



**Tū mai Te Ahūmairangi, tū mai hoki tātou**  
As Te Ahūmairangi stands, we also reach for great heights

# Northland School **Strategic Plan** 2025 - 2028

Vision Statement **“A community of learners living our values and confident to reach great heights.”**

Pou	Goals	Initiatives	Success statement
<b>Ako</b> Teaching and Learning	<b>Maximise and empower learners</b>	<ul style="list-style-type: none"> <li>Implement learning design that promotes purpose, engagement, and a connection to the world.</li> <li>Create a framework that develops high performing teachers.</li> <li>Develop a model for leading curriculum change.</li> </ul>	High-performing teachers enhance learning and engagement outcomes for tamariki across the curriculum through evidence-based decision-making.
<b>Whanaungatanga</b> Relationships	<b>Foster connections to strengthen community</b>	<ul style="list-style-type: none"> <li>Strengthen partnership and connections with mana whenua, Te Ātiawa, whānau and tamariki.</li> <li>Continually build highly effective communication across all stakeholders.</li> <li>Explore environmental projects that enhance school assets.</li> </ul>	Reflecting mana whenua, we acknowledge and welcome the identity of tamariki and all our families, while fostering a collaborative community effort to nurture and positively contribute to our vision.
<b>Oranga</b> Wellbeing	<b>Build a resilient school culture</b>	<ul style="list-style-type: none"> <li>Strengthen positive behaviour for learning.</li> <li>Enhance leadership opportunities.</li> <li>Prioritise a safe and bullying-free school environment.</li> </ul>	The school thrives through change with robust and agile leadership, while school life fosters a safe, inclusive, and caring climate.



Our Values

**C · H · A · M · P**

We are a community of kind, curious, confident, active, and creative learners who reach for great heights.  
Northland School a Kura in Te Whanganui a tara guided by mana whenua, Te Ātiawa.

<b>Confident</b> Whakamanawa	<b>Hikohiko</b> Active	<b>Auahatanga</b> Creative	<b>Manaaki</b> Kind	<b>Pātaitai</b> Curious
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**Ako - Teaching and Learning - English Writing and Reading**

**Strategic Goal 1: Maximise and empower learners** Regulation 9(1)a

**Current position:** We have implemented a Structured Literacy approach to teaching English, school-wide since 2022. All kaiako have participated in PLD with Helen Walls, Liz Kane. The Code is taught from Year 0 -Year 8. Handwriting is taught across the school, either as part of The Code (Y0-3) or as an explicit lesson. Expectations for handwriting have been reiterated on a number of occasions and the Handwriting Syllabus (1989) has been shared for consistent practice. The Code teaching is now embedded and all teachers have been observed in 2024. There still needs to be regular observations to ensure consistent practice. The staff provided feedback on the revised English Curriculum and are exploring the teaching and learning content across the phases. School-wide expectations are in place for the delivery and assessment of the Code, Reading and Writing.

<p><b>Initiative 1</b> Regulation 9(1)b Implement learning design that promotes purpose, engagement, and a connection to the world.</p> <p><b>Outcome:</b> Our tamariki are engaged in an English Curriculum that is responsive, personalised and promotes success.</p>	<p><b>Measures:</b> Regulation 9(1)d</p> <ul style="list-style-type: none"> <li>• At least 90% of our tamariki will be meeting the expected phase of the English Curriculum in Reading and Writing.</li> <li>• Planning will show engagement with, and implementation of the English Curriculum.</li> <li>• Observations of teaching will focus on best practice in Structured Literacy and will show alignment to the English Curriculum.</li> <li>• Classroom programmes will reflect the mandate of providing one hour per day, of explicit teaching in Reading and Writing.</li> </ul>
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<p><b>Key Actions</b> Regulation 9(1)b</p>	<p><b>Accountable</b></p>	<p><b>Responsible</b> Regulation 9(1)c</p>	<p><b>Resources</b></p>	<p><b>Start</b></p>	<p><b>Complete</b></p>	<p><b>Status</b></p>
<p>Begin implementation of the refreshed <b>English Curriculum</b>.</p>	<p>All Kaiako English Working Group (WG)</p>	<p>Senior Leadership Team (SLT)</p>	<p>-NZ Curriculum -KA Writing expectations</p>	<p>2025</p>		
<p>Implement school-wide expectations for <b>Writing</b>.</p> <ul style="list-style-type: none"> <li>• Including explicit teaching practices (Helen Walls: sentences combining and composition)</li> <li>• Implement <i>Fast Feedback</i></li> <li>• Alter assessment to 10 min Write (until we get updated assessment tools)</li> <li>• Review, teach, practice, apply</li> </ul>	<p>All Kaiako English WG</p>	<p>Leader of Learning (LoL) Deputy Principal (DP)</p>	<p>-Helen Wall's resources/ book in School Wide -Assessment rubrics aligned with Curriculum Phases 1-3 -School expectations documents</p>	<p>From 2024  2025: implementation across the school</p>		
<p>Embed all elements of a Structured Literacy approach into teaching and learning</p>	<p>All Kaiako</p>	<p>LoL DP</p>	<p>- Observations of teaching and planning</p>	<p>Term 2</p>	<p>Term 3</p>	
<p>Transfer our knowledge and understanding of the <b>Science of Learning</b> into <b>Reading</b>.</p> <ul style="list-style-type: none"> <li>• Draft school wide expectations for teaching Reading (FocusYear 4-8)</li> <li>• Introduce Dual Factor Reading and evidence-based practices</li> </ul>	<p>All Kaiako English WG</p>	<p>LoL DP</p>	<p>- Wellies - Kaiako (post SL iDEAL PLD) - Ideal Platform</p>	<p>Term 1</p>	<p>Term 4</p>	

## Ako - Teaching and Learning - Maths

## Strategic Goal 1: Maximise and empower learners Regulation 9(1)a

**Current Position:** In 2024, a comprehensive review of Maths took place at Northland School. This shows there are lots of resources and good teaching of Maths, however, there is little evidence of common approaches or lesson structures across the school or even within teams. This will be addressed through the unpacking of the new Maths Curriculum and knowledge of the progressions within the phases. Numicon (years 0 - 6) and Oxford (year 7/8) are the chosen government-supplied programmes that Northland School have selected for 2025. Given Northland Schools' knowledge of the Science of Learning and how structured literacy has been implemented, this approach should be used to ensure the teaching of maths aligns with these approaches.

<p><b>Initiative 1</b> <small>Regulation 9(1)b</small> Implement learning design that promotes purpose, engagement, and a connection to the world. <b>Outcome:</b> Our students are engaged in a Maths curriculum that is responsive, personalized and promotes success</p>	<p><b>Measures:</b><small>Regulation 9(1)d</small></p> <ul style="list-style-type: none"> <li>At least 90% of our tamariki will be meeting the expected phase of the refreshed curriculum in Maths.</li> <li>Planning will show engagement with and implementation of the Maths Curriculum.</li> <li>Observations of teaching will focus on best practice in Structured Maths and will show alignment to the curriculum.</li> <li>Classroom programmes will reflect the mandate of providing one hour per day, of explicit teaching in Maths.</li> </ul>					
<p><b>Key Actions</b> <small>Regulation 9(1)b</small></p>	<p><b>Accountable</b> <small>Regulation 9(1)c</small></p>	<p><b>Responsible</b> <small>Regulation 9(1)c</small></p>	<p><b>Resources</b></p>	<p><b>Start</b></p>	<p><b>Complete</b></p>	<p><b>Status</b></p>
<p>Ensure student capabilities in <b>Basic Facts</b> are improving and transferring to better overall mathematical knowledge</p> <ul style="list-style-type: none"> <li>Implement new Basic Facts test</li> <li>Retest in terms 2, 3 and 4</li> <li>Monitor achievement and outcomes</li> <li>Support teachers to systematically and explicitly teach basic facts as part of their mathematics programme</li> </ul>	<p>All kaiako Maths Working Group (WG)</p>	<p>LoLs: develop tests and analyse data  DP  All Kaiako: testing and recording data</p>	<p>- Basic Facts tests A &amp; B created and shared with staff. - Hero (updated for new data). - Leadership release to observe and support teachers - Time in staff meetings to share good practice. WGC and WC</p>	<p>Term 1</p>	<p>Term 4  End of Year Basic Facts and Maths data</p>	
<p>Teachers are using the Numicon (Y0-6) and Oxford (Y7-8) resources to strengthen their mathematics programmes</p> <ul style="list-style-type: none"> <li>Allocate resources when they arrive</li> <li>Share knowledge/resources</li> <li>Upskill staff members and provide feedback</li> <li>Review of implementation (termly)</li> </ul>	<p>All Kaiako Maths WG</p>	<p>LoLs SLT</p>	<p><b>Numicon -</b> - Year 0 - 3 PLD - Resources/ videos on Oxford Owl <b>Oxford resources -</b> - DP to feedback on Term 1 course - Online resources\ - Leaders of Learning (Maths)</p>	<p>Term 1  Ongoing</p>	<p>Term 4  Ongoing</p>	
<p>Update long term plans to meet new Curriculum expectations.</p>	<p>LoL Maths WG</p>	<p>LoLs DP</p>	<p>Within weekly release Kāhui Ako</p>	<p>Termly</p>		
<p>Provide up to date PD on the revised maths curriculum so all teachers have access and understand the year level expectations.</p>	<p>All kaiako</p>	<p>LoLs SLT</p>	<p>Staff meetings and Maths working group Evaluation Associates Kāhui Ako</p>	<p>Termly</p>		
<p>Engage in PLD for the Mathematics Curriculum  T2 and T3 (2025) and T2 and T3 (2026)</p>	<p>All kaiako</p>	<p>Principal</p>	<p>MOE TOD days (Evaluation Associates) Wadestown and Kelburn Normal colleagues</p>	<p>June 27</p>	<p>August 22</p>	

**Ako - Teaching and Learning - Assessment**

**Strategic Goal 1: Maximise and empower learners** Regulation 9(1)a

**Current Position:** In 2024, the Assessment Schedule was reviewed with all staff. Timeframes were made consistent across each term for data gathering and input onto HERO. The focus on formative and summative assessments have been mapped out for core curriculum areas across the year and includes when Sharing of Learning occurs (through HERO). The SMS HERO has been improved so all assessment markbooks are tailored to Northland School and have timeframes that align with our calendar and Reporting Schedule. Assessment tool for writing was trialed across the school with a 5 minute write, and a Basic Facts test was trialed and analysed. During 2025 we will further adapt the assessment schedule and the tools required to reflect the changes in the revised English and Maths Curriculum and to ensure we continue to track students progress and achievement throughout the year.

**Initiative 1:2** Regulation 9(1)b  
 Create a framework that develops high performing teachers.

**Outcome:** Purposeful tools that capture formative and summative assessment to inform teaching and learning and that accurately capture students' progress and achievement

- Measures:** Regulation 9(1)d
- At least 90% of our tamariki will be meeting the expected phase of the refreshed curriculum in Reading, Writing and Maths, recognising that MOE has set a target of 80% of Year 8 students will be at or above the expected curriculum phase in Reading, Writing and Maths by December 2030.
  - Baseline data will be collected at mid and end year, 2025, in relation to curriculum phases in Reading, Writing and Maths.
  - Ongoing data collection will be used to track all students' progress with teacher's PGC inquiries and planning documentation clearly demonstrating a focus on explicit teaching and learning practices for target students.

<b>Key Actions</b> Regulation 9(1)b	<b>Accountable</b> Regulation 9(1)c	<b>Responsible</b> Regulation 9(1)c	<b>Resources</b>	<b>Start</b>	<b>Complete</b>	<b>Status</b>
Trial Phonics Check for students at 20 and 40 weeks of school	Year 0-1 Teacher	DP	- MOE resources - DP release	Term 1	Term 4	
Review assessment data collection and select tools that provide both formative and summative data	All kaiako	LoLs SLT	- Learning Matters: DIBELS - 10 Minute writing rubric - Evaluation Associates - NZCER PATs - Maths, Reading, Listening	Term 1 Term 2 Term 1	Term 4 Term 4	
All teachers use assessment tools to effectively analyse and moderate data	All kaiako	LoLs SLT	- School Writing Assessment Rubric Phase 1,2, 3	Termly	Term 4	
Set up HERO with the phases 1,2,3 of the curriculum so tracking and progress is aligned with the Curriculum changes	All kaiako	DP Principal	- HERO PD sessions - Leadership release	Term 1	Term 4	

## Whanaungatanga: Relationships

## Strategic Goal 2: Foster connections to strengthen community Regulation 9(1)a

**Current Position:** In 2024, the school developed the HERO communication platform further, enhancing communication between staff, parents, and the school community. Parents receive regular updates on events, learning, reports, attendance data, and newsletters. The Team Directory was relaunched to help parents connect with staff. The partnership with Te Ātiawa has grown stronger, with staff incorporating pūrākau into their programmes as part of the third year of the Kura Ahurea initiative. New plans are underway to further build relationships between parents/ whānau and the school community.

### Initiative Regulation 9(1)b

Strengthen partnership and connections with mana whenua, Te Ātiawa, whānau and tamariki.

**Outcome:** All members of our community work effectively to support one another to celebrate progress, success and engagement.

### Measures: Regulation 9(1)d

- Te reo Māori and te ao Māori will be evident in planning, classroom programmes and within the school environment
- Parent engagement will be shown by increased participation in workshops, school events and evidenced by comparing the parent questionnaire from 2025 with previous years data.
- The playspace will be developed, gardens maintained and shade is increased.

Key Actions <small>Regulation 9(1)b</small>	Accountable <small>Regulation 9(1)c</small>	Responsible <small>Regulation 9(1)c</small>	Resources	Start	Complete	Status
Review teacher implementation of te ao Māori and te reo Māori across the school	All kaiako LoL	LoL DP	-Northland School Poutama -Pūrākau (Te Ātiawa) -Kura Ahurea	Term 2		
Teacher self-review of practice and teaching of te reo Māori	All kaiako LoL	LoL DP	-Review tool to measure practices and teaching -Cultural Sustainable Practice framework (Kahui Ako)	Term 2 or 3		
Develop Māori overview into scope and sequence with guidance from Te Ātiawa	LoL Kura Ahurea	LoL	-Kura Aurea -Te Ātiawa	Term 1		
Continue to run parent information sessions on the curriculum, PB4L and for parents of new entrants.	All kaiako	SLT	-Previous workshop materials -Feedback from parent surveys and Learning Conversations	Term 1 Ongoing		
Sustain our strong connections with local Early Childhood Centres to promote Northland School	DP	DP Principal	- Relationships with Head Teachers at ECE - Projected enrolments information - Open invitations to events/ school - regular visits/ workshops/ staff meetings	Term 1 Ongoing		
Strengthen the sense of community for our Māori whānau and families from other cultures.	All kaiako	LoL SLT	- Host consultation with whānau and meet regularly. - Celebrate events that have significance.	Term 2		
Develop an action plan, costings and timeline for playspace improvement	Board of Trustees Community	BoT	- MOE, Maynard Marks - Community	Term 2		

**Oranga: Wellbeing**

**Strategic Goal 3: Building a resilient school culture** Regulation 9(1)a

**Current Position:** At the end of 2024, a sequential guide was developed to respond to anti-social behaviour. This was shared with staff, a student group and BoT for feedback and implementation in 2025. To balance this, a scope and sequence for teaching prosocial behaviours has been developed, lining up with the 'size of the problem', that is consistent language with the zones of regulation. Each team has a set of resource cards for teaching prosocial skills. Throughout 2024, feedback was gathered from the staff, the community through workshops, and the PB4L Kids Committee. The feedback from the Wellbeing@School survey conducted with Year 5-8 showed the main reasons for engaging at school were to see friends, play outside and learn. The next step in our PB4L journey is to look at strengthening classroom practice and teaching the School Values and Zones of Regulation will be the focus in Term 1- 2. A PB4L team will be established to make decisions based on data entered into Hero in relation to behaviour.

<p><b>Initiative 3</b> Regulation 9(1)b Strengthen positive behaviour for learning. Prioritise a safe and bullying free-school environment</p> <p><b>Outcome:</b> School life fosters a safe, inclusive and caring climate</p>	<p><b>Measures:</b>Regulation 9(1)d</p> <ul style="list-style-type: none"> <li>• Analysis of school wide behavior posts on HERO will show; consist recording, appropriate responses to unexpected behaviours and a decrease in unexpected behavior incidents across the year.</li> <li>• School Evaluation Tool summary will show an improvement in school wide systems, monitoring and implementation of PB4L in 2025 compared to 2023.</li> <li>• Analysis of termly attendance data will show at least 90% of students attend regularly</li> </ul>
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<p><b>Key Actions</b> Regulation 9(1)b</p>	<p><b>Accountable</b> Regulation 9(1)c</p>	<p><b>Responsible</b> Regulation 9(1)c</p>	<p><b>Resources</b></p>	<p><b>Start</b></p>	<p><b>Complete</b></p>	<p><b>Status</b></p>
<p>Responding to behaviour/ 'size of the problem'.</p> <ul style="list-style-type: none"> <li>• Parent/ Community hui</li> <li>• Staff PLD: reactions and understandings.</li> <li>• Explicit teaching of prosocial skills</li> <li>• Adapt timeline/ create documentation</li> </ul>	<p>All kaiako PB4L Working Group</p>	<p>LoL DP</p>	<p>- 'Size of the Problem' document - Hero: Behavior Posts - Pro-social cards - Pro-social scope and sequence - Exemplars of lesson plans</p>	<p>Term 2</p>		
<p>Strengthening classroom practices</p> <ul style="list-style-type: none"> <li>• PLD with MOE (PB4L)</li> <li>• Professional Growth Cycle inquiries</li> <li>• Restorative Practice</li> </ul>	<p>All kaiako</p>	<p>LoL DP SLT</p>	<p>- PLD from MoE - Selected readings from Marg Thorsbourne. (RP) - Kāhui Ako</p>	<p>Term 2  End of term 3/ Term 4.</p>		
<p>Analysing Behavior Data</p> <ul style="list-style-type: none"> <li>• Establish baseline and regular trends</li> <li>• References group data gathered</li> </ul>	<p>PB4L Working Group All kaiako</p>	<p>LoL SLT</p>	<p>- Analysis of Hero behaviour posts including incident information</p>	<p>Term 1</p>		
<p>Teachers will provide quality Health and PE programmes</p> <ul style="list-style-type: none"> <li>• Fitness/PE programmes will be regular; to improve fitness, coordination and both physical and social skills</li> </ul>	<p>All kaiako</p>	<p>LoL DP</p>	<p>- NZ curriculum - Update Health and PE Scope and Sequence - Kiwidex cards/ curriculum resources</p>	<p>Term 1</p>		
<p>Provide student leadership opportunities within Sports/ PE</p>	<p>All kaiako</p>	<p>LoL</p>	<p>- PE resources/ sports equipment - Feedback from kids and teachers</p>	<p>Term 2</p>		

