



Mātauranga Knowledge, Āhuatanga Character, Whanaungatanga Relationships.
To Flourish our 3 Kete in 2026

Character
Relationships

Knowledge - Students flourishing at 70% or above
KIDS DO WELL IF THEY CAN

Annual Plan 2026

LITERACY

INITIATIVE	ACTION PLAN	WHO	TIMEFRAME	RESOURCES
<p>Teachers skilled and confident in teaching LITERACY to increase student engagement and achievement.</p> <p>Ministry of Education Priorities</p> <ul style="list-style-type: none"> Priority 1: Establishing a knowledge-rich curriculum grounded in the science of learning. Priority 2: Implementing evidence-based instruction in early Literacy and Mathematics. 	<p>READING & WRITING:</p> <p>Programmes</p> <ul style="list-style-type: none"> Utilise the new NZ English Curriculum (October 2025 release) to inform high quality, knowledge rich, engaging teaching / learning programmes (an hour a day five days a week five days a week), which are responsive to next steps. Understand and apply the 'Science of Learning' knowledge to enhance learning outcomes for ākonga. Home Learning opportunities for every Learning Space that reflects the learning taking place during that week. To be shared with whānau / ākonga within Learning Spaces at the beginning of each week via Hero. Strong Structured Literacy Support programmes (Literacy Intervention Kaiako). Scheduled fortnightly meetings between the Literacy Intervention Kaiako and the Learning 	<p>All Staff</p>	<p>Terms 1-4</p>	<p>LITERACY: RESOURCES:</p> <ul style="list-style-type: none"> Learning Support Structured Literacy support in Years 0-3 (Anthea MacKenzie-Bauer) Digital programmes to enhance learning opportunities Learning buddies Professional Development with Literacy Connections Professional Development in Assessment

<ul style="list-style-type: none"> ● <i>Priority 2: Implementing consistent modes of monitoring student progress and achievement.</i> <p><i>Learning Outcomes</i></p> <ul style="list-style-type: none"> ● <i>To accelerate Reading /Writing achievement of our Year 4- 8 learners to 70% proficient (are meeting expectations for their year level) or exceeding (are exceeding expectations for their year level).</i> 	<p><i>Space Kaiako to discuss programmes and progress.</i></p> <p><i>Assessment and Data</i></p> <ul style="list-style-type: none"> ● <i>By the end of Term 1 2026, Kaiako will have unpacked how to utilise the SMART tool (the new Student Monitoring, Assessment and Reporting Tool) in Years 3-8 ready to use in Term 2 and Term 4.</i> ● <i>Use consistent MoE approved data gathering systems within and across Learning Spaces (see 2026 Southbrook School Assessment doc).</i> ● <i>Utilise formative assessment and data gathering tools (above) to ensure we have a sound understanding of where ākongā are working at.</i> ● <i>Enter up-to-date teacher judgement data into Hero during Week 4 of Terms 2 - 4 (informed by high impact tools, learning conversations and observation of learning processes).</i> ● <i>Learning Spaces will delve deep into data during Weeks 4-5. The purpose of this is to 'consider the why' that ākongā are or are not progressing and be responsive with specific learning plans to be in place by Week 6.</i> ● <i>As a school, delve into the school-wide data noticing trends and consider how we can replicate practice that is making a positive difference to enhance learning outcomes for all ākongā.</i> <p><i>Reporting to Whānau</i></p> <ul style="list-style-type: none"> ● <i>Utilising the Hero SMS platform to report to whānau (unpack in Term 1 ready to implement in Term 2).</i> <p><i>Celebrations</i></p> <ul style="list-style-type: none"> ● <i>Celebrating success regularly (e.g. with whānau, Senior Leadership Team, other Learning Space Kaiako, peers).</i> 			
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- For ākonga to go home each week and to be able to say "I have added..... to my Knowledge Kete this week".

LITERACY Target Learners

INITIATIVE	ACTION PLAN	WHO	TIMEFRAME	RESOURCES
<p>To implement strong interventions to support accelerating the identified 'target students'. Progress points (Weeks 4 & 9): analyse, reflect and respond to the learning of the target students</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To accelerate Reading & Writing achievement of our Year 4- 8 target learners to 80% proficient (are meeting expectations for their year level) or exceeding (are exceeding expectations for their year level). 	<p>Identifying Target Learner Ākonga</p> <ul style="list-style-type: none"> • Target learners are ākonga who are 'progressing towards' and nearly proficient (Progressing towards - need targeted support to increase the rate of progress and achievement to develop sufficient knowledge and skills. <p>Programmes</p> <ul style="list-style-type: none"> • Target learner planning needs to be specific and responsive to knowledge gaps to accelerate ākonga to meet expectations for their year level. • To implement strong daily interventions (above - where possible) to support the urgent acceleration of the identified 'target learners' (double-dipping). • Share specific targeted learning goals and home learning with whānau. <p>Assessment and Data</p> <ul style="list-style-type: none"> • Accurate and timely progress points (Week 5): analyse, reflect and respond to the learning of the target learners. 	All Staff	<p>Target Learners: Term 1 = Week 3 (whānau are informed) Term 2 / 3 / 4 = Week 7</p>	<ul style="list-style-type: none"> • Learning Support

	<ul style="list-style-type: none">• <i>To ensure all next steps are actioned in response to Week 6 professional conversations.</i> <p><i>Reporting to and celebrating to Whānau</i></p> <ul style="list-style-type: none">• <i>Connection with whānau Week 7 of each term to update and celebrate.</i>			
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MATHS

INITIATIVE	ACTION PLAN	WHO	TIMEFRAME	RESOURCES
<p data-bbox="120 347 421 564" style="border: 1px solid black; padding: 5px;">To maintain and accelerate Maths achievement of our Year 4- 8 cohort to 70% At or Above expected Curriculum level.</p> <p data-bbox="107 603 367 667">Ministry of Education Priorities</p> <ul data-bbox="98 673 421 1209" style="list-style-type: none"> • Priority 1: Establishing a knowledge-rich curriculum grounded in the science of learning. • Priority 2: Implementing evidence-based instruction in early Literacy and Mathematics • Priority 2: Implementing consistent modes of monitoring student progress and achievement. <p data-bbox="107 1248 349 1279">Learning Outcomes</p> <ul data-bbox="98 1286 421 1473" style="list-style-type: none"> • To accelerate Mathematics achievement of our Year 4- 8 learners to 70% proficient (are meeting expectations) 	<p data-bbox="448 316 609 347">Programmes</p> <ul data-bbox="434 354 1030 826" style="list-style-type: none"> • Utilise the new NZ Mathematics & Statistics Curriculum (October 2025 release) to inform high quality, knowledge rich, engaging teaching / learning programmes (an hour a day five days a week five days a week), which are responsive to next steps. • Understand and apply the 'Science of Learning' knowledge to enhance learning outcomes for ākongā. • Home Learning opportunities for every Learning Space that reflects the learning taking place during that week. To be shared with whānau / ākongā within Learning Spaces at the beginning of each week via Hero. <p data-bbox="448 865 712 896">Assessment and Data</p> <ul data-bbox="434 903 1030 1473" style="list-style-type: none"> • By the end of Term 1 2026, Kaiako will have unpacked how to utilise the SMART tool (the new Student Monitoring, Assessment and Reporting Tool) in Years 3-8 ready to use in Term 2 and Term 4. • Use consistent MoE approved data gathering systems within and across Learning Spaces (see 2026 Southbrook School Assessment doc). • Utilise formative assessment and data gathering tools (above) to ensure we have a sound understanding of where ākongā are working at. • Enter up-to-date teacher judgement data into Hero during Week 4 of Terms 2 - 4 (informed by high impact tools, learning conversations and observation of learning processes). 	<p data-bbox="1052 316 1151 347">All Staff</p>	<p data-bbox="1301 316 1422 347">Terms 1-4</p>	<p data-bbox="1570 316 1736 347">RESOURCES:</p> <ul data-bbox="1556 354 1989 603" style="list-style-type: none"> • Learning Support • Digital programmes to enhance learning opportunities • Learning buddies • Professional Development with The Learner First • Professional Development with Maths No Problem

<p>for their year level) or exceeding (are exceeding expectations for their year level).</p>	<ul style="list-style-type: none"> • Learning Spaces will delve deep into data during Weeks 4-5. The purpose of this is to 'consider the why' that ākongā are or are not progressing and be responsive with specific learning plans to be in place by Week 6. • As a school, delve into the school-wide data noticing trends and consider how we can replicate practice that is making a positive difference to enhance learning outcomes for all ākongā. <p><i>Reporting to Whānau</i></p> <ul style="list-style-type: none"> • Utilising the Hero SMS platform to report to whānau (unpack in Term 1 ready to implement in Term 2). <p><i>Celebrations</i></p> <ul style="list-style-type: none"> • Celebrating success regularly (e.g. with whānau, Senior Leadership Team, other Learning Space Kaiako, peers). • For ākongā to go home each week and to be able to say "I have added..... to my Knowledge Kete this week". 			
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MATHS Target Learners

INITIATIVE	ACTION PLAN	WHO	TIMEFRAME	RESOURCES
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<ul style="list-style-type: none"> To accelerate Mathematics achievement of our Year 4- 8 target learners to 80% proficient (are meeting expectations for their year level) or exceeding (are exceeding expectations for their year level). 	<p><i>accelerate ākonga to meet expectations for their year level.</i></p> <ul style="list-style-type: none"> To implement strong daily interventions (above - where possible) to support the urgent acceleration of the identified 'target learners' (double-dipping). Share specific targeted learning goals and home learning with whānau. <p><i>Assessment and Data</i></p> <ul style="list-style-type: none"> Accurate and timely progress points (Week 5): analyse, reflect and respond to the learning of the target learners. To ensure all next steps are actioned in response to Week 6 professional conversations. <p><i>Reporting to and celebrating to Whānau</i></p> <ul style="list-style-type: none"> Connection with whānau Week 7 of each term to update and celebrate. 			
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<p>Embed Collaborative Proactive Solutions</p>	<ul style="list-style-type: none"> To continue to utilise our RTLB / MoE support to continue to embed CPS at our Kura <p style="text-align: center;"><i>Kids do well if they can!</i></p>	<ul style="list-style-type: none"> All Staff 	<p>Terms 1-4</p>	<p>MoE / RTLB / Dr Ross Greene</p>
<p>Embed Mātauranga Māori expectations in our Kura</p>	<ul style="list-style-type: none"> Kapa Haka will continue to grow and flourish at our Kura Engage with whānau Māori to gather voice and perspectives Te Reo will be alive in all Learning Spaces Continue to work on our Cultural Narrative 	<ul style="list-style-type: none"> Mrs Marsh & Kapa Haka tutors Principal / Mrs Marsh / Kaiako 	<p>Terms 1-4</p>	<p>Kapa Haka Tutors</p>
<p>Implement a rich authentic student inquiry each term linked to our local environment and / or community</p>	<ul style="list-style-type: none"> To continue to embed our NZ Histories / Local Curriculum Southbrook School Curriculum Curriculum Celebrate diversity in our school community 	<ul style="list-style-type: none"> All Staff All Staff 		

ATTENDANCE

INITIATIVE	ACTION PLAN	WHO	TIMEFRAME	RESOURCES
<div data-bbox="107 347 423 453" style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>Stepped Attendance Response</i></p> </div> <ul style="list-style-type: none"> • <i>Develop and implement an Attendance Management Plan and publish it online by the start of Term 1 2026.</i> • <i>Review and update the plan at least once every three years.</i> 	<p><i>Southbrook School Attendance Plan</i></p>	<p><i>SLT Staff</i></p>	<p><i>Weekly</i></p>	<p><i>HERO</i></p>