Redwood School Strategic Plan 2024 - 2025

Redwood School is a community engaging and empowering lifelong learners

Principal: Zac Mills
MoE # 2976

Ko wai te Redwood?

REDWOOD
SCHOOL

RED

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 2024 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 place 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

CULTURE
AHUREA

TO ESTABLISH AND EMBED A STRONG CULTURE OF LEARNING

CURRICULUM
MARAU MĀTAURANGA

TO DEVELOP AND EMBED A DYNAMIC AND EXCITING LOCAL CURRICULUM THAT HARNESSES LOCAL AND RELEVANT CONTEXTS

COMMUNITY
HAPORI

TO FOSTER A STRONG SENSE OF COMMUNITY AND CONNECTEDNESS WITHIN AND BEYOND SCHOOL, AND WITH WHĀNAU

REDWOOD
SCHOOL

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	Culture	Curriculum	Community
Rationale	We want ākonga who are confident in the skills, values, dispositions and attitudes that make them successful learners and citizens, now and for the future.	We want highly skilled kaiako and kaimahi who use a range of high-quality, evidence-based practices and interesting learning programmes to ensure that ākonga are academically successful and engaged.	We want whānau and the wider community to be connected to the mahi we do. We want our kura to be connected to our wider community to maximise the opportunities for ākonga, kaiako and whānau.
Strategic Aims	To establish and embed a strong culture of learning	To develop and embed a dynamic and exciting local curriculum that harnesses local and relevant contexts	To foster a strong sense of community and connectedness within and beyond school, and with whānau
Annual Initiatives	★ Unpack, develop and embed with kaiako, kaimahi, ākonga and whānau what behaviours and actions we expect to see from Engaged and Empowered members of our learning community ★ Develop leadership and hautūtanga capabilities and opportunities for kaiako, kaimahi and ākonga ★ Strengthen hauora practices that support kaiako, kaimahi and ākonga wellbeing	★ Embed Science of Learning pedagogy and practice ★ Embed learning progressions and skills matrices that support teaching and learning ★ Embed Assessment and Reporting practices that celebrate the achievement, progression and engagement of ākonga	★ Develop a strong within-school community that is connected and responsive to one another ★ Actively participate and contribute to the initiatives of local community groups and organisations, including mana whenua ★ Develop stronger connections between whānau and the mahi of the school
Success	School leaders, kaiako, kaimahi and ākonga actively demonstrate what it means to be Engaged and Empowered, and Driven to be Lifelong Learners	Whānau, staff, and students work collaboratively to ensure the best learning outcomes for students	Staff are engaged and empowered, and supported to grow their practice

2 Year Outlook

Focus Areas	2024	2025	Outcomes
Culture	★ Unpack, develop and embed with kaiako, kaimahi, ākonga and whānau what behaviours and actions we expect to see from Engaged and Empowered members of our learning community ★ Develop leadership and hautūtanga capabilities and opportunities for kaiako, kaimahi and ākonga ★ Strengthen hauora practices that support kaiako, kaimahi and ākonga wellbeing	★ Further embed with kaiako, kaimahi, ākonga and whānau what behaviours and actions we expect to see from Engaged and Empowered members of our learning community ★ Embed leadership and hautūtanga capabilities and opportunities for kaiako, kaimahi and ākonga ★ Embed hauora practices that support kaiako, kaimahi and ākonga wellbeing	To establish and embed a strong culture of learning
Curriculum	★ Embed Science of Learning pedagogy and practice ★ Embed learning progressions and skills matrices that support teaching and learning ★ Embed Assessment and Reporting practices that celebrate the achievement, progression and engagement of ākonga	★ Embed Science of Learning pedagogy and practice ★ Embed aspects of Refreshed Curriculum and embed learning progressions and skills matrices that support teaching and learning ★ Further develop the capability of ākonga to reflect and be assessment capable so that they contribute to the celebration of their achievement, progression and engagement	To develop and embed a dynamic and exciting local curriculum that harnesses local and relevant contexts
Community	★ Develop a strong within-school community that is connected and responsive to one another ★ Actively participate and contribute to the initiatives of local community groups and organisations, including mana whenua ★ Develop stronger connections between whānau and the mahi of the school	★ Embed a strong within-school community that is connected and responsive to one another ★ Strengthen participation and contribution to the initiatives of local community groups and organisations, including mana whenua ★ Embed the connections between whānau and the mahi of the school	To foster a strong sense of community and connectedness within and beyond school, and with whānau

2024 Achievement Targets

Target Area

Writing

Target

Main Target - Increase the number of students achieving At and Above by 15%
Sub Target - Increase the number of Māori students achieving At and Above by 15%
Sub Target - Increase the number of Male students achieving At and Above by 15%

Baseline Data

Curriculum Judgements	Group	Working Towards	At	Above	At and Above
2023	All	44%	48%	8%	56%
	Male	54%	42%	4%	46%
	Female	33%	55%	12%	67%
	Māori	62%	35%	3%	38%
	Asian	36%	49%	14%	63%
	Pasifika	24%	67%	10%	77%

Key Actions

Focus on being and Engaged and Empowered Learner
Embed Structured Approach to Writing
Focus on Writing Non-Negotiables and Sentence Mastery
Embed use of assessment and moderation 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

2024 Achievement Targets

Target Area

Reading: Years 1 - 6

Target

Main Target - Increase the number of students achieving At and Above by 10%
Sub Target - Increase the number of Māori students achieving At and Above by 10%
Sub Target - Increase the number of Male students achieving At and Above by 10%

Baseline Data

Curriculum Judgements	Group (Whole School)	Working Towards	At	Above	At and Above
2023	All	25%	43%	34%	77%
	Male	27%	45%	27%	72%
	Female	20%	40%	40%	80%
	Māori	42%	27%	30%	57%
	Asian	18%	41%	41%	82%
	Pasifika	24%	52%	29%	81%

Key Actions

Focus on being and Engaged and Empowered Learner
Focussed guided reading instruction
Year 1 structured literacy programme
Regular reading assessment / running records / PROBES
Termly analysis of data
Reading Support programmes

Success Measures

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

2024 Achievement Targets

Target Area

Mathematics: Year 1 - 6

Target

Main Target - Increase the number of students achieving above their curriculum level by 10%
Sub Target - Increase the number of Māori students achieving at and above by 10%
Sub Target - Increase the number of Female students achieving at and above by 10%

Baseline Data

Curriculum Judgements	Group	Working Towards	At	Above	At and Above
2021	All	31%	45%	24%	69%
	Male	27%	41%	33%	74%
	Female	36%	43%	15%	58%
	Māori	45%	18%	36%	54%
	Asian	21%	46%	26%	72%
	Pasifika	29%	57%	14%	71%

Key Actions

Focus on being and Engaged and Empowered Learner
Whole school PLD on Assessment for Learning, particularly in Mathematics
Strengthen school-wide and syndicate planning
Development of school-wide 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

Why we are working on what we are working on

Culture

"Culture eats strategy for breakfast!" No matter how well planned a strategy is, it will not be successful if the culture is not right. Whilst having a good staff culture, a good school culture in terms of behaviour and attendance, we have identified that we need to strengthen our learning culture. What we mean by this is that students and whānau have a really good understanding that school is about learning. To do this we need to emphasise our values of being Engaged, Empowered and Driven to be a Lifelong Leaner, which sit at the heart of being successful as a learner. We need to strengthen the understanding our whole school community has of our four learning outcomes: Kiritau, Auahatanga, Whakamatemate and Mahi Tahi. We have to develop a learning culture that emphasises having a growth mindset, and understanding of the Learning Pit, and that learning requires effort, risk taking, resilience and perseverance.

We want all members of our school community to feel confident about their strengths and be open to new learning; setting goals and developing plans to help them achieve those goals. By utilising these strengths we want to support students and staff to step up and take on leadership roles. We also want individuals to understand themselves and feel confident about managing their own wellbeing, supported by the school.

By focussing on culture we expect students to feel more confident about themselves as learners and for them to make more progress in their learning.

Curriculum

Whilst the National Curriculum is being refreshed we have decided to focus on effective pedagogy, and last year started exploring the concepts that sit behind the Science of Learning, particularly explicit instruction, cognitive load and the difference aspects of practice. We want to embed these practices firmly in the teaching practice of our staff.

Over the past couple of years we have worked with expert PLD providers to develop detailed and clear progressions in Writing and Mathematics, which we use to plan and assess teaching and learning programmes, and support student goal setting. We want to embed these so that staff, students and whānau know clearly what the curriculum expectations are at Redwood School to support student progress and achievement. We have also developed a continuum of skills that align with the 'Do' aspect of the Aotearoa New Zealand Histories and support the development of other learning skills.

Last year we moved to a new SMS platform, HERO. We used this tool for online reporting and assessment. This year we want to embed these practices, and also add student use of HERO for our Year 4 - 6 students. In HERO, students will be able to set goals, see the progress of their learning, share learning with whānau and reflect on their learning. This will add to the richness of how we communicate progress in learning to whānau.

Community

Linked to our focus on Culture, we want to ensure we have a positive community, in and out of school. We want to ensure that our students are supportive on one another as learners and classmates, and are connected across the school in tuakana-teina relationships. We also want our staff to feel connected to one another and empowered to put their hands up to take on leadership opportunities and to support one another, whilst taking collective responsibility for all our learners.

We want to make sure our school is well connected to our community. We can do this by fostering connections and relationships with local organisations, groups, projects and with local iwi too. KETE is a great example of students contributing to and benefitting from a local initiative. There are known benefits for student wellbeing in being connected to the community and by contributing to community projects.

It is important for us that our parent community is fully engaged in their child's learning. We want them to know and understand what e do at school, so that they can support their child's academic, social and emotional wellbeing. This is done through good communication, building relationships and encouraging whānau participation in school events.

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).

Our 2023 data was disappointing. As a staff we are becoming more assessment capable and have a better understanding of the curriculum. As a result we are seeing less students placed At, with greater numbers Working Towards or Above. This correlates with anecdotal data from our Year 1 and New Entrant teachers over the last few years, who have been seeing larger disparity between students arriving at school with some already capable with numbers and letters, whilst others have little oral language and no knowledge of letters and numbers. Our focus on the Engaged and Empowered aspects of our RED Values is around encouraging learners to be active participants in their learning, and also for whānau to actively support and reinforce learning.

Our targets for 2024 reflect the need to shift students achievement so that we have fewer students Working Towards the expected level in all core areas of Reading, Writing and Mathematics. There are also key target groups whose achievement is a concern.

Links to Nation Education and Learning Priorities (NELP)

The NELPs have guided our strategic planning, and align with the school's WHERO guiding principles
★ Whānaungatanga - Relationships
★ Hiranga - Excellenece / High Expectations
★ E Ngā Reo - All Voices
★ Rangahau - Investigation
★ Oranga - Wellbeing

Our 3 strategic foci firmly place Learners at the Centre of our decision making, with a desire for our ākonga to experience Quality Teaching and Leadership, and Barrier Free Access that creates great educational opportunities and outcomes for all our learners.
Our Curriculum focus is about curriculum design that prepares ākonga for learning now, and in the future.

Culture

Community

OBJECTIVES

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

Curriculum

OBJECTIVES

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

REDWOOD SCHOOL

Annual Plan - Culture

AHUREA

To establish and embed a strong culture of learning

50 day Benchmarks	End of Term 1	End of Term 2	End of Term 3	End of Term 4
Unpack and embed with kaiako, kaimahi, ākonga, and whānau what behaviours and actions we expect to see from Engaged and Empowered members of our learning community	• RED Values, Zones of Regulation, Growth Mindset and Learning Pit have all been actively taught in classes • Kaiako, kaimahi and ākonga have all identified strengths, areas for growth and goals and can talk about these • RED Value of the week enacted • Effective Practice rubric developed and assessed against • Consistent criteria for student books, use of modelling books and teacher marking and feedback embedded • Class treaties established • Students taught how to reflect using Learning Intentions and Success criteria and rubrics	• Ākonga goal setting has occurred • Whānau / Kaiako conferences have happened • Year 4 - 6 Ākonga using HERO to share learning and learning reflections • School huis and assemblies reinforcing RED Values of the week • Regular newsletter posts on HERO about what Engaged and Empower Learners look like, communicating RED Value of the Week • Student council to review RED Card System	• Year 4 - 6 Ākonga using HERO to share learning and learning reflections • School huis and assemblies reinforcing RED Values of the week • Regular newsletter posts on HERO about what Engaged and Empower Learners look like, communicating RED Value of the Week	• Year 4 - 6 Ākonga using HERO to share learning and learning reflections • School huis and assemblies reinforcing RED Values of the week • Regular newsletter posts on HERO about what Engaged and Empower Learners look like, communicating RED Value of the Week • End of year reporting reflects a focus on Engaged and Empowered Learners
Develop leadership and hautūtanga capabilities and opportunities for kaiako, kaimahi, and ākonga	• Kaiako leadership positions and curriculum groups confirmed • Whānau Rangatira appointed • Ākonga leadership positions confirmed • Training for all Ākonga leadership positions has happened • Student Council established • Ākonga leadership display in admin area	• Curriculum teams meeting regularly • Ākonga leadership groups meeting regularly - liaison teachers feeding back to Leadership Co-ordinator • Regular training for sessions all Ākonga leadership positions has happened • Student Council meeting regularly	• Curriculum teams meeting regularly • Ākonga leadership groups meeting regularly - liaison teachers feeding back to Leadership Co-ordinator • New Student council members selected • Student Council meeting regularly	• Curriculum teams meeting regularly • Ākonga leadership groups meeting regularly - liaison teachers feeding back to Leadership Co-ordinator • Year 5 leadership afternoons planned and delivered • Year 6 transition afternoons planned and delivered
Strengthen hauora practices that support kaiako, kaimahi, and ākonga wellbeing	• Staff have an understanding of intrinsic and extrinsic motivation - PLD • Staff understand the implications of cognitive load and flow of the day - PLD • RED Values, Zones of Regulation, Growth Mindset and Learning Pit have all been actively taught in classes • Mauri Ora plans developed with staff • Explore PB4L rubric • Parent Workshop (Rob Cope)	• Mauri Ora plans developed with identified learners • In syndicates, revisit PB4L rubric. Reassess learning environment based on this • Wellbeing Committee on BoT - staff check ins • Revisit Zones of Regulation, Growth Mindset and Learning Pit so that theses are used day to day	• Revisit Zones of Regulation, Growth Mindset and Learning Pit so that theses are used day to day • Regular HERO Posts sharing Zones of Regulation, Growth Mindset and Learning Pit concepts with whānau • Parent Workshop (Kathryn Berkett)	• Mauri Ora plans for staff and identified students reviewed • In syndicate, revisit PB4L rubric. Reassess / review learning environment based on this. What's going well? What's not?

Annual Plan - Culture

AHUREA

To establish and embed a strong culture of learning

Unpack and embed with kaiako, kaimahi, ākonga, and whānau what behaviours and action we expect to see from Engaged and Empowered members of our learning community

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 - Culture

AHUREA

To establish and embed a strong culture of learning

Develop leadership and hautūtanga capabilities and opportunities for kaiako, kaimahi, and ākonga

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 - Culture

AHUREA

To establish and embed a strong culture of learning

Strengthen hauora practices that support kaiako, kaimahi and ākonga wellbeing

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 - Curriculum
Marau Mātauranga

To develop and embed a dynamic and exciting local curriculum that harnesses local and relevant contexts

50 day Benchmarks	End of Term 1	End of Term 2	End of Term 3	End of Term 4
Embed Science of Learning pedagogy and practice	• Revisit Science of Learning pedagogy - Staff Only Day • Coaching sessions and planning checks relate to Explicit Teaching, LIs / SCs, Feedback • Lesson Structure PLD • Review structure of the day • Structured approach to Literacy and Maths embedded • Syndicate collaborative plans use S of L	• Coaching sessions and planning checks relate to Explicit Teaching, LIs / SCs, Feedback and Structured approaches • Walkthroughs based on Science of Learning pedagogy • Revisit Assess - Plan - Teach model • Assessment practices align with S of L • Syndicate collaborative plans use S of L	• Review Science of Learning pedagogy: what's working well? what isn't? • Coaching sessions and planning checks relate to Explicit Teaching, LIs / SCs, Feedback and Structured approaches • Observations based on Science of Learning pedagogy • Syndicate collaborative plans use S of L	
Embed learning progressions and skills matrices that support teaching and learning	• RED Values progression in HERO review • Introduce RED Thinker matrix to staff and students • Maths Progressions complete and being used by staff to plan • Writing progressions fully in HERO • All staff familiar with Structured Literacy format and progressions • Syndicate planning days • 'Non-negotiables' for writing embedded • Unaided piece of writing collected and marked against 'non-negotiables'	• Year 4, 5 & 6 students using progressions and Thinker Matrix language to inform posts on HERO • Writing Non-negotiables progression developed in HERO • Student goals added to this • Self assessment rubrics developed to support student reflection for • Long Term Plans for Maths and Writing revisited and redeveloped	• Conceptual Curriculum finalised and shared with staff and whānau, and on school site • Year 4, 5 & 6 students using progressions and Thinker Matrix language to inform posts on HERO • Science progression of skills and capabilities developed (Science Specialist)	• Year 4, 5 & 6 students regularly using HERO to post learning reflections • End of Year reports on HERO (Week 10) • Basic Facts, RED Values Matrix and Writing Non-negotiables updated (Week 10) • OTJ sliders updated (Week 10)

Embed Assessment and Reporting practices that celebrate the achievement, progression and engagement of ākonga	• HERO Syndicate celebrations opened up and being used
	• Meet the syndicate / teacher (Week 2)
	• Year 4, 5 & 6 students using HERO to post learning reflections
	• Student goal setting shared on HERO:
	  • Basic Facts
	  • Writing Non-Negotiable (derived from unaided piece of writing)
	• Assessment practices align with S of L and Assessment 4 Learning pedagogy
	• Redwood Learning afternoon (Wk 11)
		• Parent / Teacher conferences & Goal Updates
		• OTJ and RED Values sliders updated (Week 10)
		• HERO Syndicate celebration being used regularly
		• Year 4, 5 & 6 students regularly using HERO to post learning reflections
			• HERO Syndicate celebration being used regularly
			• Year 4, 5 & 6 students regularly using HERO to post learning reflections
			• Mid term optional learning conversations (Wk 6)
			• Redwood Learning afternoon (Wk 11)
				• HERO Syndicate celebration being used regularly
				• Year 4, 5 & 6 students regularly using HERO to post learning reflections
				• End of Year reports on HERO (Week 10)
				• OTJ, Basic Facts and RED Values sliders updated (Week 10)

Annual Plan - Curriculum

Marau Mātauranga

To develop and embed a dynamic and exciting local curriculum that harnesses local and relevant contexts

Embed Science of Learning pedagogy and practice

Activity/Output	Who	Resources	Indicators/Measures of Success
Revisit Science of Learning pedagogy - Staff Only Day	Leadership / Staff	Staff Only Day	All teaching staff have a understand of what the Science of Learning looks like at Redwood School
Coaching sessions and planning checks relate to Explicit Teaching, LIs / SCs, Feedback	Leadership / Staff	Coaching Time & Release	All teacher planning has evidence of explicit teaching practices, Learning Intentions and Success Criteria Student books have clear evidence of feedback
Lesson Structure PLD	Leadership / Staff	Staff Workshops Curriculum and Syndicate Meetings	All teachers have a clear understanding of an 'ideal' lesson structure, including the stages of 'I Do' (modelling), 'We Do' (Shared Practise), 'You Do' (Independent Practise)
Review structure of the day	Leadership / Staff	Staff Workshops Curriculum and Syndicate Meetings	Staff have an understanding of accumulative cognitive load, and design timetables and schedules that allow for cognitive breaks, whilst also meeting requirements for an hour a day of Maths, Reading & Writing
Structured approach to Literacy and Maths embedded	Leadership / Staff	Staff Workshops Curriculum and Syndicate Meetings	Teachers have a clear understanding of what a structured approach to Reading, Writing and Maths instruction looks like at Redwood School
Syndicate collaborative plans use S of L	Syndicates	Syndicate Meetings	Syndicate planning reflects Science of Learning pedagogy
Revisit Assess - Plan - Teach model	Leadership / Staff	Staff Workshops Syndicate Meetings	Teachers understand the Assess - Plan - Teach model and embed Assessment for Learning practices into their planning
Walkthroughs and observations based on Science of Learning pedagogy	Leadership / Staff	Observation Time & Release	Teachers have been observed with a critical lens over their use of Science of Learning pedagogy

Annual Plan - Curriculum

Marau Mātauranga

To develop and embed a dynamic and exciting local curriculum that harnesses local and relevant contexts

Embed learning progressions and skills matrices that support teaching and learning

Activity/Output	Who	Resources	Indicators/Measures of Success
RED Values progression in HERO review	Teachers / Students	Teaching Time	Staff are happy with the progressions and how they develop over time. Any changes made prior to Mid Year Reporting
Introduce RED Thinker matrix to staff and students	Teachers / Students	Teaching Time	Staff see how RED Thinker metric aligns with Do aspect of ANZ Histories curriculum. Development of plan to implement this in classrooms
Maths Progressions complete and being used by staff to plan	Teachers	Report Writing Time	All Maths progressions are completed and accessible for staff to use for planning and assessing
Writing progressions and Non-negotiables fully in HERO	Teachers / Students	Teaching Time	Staff are no longer using paper based writing progressions. All student writing progression data in HERO
All staff familiar with Structured Literacy format and progressions	Teachers / Students	Teaching Time	Students are regularly posting learning reflections on HERO
Syndicate planning days	Teachers / Students	Teaching Time	Time allocated to syndicates for team planning
Non-negotiables' for writing embedded	Teachers	Report Writing Time	All staff and students know and understand Writing Non-negotiables at their level
Unaided piece of writing collected and marked against 'non-negotiables'	Teachers / Students	Teaching Time Assessment Time	Term 1 writing assessment used to gauge Non-negotiables. Students to set writing goals from these
Year 4, 5 & 6 students using progressions and Thinker Matrix language to inform posts on HERO	Teachers / Students / Whānau	Teaching Time	Students are actively taught how to reflect against progressions and use these to write HERO posts
Conceptual Curriculum finalised and shared with staff and whānau, and on school site	Leadership / Staff	Website	3 year conceptual curriculum fully developed and shared with learning community

Annual Plan - Curriculum
Marau Mātauranga

To develop and embed a dynamic and exciting local curriculum that harnesses local and relevant contexts

Embed Assessment and Reporting practices that celebrate the achievement, progression and engagement of ākonga			
Activity/Output	**Who**	**Resources**	**Indicators/Measures of Success**
HERO Syndicate celebrations opened up and being used	Leadership / Syndicate Leaders / Staff	HERO	Whānau know what is going on in syndicates. Student learning being celebrated.
Meet the syndicate / teacher (Week 2)	All teaching staff	Time allocated	Whānau have a clear understanding of expectations and learning programmes
Year 4, 5 & 6 students using HERO to post learning reflections	Teachers / Students	HERO	Students are reflecting on their learning. Whānau can see student progress.
Student goal setting shared on HERO: ※ Basic Facts ※ Writing Non-Negotiable (derived from unaided piece of writing)	Teachers / Students	HERO	Students are reflecting on their learning. Whānau can see student progress.
Assessment practices align with S of L and Assessment 4 Learning pedagogy	Leadership / Teachers	Staff Meetings / Planning checks / Syndicate Planning	Assessment Schedule reflect the pedagogy and practice we are developing across the school
Redwood Learning afternoon (Term 1 & Term 3)	All staff / Whānau	Time allocated	Whānau have an opportunity to visit the school in action and see evidence of learning
Parent / Teacher Conferences & Reports, OTJs, RED Values & Goal Updates	Teachers / Students / Whānau	HERO	Whānau have a clear understanding of where their child is at with their learning and their successes, strengths and goals

Annual Plan - Community

Harpori
To foster a strong sense of community and connectedness within and beyond school, and with whānau

50 day Benchmarks	End of Term 1	End of Term 2	End of Term 3	End of Term 4
Develop a strong within school community that is connected and responsive to one another	• Revisit and re-evaluate team norms and aims • Leadership positions and Curriculum teams established • Curriculum teams develop annual plans • Year 5 & 6 camp • RED Value of the week • Syndicate huis revamp • Buddy Class review • House (Whānau) Group events • Review celebrations / rewards events - intrinsic v extrinsic rewards	• Curriculum teams meeting regularly • Leadership PLD for curriculum leaders • Class showcase (staff) • House (Whānau) Group events • Student Council to identify organise and promote regular events, rituals and traditions that create school spirit / fun	• Curriculum teams meeting regularly • Leadership PLD for Senior Leadership - Mark Sweeney • House (Whānau) Group events • New student council enacting student council plan • Host Titathi Bay Sports Exchange	• Curriculum teams meeting regularly • Class showcase (staff) • House (Whānau) Group events • New student council enacting student council plan • End of year celebrations and activities reflect 'Celebrations' review done in Term 1
Actively participate and contribute to the initiatives of local community groups and organisations, including mana whenua	• Actively build connections to other schools through the KA • Continue KETE work - planting, litter week • Continue relationship with Mountains to Sea • Invite Ngāti Toa to a BoT meeting • Reconnect with ECEs (Principal and Year 1 team)	• Actively build connections to other schools through the KA • Continue KETE work - planting, litter week • Continue relationship with Mountains to Sea • Invite Ngāti Toa to a BoT meeting • Reconnect with ECEs (Principal and Year 1 team)	• Actively build connections to other schools through the KA • Continue KETE work - planting, litter week • Continue relationship with Mountains to Sea • Invite Ngāti Toa to a BoT meeting • Reconnect with ECEs (Principal and Year 1 team)	• Actively build connections to other schools through the KA • Continue KETE work - planting, litter week • Continue relationship with Mountains to Sea • Invite Ngāti Toa to a BoT meeting • Reconnect with ECEs (Principal and Year 1 team)
Develop stronger connections between whānau and the mahi of the school	• Revisit newsletter format: • Regular posts about learning • RED Values magnets • Review HERO use / reporting • New parents morning tea • Redwood Learning Afternoon • Whānau hui • Pōwhiri • Rob Cope presentation • HERO Learning posts for Year 4 - 6 • RED Value of the week • Promote PFG (wish list, events, fundraising goals)	• Parent / Teacher conference & Goal Updates • OTJ and RED Values sliders updated (Week 10) • HERO Syndicate celebration being used regularly • Whānau hui • Pōwhiri • New parents morning tea • HERO Learning posts for Year 4 - 6 • Regular Principal HERO posts about learning • RED Value of the week	• New parents morning tea • Redwood Learning Afternoon • Whānau hui • Pōwhiri • Kathryn Berkett presentation • HERO Syndicate celebration being used regularly • HERO Learning posts for Year 4 - 6 • Conceptual Curriculum shared to whānau • RED Value of the week • Parent Spring Working Bee	• End of Year reports on HERO (Week 10) • OTJ, Basic Facts and RED Values sliders updated (Week 10) • New parents morning tea • Whānau hui • Pōwhiri • HERO Syndicate celebration being used regularly • HERO Learning posts for Year 4 - 6 • Conceptual Curriculum shared to whānau • RED Value of the week

Annual Plan - Community
Harpori

To foster a strong sense of community and connectedness within and beyond school, and with whānau

Develop a strong within school community that is connected and responsive to one another

Activity/Output	Who	Resources	Indicators/Measures of Success
Revisit and re-evaluate team norms and aims	Leadership Team / Syndicates	Meeting Time	Teams are aware of the purpose, expectations and norms they have agreed on
Leadership positions and Curriculum teams established	Teachers / Curriculum Teams	Time / Units	Teachers have opportunity to apply for leadership positions to support the Annual Plan, and to lead curriculum s
Curriculum teams develop annual plans	Curriculum Teams	Meeting Time	Curriculum teams have a clear plan for the year and are meeting regularly
Year 5 & 6 camp	Kererū Team / El Rancho / Whānau / Students	Camp	A successful camp under the new El Rancho format. Enjoyment for students, staff and whānau
RED Value of the week	Leadership Team / Staff / Students / Whānau	Promotion of RED Value of the week	Students and whānau have a good understanding of our school values and ways they can be demonstrated
Syndicate huis revamp	Syndicates	Meeting Time	Syndicate huis are purposeful and build syndicate connection
Buddy Class review	Staff	Meeting Time	Buddy Classes are purposeful and build meaningful tuakana-teina relationships across the school
House (Whānau) Group events	Student Leadership Coordinator / Staff	House (Whānau) Group events calendar	House (Whānau) Group events are engaging for all students and staff, allow for student leadership and 'friendly' competition
Review celebrations / rewards events - intrinsic v extrinsic rewards	Leadership Team / Staff	Meeting Time	Staff have a good understanding of intrinsic and extrinsic motivation. Extrinsic rewards are used purposefully to develop class learning culture

Annual Plan - Community

Harpori

To foster a strong sense of community and connectedness within and beyond school, and with whānau

Actively participate and contribute to the initiatives of local community groups and organisations, including mana whenua

Activity/Output	Who	Resources	Indicators/Measures of Success
Actively build connections to other schools through the KA	Zac / KA WSLs	Meeting Time / Regular Reports	There is an awareness of what other schools are working on and sharing of good practice
Continue KETE work - planting, litter week etc. Connect with other school Enviro Groups and Community Enviro Groups e.g. Friends of Tawa Bush etc.	KA WSLs / KETE student leaders	5YA / weathertightness funding	School and student leaders are actively involved in KETE and the work of other Tawa environmental organisations
Continue relationship with Mountains to Sea	Nic Webb	Meeting Time / Regular Reports	Redwood students ahem opportunities to participate in the mahi of Mountains to Sea
Invite Ngāti Toa to a BoT meeting	Zac / BOT	Meeting time / Koha	BoT has opportunity to meet and corer with Ngāti Toa. Voice of mana whenua is heard at governance level
Reconnect with ECEs	Principal / Year 1 team / KA WSLs	Meeting Time	ECEs have the opportunity to connect with Redwood School and vice versa

Annual Plan - Community

Harpori

To foster a strong sense of community and connectedness within and beyond school, and with whānau

Develop stronger connections between whānau and the mahi of the school

Activity/Output	Who	Resources	Indicators/Measures of Success
Revisit newsletter format: ※ Regular posts about learning	Zac	Weebly	Whānau are updated regularly with learning orientated posts through our Newsletter blog
RED Values magnets distributed to whānau	Office	Cost of magnets	Whānau have a good understanding our RED Values
Review HERO use / reporting	Leadership	Time	HERO is being used effectively to report on student learning
New parents morning tea	Zac / Rachel	Morning tea	New parents feel welcomed and connected to the school and to each other
Redwood Learning Afternoon	Staff / Students / Whānau	Time	Whānau have the opportunity to see the schooling in action
Whānau hui	Cultural Sustainability team	Kai / Time	Māori whānau are connected to each other and to the school
Pōwhiri	Vanessa / Leadership	Time / Kai	New students, staff and whānau feel properly welcomed to the school
Rob Cope presentation	Leadership / BOT /PFG	Presentation costs	Parents are supported in their role as parents linked to children's use of digital technology
HERO Learning posts for Year 4 - 6	HERO team / Leadership	HERO	Students are regularly posting learning reflections on HERO
RED Value of the week	Leadership / teachers	Time	Teaching about our RED Values is consistent and involves whānau
Promote PFG (wish list, events, fundraising goals)	PFG / Leadership	PFG time	PFG has a presence in our school community School is well equipped and supported with resources

Tawa Kahui Ako

Tawa Community of Learning

REDWOOD SCHOOL

Learning Framework		
Tawa Tū	**Tawa Hauora**	**Tawa Ako**
Whānaungatanga	Awhinatanga	Mātauranga
Links to Redwood School Annual Plan: ★ Culture / Ahurea ★ Community / Harpori	Links to Redwood School Annual Plan: ★ Culture / Ahurea ★ Community / Harpori	Links to Redwood School Annual Plan: ★ Culture / Ahurea ★ Curriculum / Marau Māutaranga ★ Community / Harpori