



Southbridge
School

Te Kura O Te Whata



Inspire Equip Ignite

SOUTHBRIDGE SCHOOL CHARTER

2024



Southbridge School
Te Kura O Te Whata

03 324-2545
25 Hastings St
Southbridge 7602
principal@southbridge.school.nz

Ka whangia ka tupu ka puawai



That which is nurtured will flourish and grow

This whakatauki was gifted to our school by Te Taumutu Rūnanga

OUR SCHOOL COMMUNITY

“Effective culturally responsive practices support and promote student learning. Students’ culture and identity are highly valued. Students are provided with relevant, real world learning experiences within and outside the classroom” ERO report 2018.

Southbridge School is a U3 rural school on the Canterbury Plains, between the Rakaia River and Te Waihora / Lake Ellesmere, about 40 kms south of Christchurch. It is a co-educational state school for children from Years 1-6. The school is rated decile 8 with a roll of 140, a teaching staff of six and a non-teaching principal. We serve the rural town of Southbridge and outlying farming districts from the Main South Road to the coast.

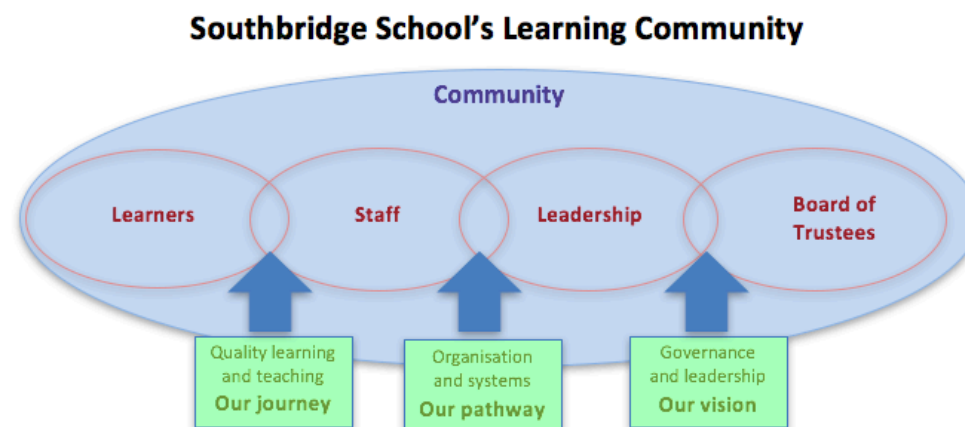
The school was established in 1868 and has a long tradition of being an integral part of the community. Until the 1980s, Southbridge School was a District High School, the secondary school serving the entire Ellesmere District. Today we are one of three primary schools contributing to Ellesmere College in Leeston.

Southbridge is well known for its arable farming; both dairy and horticultural. There are a number of thriving businesses within the township and a number of parents commute to Lincoln, Rolleston, Ashburton and Christchurch for work. The community has a strong sporting tradition.

Our school values the input and involvement of parents, community and students; student voice is a feature of our school. Our productive and strong connections with our community, families and relevant agencies, improves outcomes for our students.

Southbridge School is recognised for its variety of programmes, kapa haka group, student voice, community involvement, effective relationship with Te Taumutu Rūnanga and Seeds of Learning (SOL) programme. The Board of Trustees provides strong leadership and direction for the school and strives to deliver the best possible learning environment for students to make progress and achieve success.

Southbridge School maintains close links with the Taumutu rūnanga and Ngāti Moki marae. In Māori the school’s title is ‘Te Kura O Te Whata’, Te Whata being the storage house of Ruahikihiki, an ancestor of Taumutu.





OUR STRATEGIC VISION

Inspire, Equip, Ignite

Our vision develops naturally from our long-term strategic consultation process. For six years we followed a '2020VISION' process, however we have recently converted to a more traditional strategic process.

Our vision is inspired by the New Zealand Curriculum, which invites schools to form partnerships with whānau and community for the better education of our tamariki. Through many strands of consultation and endeavour our vision defines our aspirations, our work and our hopes for our children.

'Inspire, Equip, Ignite' encompasses three major ideas. First, the purpose of schooling is much broader than an academic curriculum. We wish to teach our tamariki to be good citizens, to protect their environment, and to nurture their bodies and spirits as well as their minds.

Furthermore, we wish to ensure our tamariki are well equipped in terms of the learning experiences they've encountered, the skills they've mastered, the people they've worked with and the equipment / devices they can use.

Finally, each child's motivation for learning will develop at different times. We aim to ignite our students' enthusiasm for learning and to have set them on the path to become lifelong learners with 21st century skills idealised by the New Zealand Curriculum.

PRINCIPLES

“Principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand’s unique identity.” *New Zealand Curriculum 2007, p.9.*

Rationale

Principles express our local curriculum goals and link these to national goals.

Statement of Delivery

Our curriculum incorporates and strives to achieve the following principles:

1. Community partnership; our curriculum:
is a partnership between school and community. The community is engaged in constructing and delivering the curriculum through continuous consultation and “inside out – outside in” learning;
2. Personal excellence; our curriculum:
creates a general environment and specific opportunities for all students to achieve personal excellence. Personal excellence is realised when students strive to extend themselves in areas of strength and to do their best in areas of need;
3. Learning for life; our curriculum:
is both wide and deep. It connects with students’ lives, interests and prior knowledge. It enables students to become independent, lifelong learners; they learn to be team members and to reflect on their experiences;
4. Treaty of Waitangi; our curriculum:
models the principles of the Treaty of Waitangi. It is inclusive of the needs of Māori and pākehā and creates opportunities for all students to become bi-cultural New Zealanders; and
5. Inclusion and diversity; our curriculum:
is non-sexist, non-racist and non-discriminatory. All students have the right to individuality, to have their talents fostered and to have their needs fulfilled. The curriculum embraces multicultural contexts.

VALUES

“Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.”

The New Zealand Curriculum 2007, p.10.

Rationale

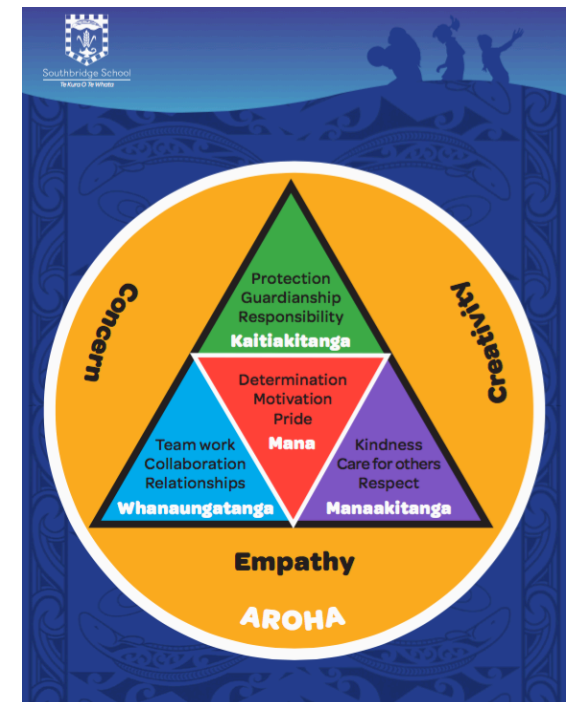
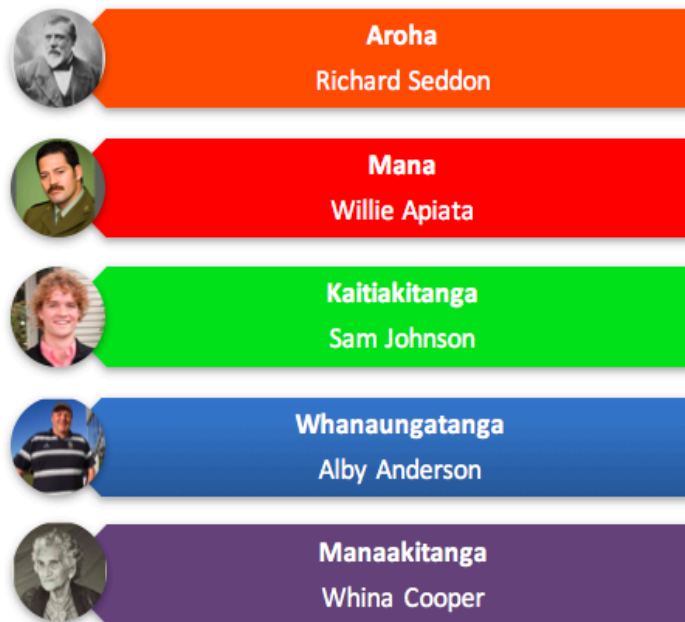
Values are the touchstones against which we measure our actions and outlook on life. Values guide our decision-making. They express how we want to be and who we want to become, both as individuals and as a community.

Development

Our school values were reviewed during 2014 and a new model created aligned to the values of Taumutu marae and Ngā Mātāpuna o Te Waihora cluster. The new values model is firmly based on community and student voice and was formalised at the start of 2016.

The colours of the graphic relate to each value and are designed to assist students in remembering the values independently.

Throughout 2015 we asked parents, students and staff about suitable role models for each value. Our preference was New Zealanders who were well known, still living, and who were easy for our students to relate to. We have been able to identify five New Zealanders, including a local Southbridge community member, to use as role models and these were launched at the beginning of the 2016 school year.



OUR CURRICULUM

We follow the New Zealand Curriculum through the implementation of a school-based curriculum created following strategic consultation with our community. This document is updated regularly to reflect changes in research / best practice and also following strategic consultation with our community. The last revision was in January 2021.

Our curriculum includes:

- a graduate profile which provides the basis for planning learning programmes within each roopu;
- agreed expectations for the teaching of Reading, Writing and Mathematics in each classroom (community);
- integrated cyclic programmes including the domains of the Arts, Science, Social Studies, Health and Technology to ensure coverage of all strands;
- a commitment to teaching tikanga Māori and te reo. A teaching programme and progressions for te reo have been established;
- a focus on teaching the key competencies in age-appropriate progressions; and
- our school values.

Ka Hikitia emphasises the following points that are relevant to our school:

- knowing where students come from and building on this cultural capital, nurtures effective relationships for learning;
- learning is more effective when whānau and iwi are valued partners in the education process and when educators, whānau and iwi are open to learning from and with each other (ako);
- the importance of developing strong foundations for learning early in life; and
- increasing the professional learning and capability of teachers to maximise the effect of high-quality teaching on student achievement.

INSTRUCTION IN TE REO & TIKANGA MĀORI

Rationale

According to the principles of the Treaty of Waitangi and the expectations of the New Zealand curriculum, schools must ensure all reasonable steps are taken to provide instruction in tikanga Māori and te reo Māori for full time students enrolled at the school and, in particular, for Māori students. It is desirable that students develop knowledge and understanding of te reo and tikanga Māori in order to participate fully in bi-cultural New Zealand.

Statement of Delivery

1. Southbridge School currently provides a programme of te reo and tikanga Māori at level 6 of the Ministry of Education's scale of Māori language learning. This is described as 'students learn Māori songs, greetings and simple words.'
2. We are committed to increasing the level of instruction by:
 - Actively recruiting staff with strengths in te reo Māori
 - Providing professional development in te reo Māori for all staff
 - Using staff and members of our community to support instruction in te reo Māori
 - Upgrading teaching resources
 - Having a school kapa haka group.
3. In 2019 Southbridge School also provided instruction in te reo Māori at level 4(b) - At Least 3 hours: for all students who opted in to join our extension te reo Māori classes and as such learnt te reo Māori as a separate subject for at least 1.5 hours per week, on top of the classroom programme. We employed external tutors to teach our specialist te reo Māori lessons for those students who participated.
4. In 2021 we have initiated a 'whānau group' where students learn more about Te Ao Maori; planned activities include termly traditional Māori art days, termly Māori P.E days, termly visits to local places of Cultural significance and kapa haka lessons and performances.

Māori Responsiveness Plan

If a whānau requests a higher level of tikanga and/or te reo than is at present evident in our school's Māori programme the board of trustees, staff and family will discuss and explore the following options:

- Further explain the existing programmes;
- Further extend the existing programmes if and as appropriate;
- Discuss the feasibility of combining with a neighbouring school for parts of the day/programme;
- Offer dual enrolment with the Correspondence School of New Zealand; and
- Use of community expertise or resources to help with any of the above.

TREATY OF WAITANGI

Purposes

To fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual heritage by promoting equitable outcomes for all children.

- All Māori pupils irrespective of tribal affiliations should have the opportunity to grow in the knowledge of their own language and culture.
- Children need to develop an understanding of tikanga Māori, as part of their dual heritage and to equip them for their future.
- As Southbridge School is the nearest to Ngāti Moki marae, and some of the children belong to the Taumutu rūnanga. This policy promotes respect for and co-operation with the Taumutu rūnanga. There is a rich Māori history in this area, which is part of the heritage of all the children of this district.

Objectives

To provide:

1. A school climate in which Māori culture and values are respected.
2. Opportunity for community participation in the Māori activities.
3. An endeavour to include the Māori dimension in all subject areas.
4. For Māori children to retain and grow in their language and the knowledge of tikanga Māori.
5. All children an opportunity to learn te reo me tikanga Māori.
6. For development of resources to support this policy.
7. Opportunities to visit the marae by children and interested parents.
8. Encouragement for all children to relate positively to one another.

INCLUSIVE PRACTICES

Inclusive practice ensures that all students feel valued and involved in all aspects of school life. It involves removing barriers to presence, participation and achievement. Through embracing the values of kotahitanga, whanaungatanga, rangatiratanga and manaakitanga each student will experience belonging and success.

Ko te tamaiti te pūtake o te kaupapa

The child is at the heart of the matter

Guidelines

At Southbridge School teachers will practise:

Manaakitanga – the culture of care

1. Differentiation of the physical environment to meet the needs of the individual
2. Differentiation of the curriculum to meet the needs of the individual

Whanaungatanga – build and value relationships

1. Collaboration with whānau
2. Collaboration with professionals

Rangatiratanga – protect and build the mana of the student through effective teaching

1. Plan for meaningful learning experiences relevant to the student's needs
2. Scaffolding learning experiences to ensure students achieve success
3. Utilising a variety of best inclusive practices

Kotahitanga – create a sense of belonging

1. All students will have equal opportunities to belong to the school community

Pūmanawatanga – recognise that students are at the heart of our school community

1. The belief that supporting students is the responsibility of the whole school community

CULTURALLY RESPONSIVE PRACTICES

Culturally responsive practice focuses on ensuring Māori students feel valued, respected and involved in all aspects of school life.

The following examples of culturally responsive practice have been taken from *‘Kia hiwa ra! Listen to culture – Māori students’ plea to educators’* by Professor Angus Hikairo Macfarlane. These examples are expected to be practised in all areas of Southbridge School life. The *‘Hikairo Schema’* for the compulsory sector (primary and secondary schools) is used by teachers to audit their practice against these and other examples.

- Whanaungatanga
 - Know students’ backgrounds
 - Use people in the community
 - Involve parents and families
 - Use cooperative learning
- Rangatiratanga
 - Scan the room
 - Use effective body language
 - Make eye contact
 - Use physical proximity
 - Use assertiveness
- Manaakitanga
 - Turn teaching into authentic, real life learning opportunities
 - Use cultural connectedness
- Kotahitanga
 - Use whole class rewards
 - Do a class study on the Treaty of Waitangi
 - Person to person class bonding
 - Celebrate and set a programme of learning for ‘Te Wiki o Te Reo Māori’
- Pūmanawatanga
 - Students have the ability to make choices about and lead their learning
 - Keep the student needs and best interests at the heart of teaching

SCHOOL CONTEXT

Student learning

Our students are confident, motivated and engaged learners within our school context. Attendance patterns are consistently high. Progress and achievement data show that our Māori and Pasifika students are performing at a similar level of the school as a whole.

We have a large number of students receiving Learning Support, including one ORS high. These students continue to make progress and represent a significant financial, expertise and time investment on behalf of the school.

Student engagement

Our students are actively involved in their learning, particularly in our place-based education programme 'Seeds of Learning' (SOL). It is part of the practice of our school to invite and value student voice, particularly in terms of the focus of individual class inquiries.

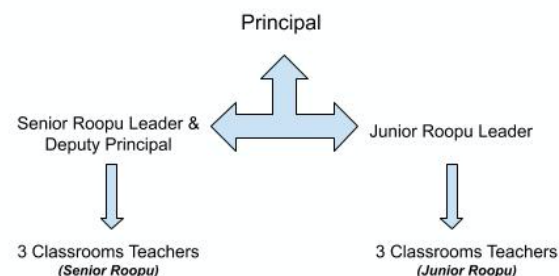
Review of charter and consultation

We will continue to review our charter annually. In addition to this, student achievement targets will continue to be reported on at mid and end of year. These targets also dominate the majority of discussions at roopu hui throughout the year.

We participate in an annual cluster Māori education hui held in conjunction with Ngāti Moki marae. We meet annually with our Māori community as part of our strategic planning programme and seek community and student input into our strategic direction, priorities and programmes. Student voice is an integral part of our practice.

We continue to meet our obligations to consult with our community regularly regarding Health curriculum programmes.

School organisation and structures






Southbridge School Strategic Plan 2024-2025




Vision Statement:




INSPIRE ākonga to be their best self, **EQUIP** our school whānau with tools for future success, **IGNITE** a passion for learning

Summary of the information used to develop this plan:

ERO School Evaluation for Improvement Evaluation Plan, Te Mātaiaho and the Common Practice Model, Key themes from community (including kaiako) engagement and aspirations, ākonga voice and local tangata whenua priorities for our school.

Strategic Goals	Links to Board Primary Objective	Links to Education Requirements		What do we expect to see?		How will we achieve or make progress towards our strategic goals?		How will we measure success?
INSPIRE We effectively guide and support Ākonga as they develop skills in order to participate in a range of life contexts beyond school	All of section 127(1) applies	*NELP 1 to 6 *Te Mātaiaho and the C.P.M *NZC Key Competencies *Project-Based Learning Local Curriculum Document		*Our PBL local curriculum is consistently applied across the senior roopu communities *School Leaders *kaiako, whānau and ākonga are excited and engaged with their PBL local curriculum *Kaiako have a clear understanding of the learning framework within our PBL local curriculum and can access and utilise it confidently with ākonga *Assessment of ākonga is based upon skill acquisition and development *Ākonga are more central to teaching and learning and have far greater agency in regard to their individual learning pathways		*We review our current PBL local curriculum document and add scaffolds as necessary to support shared kaiako understanding *We engage in ongoing PLD opportunities around PBL for school leaders and kaiako *We provide opportunities for modelling and observation across the senior roopu *We ensure ākonga are made an important part of the assessment process, including peer and group assessment		*Annual ākonga, kaiako and whānau feedback to measure engagement and understanding of our local PBL curriculum *Annual ākonga progress data is analysed with respect to our local PBL curriculum *PBL is consistently visible across the senior roopu *Ākonga are able to clearly articulate where they are in the learning process *Assessment and reflection posts on HERO SMS are based on skill acquisition and development

Strategic Goals	Links to Board Primary Objective	Links to Education Requirements		What do we expect to see?		How will we achieve or make progress towards our strategic goals?		How will we measure success?
EQUIP We accelerate the progress of identified Targeted learners in Mathematics & Statistics	All of section 127(1) applies	*NELP 1 to 6 *The Literacy & Communication and Maths Strategy *Te Mātaiaho and the C.P.M *PFS - ALiM *Numicon		*Accelerated progress for identified Targeted learners in Mathematics *Ākonga have increased self-esteem and motivation to engage with core curriculum subject areas *School Leaders, kaiako, whānau and ākonga are excited and engaged with their local school curriculum core areas *An increased number of students who are meeting or exceeding age-appropriate levels of attainment across the school *We have established systems and processes to measure and report on individual and school-wide student progress with respect to our local curriculum		*We engage in ongoing PLD opportunities around Mathematics & Statistics for school leaders and kaiako *We effectively involve whānau in the teaching and learning of Mathematics and Statistics *Kaiako engage in the teaching as inquiry and evaluation process to inquire into their own practice and share their learning *We identify Targeted learners in Mathematics & Statistics and design programs and interventions to meet their specific needs		*We track the progress of identified Targeted learners in Mathematics & Statistics and identify strategies that have resulted in accelerated progress *We analyse annual ākonga learning and progress achievement data with respect to our local curriculum *We measure annual ākonga wellbeing and belonging measures in relation to Mathematics & Statistics - attitudes and mindsets *Annual ākonga and whānau feedback to measure whānau involvement and understanding
Strategic Goals	Links to Board	Links to		What do we		How will we		How will we

	Primary Objective	Education Requirements		expect to see?		achieve or make progress towards our strategic goals?		measure success?
IGNITE We provide Ākonga with a relevant, holistic and refreshed localised school curriculum which is developed based on Te Mātaiaho and with our community	All of section 127(1) applies	*NELP 1 to 6 *Te Mātaiaho and the C.P.M *The Te Mātaiaho Implementation Support Pack *The Literacy & Communication and Maths Strategy *Attendance and Engagement Strategy		*Our local curriculum actively reflects Te Mātaiaho and our communities priorities for their tamariki and local tangata whenua priorities for our school *School Leaders, kaiako, whānau and ākonga are excited and engaged with their local school curriculum *Our local curriculum is published on our school website *Kaiako are clear and confident on the the learning that matters within our local curriculum and access and utilise it easily with ākonga *We have established systems and processes to measure and report on individual and school-wide student progress with respect to our local curriculum		*We implement the necessary curriculum refresh changes through the ongoing development of our local curriculum and relationship with tangata whenua *We ensure local hapu/iwi help determine the matauranga Māori, te reo Māori and tikanga included in our local curriculum *We build awareness and grow understanding of Te Mātaiaho with kaiako and our school community *We engage in ongoing MoE PLD opportunities about Te Mātaiaho for school leaders and kaiako		*Annual tracking of our local curriculum development and Te Mataiaho implementation guidance *Tangata whenua are satisfied that our local curriculum reflects their ideals *Annual ākonga, kaiako and whānau feedback to measure engagement and understanding of our local curriculum *Annual ākonga learning and progress achievement data analysis with respect to our local curriculum *Annual ākonga and whānau feedback to measure satisfaction with reporting *Annual ākonga wellbeing and belonging measures

Southbridge School Annual Implementation Plan 2024

Strategic Goal 1 IGNITE	We provide Ākonga with a relevant, holistic and refreshed localised school curriculum which is developed based on Te Mātaiaho and with our community
Annual Target/Goal	We build awareness and grow understanding of Te Mātaiaho with kaiako and whānau
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. Kaiako have developed in depth knowledge of the refreshed learning areas of English and Maths & Statistics within Te Mātaiaho. This will include ākonga and whānau having had opportunities to engage in understanding Te Mātaiaho and the changes that are coming 2. Kaiako have a growing understanding of Te Mātaiaho: Social Sciences, Science, Technology and Arts learning areas 3. Kaiako will continue to develop their knowledge and confidence in cultural capability 4. We understand our communities' priorities for their tamariki 5. We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local school curriculum 	

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Action 1 *Establish and deliver our Te Mātaiaho based localised school curriculum	*Senior Leadership Team	*Te Mātaiaho Curriculum Document *Maths and Stats Refresh Document *English Refresh Document *Common Practice Model *The Te Mātaiaho Implementation supports pack *Curriculum Implementation Supports Document *Science, Technology & Arts Refresh Documents (when released) * Literacy & Communication and Maths Strategy	*Term 1 -Term 4	*Evaluation of our progress against the Te Mātaiaho implementation guidance and timeline for school leaders and kaiako *Kaiako surveys and feedback on Te Mātaiaho and local school curriculum PLD *Professional Growth Cycle which identifies current focus, progress, new learning and next steps

Action 2 *Partner with our school community including whānau Māori, tangata whenua, iwi and hapū to develop their understanding of Te Mātaiaho and the school curriculum, including how it is delivered and by whom	*School Board *Principal *Senior Leadership Team	*Operations Budget *Te Mātaiaho Curriculum Document	*Term 1 -Term 4	*Whānau feedback (that they feel they understand Te Mātaiaho and the school curriculum, how it is delivered and by whom)
Action 3 *Undertake clear and authentic engagement (in ways that whānau report work for them) with our school's whānau to understand their aspirations for their ākonga	*School Board *Principal *Senior Leadership Team	*Operations Budget *Ministry of Education's Toolkit on school planning and reporting for school boards, principals, and staff *NZSTA's guidance for community engagement	*Term 1 -Term 4	*Whānau feedback (that they feel they and their ākonga belong, are heard and their aspirations will be reflected in the school curriculum) *Ākonga feedback (that they feel they belong, are heard and their aspirations are reflected in the school curriculum)
Action 4 *Learn about our rohe and tangata whenua as part of our strategy to give effect to Te Tiriti o Waitangi	*Principal *Kāhui Ako Leaders	*Operations Budget *Published documents and research about our rohe and tangata whenua and all information we have about tangata whenua aspirations for their ākonga *Identified local community connections and expertise	*Term 1 -Term 4	* Evaluation of our developing relationships and networks with tangata whenua (success will be when tangata whenua report that the relationship is strong) *Our local school curriculum reflects our deepened understanding of our rohe's history and people

Strategic Goal 2 INSPIRE	We effectively guide and support ākonga as they develop skills in order to participate in a range of life contexts beyond school
Annual Target/Goal	Senior roopu kaiako have consistent practice and understanding of Project-Based Learning
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. Kaiako have developed a shared knowledge and understanding of Project-Based Learning. This will include ākonga and whānau having had opportunities to engage in understanding PBL and the pedagogical changes it brings 2. School Leaders, kaiako, whānau and ākonga are excited and engaged with their PBL local curriculum 3. Kaiako are clear and confident on the the learning that matters within our PBL local curriculum and access and utilise it easily with ākonga 4. Assessment of ākonga is based upon skill acquisition and development 5. Ākonga are more central to teaching and learning and have far greater agency in regard to their individual learning pathways 	

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Action 1 *We review our current PBL local curriculum document and add scaffolds as necessary to support shared kaiako, whānau and ākonga understanding	*PBL Lead Teacher *Principal	*PBL Local Curriculum Document *Operations Budget	*Term 1 -Term 4	*Annual ākonga, kaiako and whānau feedback to measure engagement and understanding of our local PBL curriculum *Annual ākonga progress data analysis with respect to our local PBL curriculum *Ākonga are able to clearly articulate where they are in the learning process *Assessment and reflection posts on HERO SMS are based on skill acquisition and development
Action 2	*PBL Lead Teacher	*PBL Local Curriculum	*Term 1 -Term 4	*PBL is on the agenda of

*We engage in ongoing PLD opportunities around PBL for school leaders and kaiako	*Principal	Document *Operations Budget		every roopu hui *Expert schools to visit and/or korero with around PBL best practice are located
Action 3 *We provide opportunities for modelling and observation across the senior roopu	*PBL Lead Teacher	*Relieving Budget *Goal-focussed observation forms	*Term 1 -Term 4	*PBL is consistently visible across the senior roopu *Termly observations show progress towards consistent and best practice as defined by our PBL local curriculum document *Modelling and co-operative teaching and learning is visible across the senior roopu
Action 4 *We ensure ākonga are made an important part of the assessment process, including peer and group assessment	*PBL Lead Teacher *Principal *Senior Roopu Teachers	*PBL Local Curriculum Document *All senior students have access to HERO	*Term 1 -Term 4	*Ākonga are able to clearly articulate where they are in the learning process *Kaiako assessment posts and ākonga reflection posts are based on skill acquisition and development *Ākonga are able to give feedback to their peers and guide them to set authentic personal learning goals

Strategic Goal 3	We accelerate the progress of identified targeted learners in Mathematics & Statistics
Annual Target/Goal EQUIP	We evaluate how well Mathematics & Statistics interventions support targeted learners to make accelerated progress
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. Identified targeted learners have made accelerated progress in the respective curriculum areas 2. Ākonga are motivated and engaged by the local Mathematics & Statistics curriculum 3. An increased number of students who are meeting or exceeding age-appropriate levels of attainment across the school 4. The local Mathematics & Statistics curriculum has been reviewed and amended to reflect the findings of the kaiako inquiries and evaluations 	

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Action 1 *We engage in ongoing PLD opportunities around Mathematics & Statistics for school leaders and kaiako	*Principal *ALiM Regional Lead PLD Provider *Kaiako	*ALiM PLD *Operations Budget *NUMICON PLD *PLD Budget	*Term 1 -Term 4	*An increased number of students who are meeting or exceeding age-appropriate levels of attainment across the school *Accelerated progress for identified targeted learners in Mathematics & statistics *School Leaders, kaiako, whānau and ākonga are excited and engaged with their local school curriculum core areas
Action 2 *We effectively involve whānau in the teaching and learning of Mathematics and Statistics	*Principal *Kaiako *Whānau	*Home and School Maths Partnership equipment *Operations Budget	*Term 1 -Term 4	*A large number of whānau of identified targeted learners attend the 4 H&S Maths Partnership Sessions *Ākonga have increased self-esteem and motivation to engage with core subject areas

Action 3 *Kaiako engage in the teaching as inquiry and evaluation process to inquire into their own practice and share their learning	*Principal *ALiM Regional Lead PLD Provider *Kaiako *Michelle Irving ERO Evaluation Partner	*Evaluation and Reasoning Process Report *Literacy & Communication and Mathematics Strategy *Te Mātaiaho Curriculum Document *The Common Practice Model *ERO Evaluation for Improvement Evaluation Plan	*Term 1 -Term 4	*An increased number of students who are meeting or exceeding age-appropriate levels of attainment across the school *Accelerated progress for identified targeted learners in Mathematics & Statistics
Action 4 *We identify targeted learners in Mathematics & Statistics and design programs and interventions to meet their specific needs	*Principal *ALiM Regional Lead PLD Provider *Kaiako	*Targeted Learners Tracking Document *ALiM PLD *Operations Budget *PLD Budget	*Term 1 -Term 4	*Accelerated progress for identified targeted learners in Mathematics & Statistics *We have established systems and processes to measure and report on individual and school-wide student progress with respect to our local curriculum



Southbridge
School

Te Kura O Te Whata



Inspire Equip Ignite

Student Achievement Targets 2024

Mathematics and Statistics

Strategic Goal 3: We accelerate the progress of identified targeted learners in Mathematics and Statistics

EQUIP our school whānau with tools for future success

Annual Target

We evaluate how well Mathematics and Statistics interventions support identified targeted learners to make accelerated progress.

Student Group

[Numicon](#) is implemented across the entirety of the junior roopu not just as an intervention for targeted students, the progress of the targeted children is more closely tracked and evaluated. ALiM is implemented with targeted students in the senior roopu; this PLD is funded by the MOE and facilitated by an approved advisor.

Desired outcome/s

1. Identified targeted learners have made accelerated progress in the respective curriculum areas
2. Ākonga are motivated and engaged by the local Mathematics and Statistics curriculum
3. An increased number of students who are meeting or exceeding age-appropriate levels of attainment across the school
4. The local Mathematics and Statistics curriculum has been reviewed and amended to reflect the findings of kaiako inquiries and evaluations

Action Plan

What will the school do to meet the target?	When and Who?	Resources allocated to meet target	Review
We engage in ongoing PLD opportunities around Mathematics and Statistics for school leaders and kaiako	Principal ALiM Regional Lead Kaiako	ALiM PLD Operations Budget NUMICON PLD PLD Budget	SEE SOUTHBRIDGE SCHOOL ANNUAL IMPLEMENTATION PLAN FOR EFFECTIVE MEASURE TO REFLECT ON
We effectively involve whānau in the teaching and learning of Mathematics and Statistics	Principal Kaiako Whānau	Home and School Maths Partnership equipment Operations Budget	
Kaiako engage in the teaching as inquiry and evaluation process to inquire into their own practice and share their learning	Principal ALiM Regional Lead Kaiako ERO Evaluation Ptr	Evaluation and Reasoning Process Rept Refreshed Maths Strategy Te Mātaiaho The Common Practice Model ERO Evaluation for Improvement Evaluation Plan	
We identify targeted learners in Mathematics and Statistics and design programs and interventions to meet their specific needs	Principal ALiM Regional Lead Kaiako	Targeted Learners Doc ALiM PLD Operations & PLD budget	

Project-based Learning

Strategic Goal 2: We effectively support and guide ākonga as they develop skills in order to participate in a range of life contexts beyond school

INSPIRE ākonga to be their best self

Annual Target

Senior roopu kaiako have consistent practice and understanding of Project-Based Learning

Student Group

Senior roopu students

Desired outcome/s

1. Kaiako have developed a shared knowledge and understanding of Project-Based Learning. This will include ākonga and whānau having had opportunities to engage in understanding PBL and the pedagogical changes it brings
2. School Leaders, kaiako, whānau and ākonga are excited and engaged with their PBL local curriculum
3. Kaiako are clear and confident on the the learning that matters within our PBL local curriculum and access and utilise it easily with ākonga
4. Assessment of ākonga is based upon skill acquisition and development
5. Ākonga are more central to teaching and learning and have far greater agency in regard to their individual learning pathways

Action Plan

What will the school do to meet the target?	When and Who?	Resources allocated to meet the target	Review
We review our current PBL local curriculum document and add scaffolds as necessary to support shared kaiako, whānau and ākonga understanding	PBL Lead Teacher Principal	PBL Local Curriculum Document Operations Budget	
We engage in ongoing PLD opportunities around PBL for school leaders and kaiako	PBL Lead Teacher Principal	PBL Local Curriculum Document Operations Budget	
We provide opportunities for modelling and observation across the senior roopu	PBL Lead Teacher Principal	Relieving Budget Goal-focussed observation forms	
We ensure ākonga are made an important part of the assessment process, including peer and group assessment	PBL Lead Teacher Principal	PBL Local Curriculum Document All senior students have access to HERO	

