role as a BoT member
Set 2024 budget	Leadership / BOT / Accountant	Meeting Time	2024 Budget is set that is achievable within budget, but allows for successful implementation of strategic and annual aims

# Annual Plan - Kaitiaki

## Kaitiakitanga - Guardianship and protection

Resources (finance, property, environment) are well managed and developed



Build and develop closer whānau connection, and greater BOT visibility within our school community

Activity/Output	Who	Resources	Indicators/Measures of Success
BOT communication regarding attendance	BOT - attendance sub-committee / Principal	Newsletter / HERO	Community has regular updates about attendance and engagement
Support and attendance at Rōpū Whānau hui	BOT / Cultural Responsiveness team	Time / kai	Rōpū Whānau hui happening regularly with good engagement from whānau
BOT representation at each term's pōwhiri	BOT / Cultural Responsiveness team / Vanessa / Bernie	Time	BOT are a visible presence at pōwhiri, meeting new whānau
BOT-led family speaker e.g. Kathryn Berkett	BOT / Leadership	Associated costs of booking speaker	Whānau have an opportunity to hear expert speakers around parenting issues
Support Cultural Responsiveness team plan	BOT / Cultural Responsiveness team / whānau	Time / kai / other associated costs based on plan	Resources are made available to enact the whānau-led plan
Strategic Consultation	BOT / Leadership / Staff / Whanau	Time / Kai	We get a large and representative distribution of feedback regarding our strategic direction from all ethnicities

# Annual Plan - Kaitiaki

## Kaitiakitanga - Guardianship and protection

Resources (finance, property, environment) are well managed and developed



### Continue to develop strategies to support staff and student wellbeing

Activity/Output	Who	Resources	Indicators/Measures of Success
Consult with staff re. wellbeing initiatives	BOT - Wellbeing sub-committee	Time to meet	Staff have the opportunity to suggest initiatives that will support their wellbeing
Term morning teas	BOT / Admin Team	Kai	Each term the BOT provide morning tea for the staff to say thank you
Treat box to be instigated during report writing	Leadership / Admin Team	Kai	The 'Help Yourself Treat Box' is available during report writing times with goodies to eat and drink
BOT-led staff wellbeing speaker e.g. Kathryn Berkett	BOT / Leadership	Presenter costs	Staff have the opportunity to hear from an expert speaker on managing wellbeing
Wellbeing initiatives enacted	BOT - Wellbeing sub-committee / Leadership	Associated costs with wellbeing initiatives	Staff designed wellbeing initiatives are put in place and enacted, supporting wellbeing
TPS / Wellbeing@school survey for staff and students	Leadership	Survey	Data gathered around wellbeing
Strategic Community Consultation	BOT / Leadership / Staff	Survey	All staff have had input into the strategic direction of the school
Regular student wellbeing updates in BOT meetings	Leadership / BOT	Meeting time / Principal reports	BOT are aware of student wellbeing concerns
Student attendance focus	BOT - Attendance sub-committee	Meeting time / newsletter	Student attendance and engagement at school is good



Our guiding whakatauki

Rākau pai, hua pai - A strong tree, bears strong fruit (If the school is strong, the children are strong)



# REDWOOD SCHOOL Annual Plan 2023



## OUR VISION

REDWOOD SCHOOL IS A COMMUNITY ENGAGING AND EMPOWERING LIFELONG LEARNERS

## OUR VALUES

RESPECTFUL

RESPONSIBLE

ENGAGED

EMPOWERED

DRIVEN TO BE A LIFELONG LEARNER

## OUR LEARNING OUTCOMES

**KIRITAU**  
Self Esteem / Self Worth

**AUAHATANGA**  
Creativity

**WHAKAMATEMATE**  
Curiosity

**MAHI TAHI**  
Collaboration

## OUR STRATEGIC GOALS

**ĀKONGA**  
Students are engaged and empowered through a dynamic student-centred, culturally-responsive curriculum

**KAIKO**  
There is a culture of high performance and critical investigation

**WHĀNAU**  
There is a strong home/school partnership focused on learning and wellbeing

**KAITIAKI**  
Resources (finance, property, environment) are well managed and developed

## KĀHUI AKO FOCI

## OUR INITIATIVES

## OUR SUCCESS



Upskill all staff's understanding of te ao and tikanga Māori, and develop capability in te reo Māori  
Reinvigorate Rōpū Whānau group  
Build and develop closer whānau connection, and greater BOT visibility within our school community

Culturally responsive pedagogy and practice has grown  
Whānau feel connected and empowered



Continue to develop and implement Redwood School local curriculum, particularly focussing on Mathematics, Aotearoa New Zealand Histories and local contexts  
Unpack and interpret Aotearoa New Zealand Histories curriculum, and refreshed curriculum format  
Continue to develop understanding of best practice and progression in Mathematics and Assessment for Learning  
Embed reporting and goal setting practices that support Mauri Ora, utilising new SMS (HERO) and face to face connection

Kaiako are connected to the needs of our learners, the demands of the curriculum and the opportunities in our local contexts



Continue to develop student leadership, agency and voice, with particular emphasis on Assessment for Learning and student goal setting  
Embed reporting and goal setting practices that support Mauri Ora, utilising new SMS (HERO) and face to face connection  
Continue to develop strategies to support staff and student wellbeing

Ākonga and their whānau are connected to their learning and wellbeing



WHĀNAUNGATANGA  
Relationships



HIRANGA  
Excellence



OUR GUIDING PRINCIPLES  
E NGĀ REO  
All voices



RANGAHAU  
Investigation



ORANGA  
Wellbeing

# Tawa Kahui Ako



*Tawa Community  
of Learning*



## 2023 Learning Framework

Tawa Tū	Tawa Hauora	Tawa Ako
Whānaungatanga	Awhinatanga	Mātauranga
<ul style="list-style-type: none"> <li>★ Strengthen Kāhui Ako wide engagement with Ngāti Toa</li> <li>★ Grow effective Classroom pedagogy for our Māori learners</li> <li>★ Grow Mātauranga Māori pedagogical shift in teaching and learning</li> <li>★ Grow Te Reo Māori use in classrooms</li> <li>★ Develop, share and use as local knowledge of stories of Tawa Place</li> </ul>	<ul style="list-style-type: none"> <li>★ Review referral/support process and means of support for students with mental health challenges (including support for parents and whanau)</li> <li>★ Explore trauma informed practice</li> <li>★ Explore and utilize the Mauri Ora model</li> </ul>	<ul style="list-style-type: none"> <li>★ Develop Aotearoa Histories teaching and learning</li> <li>★ Leadership programme development for middle and emerging leaders</li> <li>★ Growing sustainable and kaitiakitanga practices across our Kāhui Ako</li> </ul>
<p>Links to Redwood School Annual Plan:</p> <ul style="list-style-type: none"> <li>★ Ākonga goals</li> <li>★ Kaiako goals</li> <li>★ Whānau goals</li> </ul>	<p>Links to Redwood School Annual Plan:</p> <ul style="list-style-type: none"> <li>★ Ākonga goals</li> <li>★ Whānau goals</li> <li>★ Kaitiaki goals</li> </ul>	<p>Links to Redwood School Annual Plan:</p> <ul style="list-style-type: none"> <li>★ Ākonga goals</li> <li>★ Kaiako goals</li> </ul>