

**SUNNYHILLS SCHOOL**  
Learning for life

An inclusive, fun environment where confident children set goals, achieve success and fulfil their academic, social, sporting and cultural potential through a wide range of opportunities.

Sunnyhills' learners will be independent, articulate and inspirational thinkers encouraged to extend themselves, taking measured risks and solving problems. They will be highly literate, numerate and be connected as active, compassionate citizens.

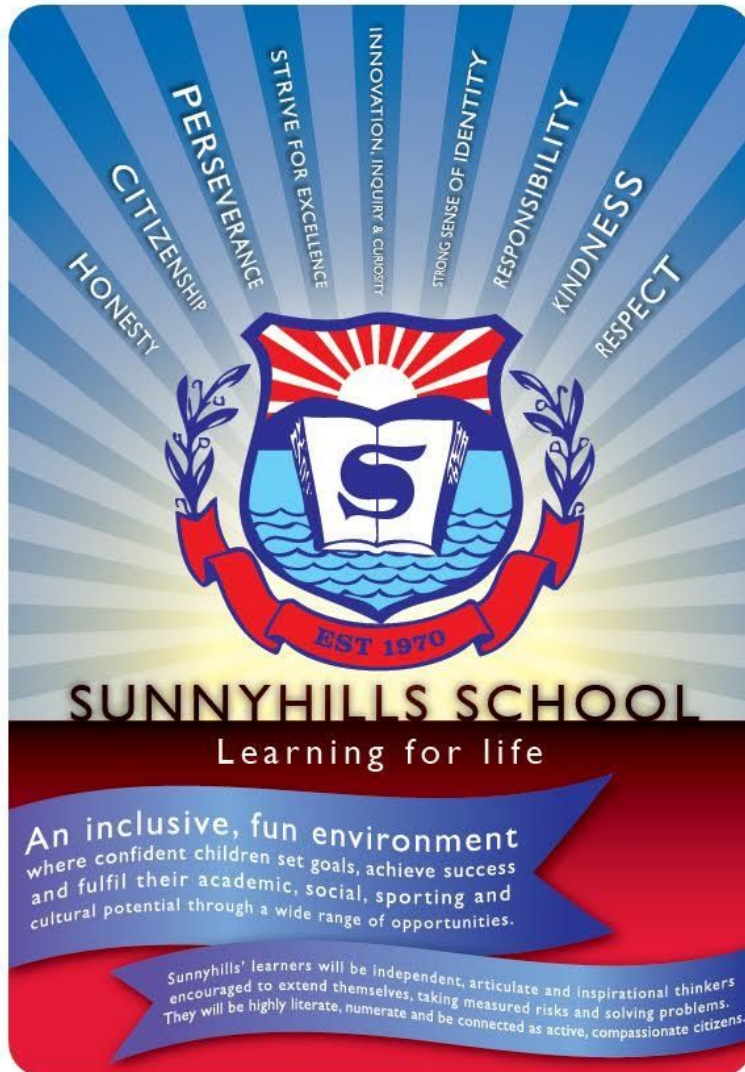
# Sunnyhills School



## Charter & Strategic Plan Analysis of Variance

**2017-2019**

## Charter and Strategic Plan 2017



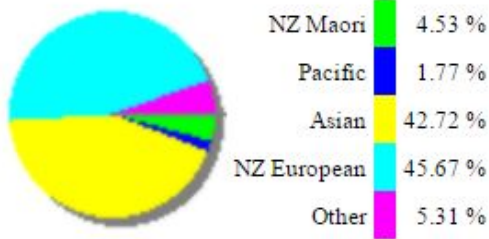
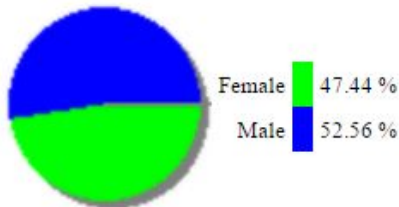
Our 9 Values which underpin our 'way of being' at Sunnyhills.

- Innovation, Inquiry & Curiosity
- Strong sense of identity
- Strive for Excellence
- Perseverance
- Citizenship
- Respect
- Responsibility
- Honesty
- Kindness

Our vision and mission statements are the foundation of our decision making at Sunnyhills. This is encapsulated in our motto "Learning for Life".

# CULTURAL DIVERSITY AND MAORI DIMENSION

*Sunnyhills School will reflect:*

New Zealand Cultural Diversity	The Unique Position of Maori Culture	Our Unique Community														
<ul style="list-style-type: none"> <li>Continue to create opportunities in Inquiry Plans to cater for cultural diversity.</li> <li>Use of other languages at assembly e.g. children could use home language.</li> <li>Learn about the language, culture and identity of our Asian and Pacific learners, and their families.</li> <li>Ensure our Pacific learners have opportunities and view themselves as successful learners.</li> <li>Continue our regular meetings in Mandarin/Cantonese with our Chinese parents with a translator.</li> <li>Utilize our parents to support children to write Mandarin speeches, as a way to acknowledge culture.</li> <li>Host the Auckland Mandarin Speech finals as a way to acknowledge culture.</li> <li>Acknowledgement of our immigrant families with more information shared about the NZ school system and the Sunnyhills processes through the new parents morning tea, the website and utilising social media.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop Kapahaka with a Junior group (Year 1-3)</li> <li>Further extend our performance group- poi, patu more extensive waiata.</li> <li>Continued Participation in the Koanga Festival.</li> <li>Consultation on Strategic Direction with our Maori parents at Kaupapa Maori meetings.</li> <li>Sharing of achievement data of Maori children at a Kaupapa Maori meeting.</li> <li>Schoolwide programme – unit plans to reflect aspects of Tikanga Maori. Evidence of progression in learning from Junior to Middle and then Senior Syndicate.</li> <li>Te Reo Maori is available through Correspondence School for full time children (dual enrolment).</li> <li>Identify and acknowledge Maori children with leadership potential and provide enrichment opportunities.</li> <li>Further develop links to Pakuranga College Maori Dept and Elm Park kapa haka</li> <li>Further develop links to our local iwi.</li> </ul>	<div style="text-align: right;">  <table style="margin-left: auto; margin-right: 0;"> <tr><td style="padding-right: 5px;">NZ Maori</td><td style="text-align: right;">4.53 %</td></tr> <tr><td>Pacific</td><td style="text-align: right;">1.77 %</td></tr> <tr><td>Asian</td><td style="text-align: right;">42.72 %</td></tr> <tr><td>NZ European</td><td style="text-align: right;">45.67 %</td></tr> <tr><td>Other</td><td style="text-align: right;">5.31 %</td></tr> </table> </div> <p>At the start of the 2017 school year we have 508 learners. It is expected that we will grow to 580 as we have done over the last three years.</p> <div style="text-align: right;">  <table style="margin-left: auto; margin-right: 0;"> <tr><td style="padding-right: 5px;">Female</td><td style="text-align: right;">47.44 %</td></tr> <tr><td>Male</td><td style="text-align: right;">52.56 %</td></tr> </table> </div>	NZ Maori	4.53 %	Pacific	1.77 %	Asian	42.72 %	NZ European	45.67 %	Other	5.31 %	Female	47.44 %	Male	52.56 %
NZ Maori	4.53 %															
Pacific	1.77 %															
Asian	42.72 %															
NZ European	45.67 %															
Other	5.31 %															
Female	47.44 %															
Male	52.56 %															

Inclusiveness	What are some areas which make our school unique and are important to the community?
<p><b>At Sunnyhills we believe:</b></p> <ul style="list-style-type: none"> <li>Every student has the right to achieve success and make progress at school, regardless of their ability.</li> <li>All Students (including those who are Maori, Pasifika and with special learning needs) are able to access The New Zealand Curriculum and their progress and achievement will be monitored effectively in relation to National Standards.</li> <li>Effective partnerships between the BOT, school personnel, specialists and whanau will provide a strong platform towards meeting the special education needs of all students.</li> <li>Students' identities, languages, abilities and talents should be recognised and affirmed.</li> </ul> <p><b>At Sunnyhills School this is achieved through:</b></p> <ul style="list-style-type: none"> <li>An inclusive culture where respect and diversity are valued</li> <li>Inclusive practices which engage all students fully in The New Zealand Curriculum and require teachers and whanau in partnership to take responsibility for the learning progress of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly diverse cultural community</li> <li>Stable, supportive parent community.</li> <li>Stable professional staff, who are life-long learners.</li> <li>28% of children speak Chinese as a first language.</li> <li>Strong links with cluster schools – ALLiS.</li> <li>Special relationship with Saint Kentigern College.</li> <li>Strong leadership opportunities for all teachers</li> </ul>

# Our Strategic Goals 2017-2019

Actions will include, but not limited to:

Strategic Goals	2017	2018	2019
<p><b>To provide high quality learning and teaching programmes that enable learners to show growth.</b> NAG 1: Curriculum NAG 2: Self Review</p>	<ul style="list-style-type: none"> <li>Professional Development: TAI (reading focus), Learning with Digital Technologies, Mindset, Modern Learning Pedagogy</li> <li>Review &amp; develop our Sunnyhills Learner vision "Learning for Life"</li> <li>Review &amp; develop a Sunnyhills Inquiry Learning framework</li> <li>Review &amp; develop the Sunnyhills Curriculum Delivery Plan with a focus on continuity across the year level</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development based on identified areas of need</li> <li>Implement Sunnyhills Learning for Life Framework and curriculum</li> <li>Community consultation</li> <li>Complete the Sunnyhills Curriculum Delivery Plan with staff feedback/input</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development based on identified areas of need</li> <li>Embed &amp; review Sunnyhills Learning for Life Framework and curriculum</li> </ul>
<p><b>To ensure the school's practices are inclusive and culturally responsive and meet the needs of its diverse community.</b> NAG 1: Curriculum NAG 2: Self-Review NAG 3: Personnel</p>	<ul style="list-style-type: none"> <li>Professional Development (Ka Hikitia), ALLiS cluster involvement, Asia Aware</li> <li>Community Events – participation in</li> <li>Links with wider community</li> <li>Inclusive School Review</li> <li>Develop School Action plans for implementation of Ka Hikitia and Asia Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Broaden range of cultural groups and activities</li> <li>Implement school action plans for Ka Hikitia and Asia Awareness</li> <li>Continue to build links with the wider community</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive School Review – compare to previous review</li> <li>Continue to build links with wider community</li> </ul>
<p><b>To provide a safe physical and emotional environment.</b> NAG4: Finance and Property NAG 5: Health and Safety</p>	<ul style="list-style-type: none"> <li>Professional Development – requirements &amp; new legislation</li> <li>Implement new health and safety policies and procedures with a focus on Well-being and developing mindfulness</li> <li>Review regularly the risk register</li> <li>Review and update emergency procedures (external review &amp; support)</li> <li>10 Year Property Plan</li> <li>Inclusive School Review</li> <li>Develop school-wide behaviour management plan</li> <li>Introduce Travelwise Programme</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review policies and procedures to ensure that they meet legislative requirements and meet the needs of staff and students</li> <li>Implement Health &amp; Safety items on 10 Year Property Plan</li> <li>Professional Development – holistic view of the child &amp; restorative practice</li> <li>Maintain Travelwise focus</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review policies and procedures to ensure that they meet legislative requirements and meet the needs of staff and students</li> <li>Review Travelwise focus</li> </ul>
<p><b>To promote environmental awareness improve sustainability practices.</b> NAG 1: Curriculum NAG 5: Health &amp; Safety</p>	<ul style="list-style-type: none"> <li>Concept curriculum focus 'Whanaungatanga' – relationships</li> <li>Connect with natural features within the local community</li> <li>Continue to work towards achieving Green-Gold EnviroSchool status</li> </ul>	<ul style="list-style-type: none"> <li>Establish a student environmental group</li> <li>Apply for EnviroSchool Green-Gold status</li> <li>Connect with natural features within the local community</li> </ul>	<ul style="list-style-type: none"> <li>Connect with natural features within the local community</li> <li>Enviroschool maintenance of Green-Gold</li> </ul>

# Our Baseline Data

Baseline student achievement data is the National Standards data from the end of 2017 in Reading, Writing and Mathematics.

## Reading 2017 Achievement:

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1515	Sunnyhills School	March annual charter update	54	1

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	28	5.5%	57	11.2%	266	52.3%	158	31%	509
Maori	1	4.5%	1	4.5%	14	63.6%	6	27.3%	22
Pasifika	3	33.3%	1	11.1%	4	44.4%	1	11.1%	9
Asian	9	4.1%	26	11.9%	113	51.8%	70	32.1%	218
NZ European/Pakeha/Other European	14	5.5%	29	11.4%	130	51.2%	81	31.9%	254
Male	16	6%	40	14.9%	138	51.5%	74	27.6%	268
Female	12	5%	17	7.1%	128	53.1%	84	34.9%	241

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	6	8%	21	28%	32	42.7%	16	21.3%	75
After 2 years at school	6	7.4%	5	6.2%	29	35.8%	41	50.6%	81
After 3 years at school	4	5%	6	7.5%	61	76.3%	9	11.3%	80
End of year 4	5	4.8%	7	6.7%	70	67.3%	22	21.2%	104
End of year 5	4	4.3%	13	13.8%	45	47.9%	32	34%	94
End of year 6	3	4%	5	6.7%	29	38.7%	38	50.7%	75

Writing 2017 Achievement:

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1515	Sunnyhills School	March annual charter update	54	1

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	25	4.9%	70	13.8%	359	70.5%	55	10.8%	509
Maori			4	18.2%	17	77.3%	1	4.5%	22
Pasifika	3	33.3%			6	66.7%			9
Asian	7	3.2%	23	10.6%	160	73.4%	28	12.8%	218
NZ European/Pakeha/Other European	14	5.5%	42	16.5%	172	67.7%	26	10.2%	254

Male	17	6.3%	50	18.7%	186	69.4%	15	5.6%	268
Female	8	3.3%	20	8.3%	173	71.8%	40	16.6%	241

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	1	1.3%	6	8%	68	90.7%			75
After 2 years at school	3	3.7%	6	7.4%	68	84%	4	4.9%	81
After 3 years at school	4	5%	15	18.8%	56	70%	5	6.3%	80
End of year 4	8	7.7%	11	10.6%	74	71.2%	11	10.6%	104
End of year 5	5	5.3%	19	20.2%	56	59.6%	14	14.9%	94
End of year 6	4	5.3%	13	17.3%	37	49.3%	21	28%	75

**Mathematics 2017 Achievement:**

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1515	Sunnyhills School	March annual charter update	54	1

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	10	2%	64	12.6%	303	59.5%	132	25.9%	509
Maori			2	9.1%	18	81.8%	2	9.1%	22
Pasifika	2	22.2%	2	22.2%	5	55.6%			9
Asian	1	0.5%	22	10.1%	113	51.8%	82	37.6%	218
NZ European/Pakeha/Other European	7	2.8%	36	14.2%	163	64.2%	48	18.9%	254
Male	5	1.9%	28	10.4%	151	56.3%	84	31.3%	268
Female	5	2.1%	36	14.9%	152	63.1%	48	19.9%	241

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			8	11%	53	72.6%	12	16.4%	73
After 2 years at school	1	1.2%	11	13.3%	53	63.9%	18	21.7%	83
After 3 years at school	2	2.5%	17	21.3%	53	66.3%	8	10%	80
End of year 4	1	1%	12	11.5%	67	64.4%	24	23.1%	104
End of year 5	3	3.2%	10	10.6%	44	46.8%	37	39.4%	94
End of year 6	3	4%	6	8%	33	44%	33	44%	75

# Our Annual Targets for 2017: Target 1

**Strategic Goal:** To provide high quality learning and teaching programmes that enable learners to progress well in all areas of their learning.

NAG 1: Curriculum  
NAG 2: Self Review

**Annual Target:** To continue to raise student achievement in Reading, with 85% of all students meeting National Standards at the end of 2017.

Overall data from EOY 2016 showed that 79.8% of our learners were achieving at or above, a drop of 2% from the 2015 results. Further analysis shows that:

2016 EOY Base-line	Year Group Improvement	Cohort Improvement
After 1 year at school = 61.9%	68% improvement +6.1%	n/a
After 2 years at school = 84.8%	89% improvement +4.2%	27.1% improvement
After 3 years at school = 82%	86% improvement +4%	2.8% improvement
End of Year 4 = 82.8%	87.5% improvement +4.7%	5.5% improvement
End of Year 5 = 83.4%	82% deficit -1.4%	nil
End of year 6 = 83.5%	88% improvement +4.5%	5.4% improvement

EOY 2017 results: 83% at and above - an increase of 3.2% from 2016, and 1.2% more than 2015 results.

Actions	Responsibility	Timeframe	Resourcing	Ongoing Evidence & Evaluation
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Internal – Tracking (new Google docs) with all students targeted and tracked throughout a Teaching as Inquiry process.</li> <li>External – RTLit to run workshops on running records, sharing best practice to standardise across school.</li> <li>New staff Jill Eggleton course if available</li> <li>Curriculum review in literacy to develop consistent shared approach and Sunnyhills expectations</li> </ul>	<p>Leaders &amp; Class Teachers</p> <p>K. Yates, Leaders &amp; Class Teachers</p>	<p>Establish in Term 1, ongoing throughout year</p> <p>Terms 1-3</p>	<p>Nil</p>	<ul style="list-style-type: none"> <li>Cohort collaborative Inquiry underway formalises the tracking, monitoring and meeting needs of learners.</li> <li>RTLit workshop completed 13/6</li> <li>Internal support for new staff for Jill Eggleton literacy practice</li> <li>Review of Reading (T2) and Writing (T3) completed, led by K. Yates</li> <li>Review in T4 with staff the collaborative inquiry process</li> <li>write up standardisation process for running records for the Sunnyhills Learning Site</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>Internal support or PD for new staff for Jill Eggleton literacy practice?</li> <li>Guidelines will be part of the new curriculum learning site</li> </ul>
<p><b>Learning Support:</b></p> <ul style="list-style-type: none"> <li>Train 2 Learning Assistants as English Language Assistants</li> <li>Implement the Quick 60 programme for target junior readers</li> </ul>	<p>DP, LAs P. Churchill</p>		<p>Grant application successful</p>	<ul style="list-style-type: none"> <li>Two LAs undertaking ELA Professional learning, supported by P. Churchill</li> </ul>



<ul style="list-style-type: none"> <li>• Rainbow Reading to support older target learners</li> <li>• Parent/Volunteer reading programme to target learners</li> <li>• LA support in classes target to priority needs</li> <li>• ELL support in class and withdrawal for Foundation Stage</li> </ul>	<p>Learning Assistant Class Teachers DP</p>	<p>Beginning training in Term 1, then ongoing throughout the year</p>	<p>Nil</p>	<ul style="list-style-type: none"> <li>• Quick 60 programme underway with very pleasing results for the first round. Middle and Senior students are part of round 2 instead of Rainbow Reading</li> <li>• LA's time spread between ELL, Quick 60, Year 0/1 and Y3/4 literacy and language acquisition support</li> <li>• A few reading volunteers started in T2</li> <li>• New readers have been purchased to support early literacy acquisition</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>• Seek more reading mileage volunteers</li> <li>• ELL professional learning to be considered for 2018 as part of CoL</li> <li>• Quick 60 to continue</li> </ul>
<p><b><u>Assessment and Monitoring of Progress:</u></b></p> <ul style="list-style-type: none"> <li>• Develop new data collection of students entering Q60 &amp; exit to see impact of programme</li> <li>• Ongoing data collection and analysis throughout the year.</li> </ul>	<p>LAs, P. Churchill, DP Class Teachers</p>	<p>Develop in Term 1 Implement from Term 2 Throughout year</p>	<p>Nil</p>	<ul style="list-style-type: none"> <li>• Tracking grids on Google Docs updated by LAs, Paula and Robyn monitor progress</li> <li>• Collaborative Inquiry tracking in place for all ensures this</li> <li>• Review in T4 success of Q60 and modify for 2018</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>• Continue Quick 60</li> <li>• Modification of collaborative inquiry in line with curriculum levels/learning progressions</li> <li>• Collaborative inquiry ongoing weekly team discussions so it is a 'live' document</li> <li>• Considering the impact of National policy changes in Education with assessment and monitoring</li> </ul>
<p><b><u>Transition to School:</u></b></p> <ul style="list-style-type: none"> <li>• Review transition to school programme and develop a programme that involves working with families to support early Literacy.</li> <li>• Continue to develop links with ECE Centres and provide transition visit opportunities.</li> <li>• Review, develop and start a Transition to School Class for 4.5 year olds</li> </ul>	<p>K. Yates K. Yates K. Yates</p>	<p>Beginning Term 1 then ongoing Throughout the year  T1 to start T3</p>	<p>\$50  \$100</p>	<ul style="list-style-type: none"> <li>• K. Yates has started visiting ECE centres to continue relationships</li> <li>• new starters continue to visit for 2 sessions prior to starting</li> <li>• New Parent meetings are offered once per term - updated presentation</li> <li>• K. Yates - Term 3 - 5 week course- Raising Readers - School and Home Connections</li> <li>• Consideration of cohort entry for 2018 - consultation process has begun with Junior Staff</li> <li>• K. Yates to visit other schools to see how they manage transition classes (additional to school visits) and their pedagogy.</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>• Meet with parents of each new child entering Sunnyhills</li> <li>• J. Burge &amp; S. Venville to develop relationships with ECE in 2018 for local contributors</li> </ul>
<p><b><u>Community Engagement:</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum evening - book week celebrations, Grandparents day</li> </ul>	<p>All staff</p>	<p>Term 3 Reporting to parents</p>	<p>\$100</p>	<ul style="list-style-type: none"> <li>• Home School Meetings Week 10 T2</li> <li>• Book week was held in T3 along with Grandparents and special friends</li> <li>• Book Parade was well attended by whanau</li> <li>• Volunteer reading with students by "nana-helps"</li> </ul>

<ul style="list-style-type: none"> <li>Meet with parents of all students who are not on track to meet standards after two years and develop a plan of how home and school can work together to support accelerated learning.</li> </ul>				<ul style="list-style-type: none"> <li>Interesting visitors to enrich the programme through Author In-Residence Stu Duval, NZ Playhouse Theatre</li> <li>Pakuranga Library promotions and Summer reading programme</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>A Curriculum Evening for Parents maths Inquiry etc. Formulate set of possible questions that could be used when meeting with caregivers of students new to the school</li> <li>Consider partnership with National Library for staff professional development</li> <li>Open days for showcasing learning. Reading, Maths, BYOD integration</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Continue to cull old resources and resort existing Reading books</li> <li>Purchase new titles across the full range of reading levels</li> </ul>	A Jeans & K. Yates K. Yates & Leaders	Term 1 & Term 2 Term 1 & Term 2	Nil \$15,000	<ul style="list-style-type: none"> <li>New titles bought by K. Yates through reading plan</li> <li>A. Jeans, P. Churchill &amp; K. Yates ongoing cull of reading resources</li> <li>cull of wider resources to be done</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>National Library support for library recommendations</li> <li>Top ups of readers</li> <li>Increase for library reading book budget</li> </ul>
<p><b>School Library Improvements:</b></p> <ul style="list-style-type: none"> <li>Train student librarians.</li> <li>Add new books to the collection</li> <li>Continue to review how the library can be a hub of learning with makerspace and innovation area</li> </ul>	S Knofflock/A Jeans Leaders eTeam	Throughout the year	\$5,000 \$2,000	<ul style="list-style-type: none"> <li>Student Librarians are trained</li> <li>A. Jeans monitors the use of the unmaker table at lunchtime as we found children not using tools appropriately</li> <li>A. Jeans has accessioned new books to the collection and 2017 will be purchased in the Whitcoulls September sale</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>Purchase non fiction texts for the School Library</li> <li>Cull old or damaged texts from the library (utilise National Library expertise)</li> <li>Library makerspace licences for use of unmaker space</li> <li>Review of library and maker space</li> </ul>

## Our Annual Targets for 2017: Target 2

**Strategic Goal:** *To provide high quality learning and teaching programmes that enable learners to progress well in all areas of their learning.*

NAG 1: Curriculum  
NAG 2: Self Review

Annual Target: To investigate what it means to be a Sunnyhills Learner, exploring our vision “Learning for Life” and learning process to develop positive learner focused relationships				
Actions	Responsibility	Timeframe	Resourcing	Ongoing Evidence & Evaluation
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• PRT Support &amp; Guidance Course and mentoring</li> <li>• Cluster TOD: Nathan Wallis</li> <li>• Modern Learning Pedagogy</li> <li>• EdTechTeam Google Summit</li> <li>• Positive Education in New Zealand</li> <li>• School visits where appropriate to see others that have strong learning culture and frameworks</li> </ul>	<p>S. Venville Principal All Staff Class Teachers</p>	<p>Throughout the year Term 1, then ongoing</p>	<p>\$120 PRT course \$2000 (Core Ed?) \$6,500 1 day per T released by Dean</p>	<ul style="list-style-type: none"> <li>• Provisionally Certified Teachers have been attending HPPA network sessions and have documented guidance and support on their individual sites.</li> <li>• Cluster TOD was attended by staff and facilitated by Nathan Wallis</li> <li>• 22 staff attended the Google Summit and each person shared a top idea from the sessions</li> <li>• S. Venville and R. Steel attended Positive Education Conference</li> <li>• Schools that Deliver Network - TOD inclusive of Board and follow up leadership network days in Melbourne to revision the school. Work has begun with the Network to implement vision</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>• Consider in budget staff to attend Positive Education Conference</li> <li>• Modern Learning Pedagogy - will become part of our new vision research focus groups</li> <li>• School visits will only be applicable towards working towards the vision research or through teacher CRT component and proposals</li> </ul>
<p><b>Curriculum &amp; Monitoring of Progress:</b></p> <ul style="list-style-type: none"> <li>• Creation of simplified visuals that represent our learner vision “Learning for Life”</li> <li>• A refreshed model of inquiry learning</li> <li>• Learner dispositions/competencies agreed upon and rubrics created</li> </ul>	<p>Leaders &amp; All staff</p>	<p>Term 1 &amp; ongoing</p>	<p>\$50  Nil Nil</p>	<ul style="list-style-type: none"> <li>• Senior leaders will work towards creating a learning disposition rubric over term 3</li> <li>• S. Knofflock and senior leaders review and devise new model for consultation with staff</li> <li>• S Knofflock &amp; J Macnaughtan attended Kath Murdoch Inquiry PD</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>• Consult staff on learner dispositions and inquiry model</li> <li>• Consult wider once there has been agreed of the above</li> </ul>
<p><b>Community Engagement:</b></p> <ul style="list-style-type: none"> <li>• Community evening to showcase learning and our developing model of “Learning for Life” at Sunnyhills</li> <li>• Community Consultation</li> </ul>	<p>Principal, All staff Principal</p>	<p>Term 4  Term 2,3</p>	<p>\$50  Nil</p>	<ul style="list-style-type: none"> <li>• Based on new school vision and values, these need to be shared with the community. This has already been shared via July newsletter</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>• Website with new vision and values needs updating</li> <li>• Gather views from community</li> </ul>

# Our Annual Targets for 2017: Target 3

<b>Strategic Goal:</b> <i>To ensure the school's practices are inclusive and culturally responsive and meet the needs of its diverse community.</i>		NAG 1: Curriculum NAG 2: Self-Review NAG 3: Personnel		
<b>Annual Target:</b> <i>To further develop the school's inclusive focus by reflecting the cultures of all students within the school environment and curriculum.</i>				
Actions	Responsibility	Timeframe	Resourcing	Ongoing Evidence & Evaluation
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>Internal – developing confidence in staff speaking basic commands in Te Reo and following Tikanga, refresh principles of Ka Hikitia, Ta Taiako, inclusion of Mana Potential tool as part of behaviour</li> <li>ALLiS cluster involvement, Mandarin lessons</li> <li>External - investigate Asia Aware professional learning</li> <li>External - Mindful Aotearoa</li> </ul>	Principal  Principal, DP Principal, DP DP, Deans	Terms 1&2  Term 2-3 Term 2-3 Term 1	\$1000 ALLiS \$1,000 \$5,000	<ul style="list-style-type: none"> <li>Term 2 &amp; 3 senior classes are continuing this year with Mandarin lessons. The students also have a webpage of links to practice in their own time</li> <li>DP &amp; Principal have attended ALLiS meetings</li> <li>Principal investigated Asia NZ foundation for staff meeting. Staff have started to review being more culturally responsive for inclusion of Asian cultures and others</li> <li>Senior Leaders trained in Mindful Education - Pause, Breathe, Smile technique</li> <li>Two Learning Assistants trained as English Language Assistants and supported by coordinating teacher</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>Mandarin Language Assistant to be shared with local schools in 2018</li> <li>Mindful Education trial in classes</li> <li>Mindfulness training for more teachers</li> <li>write up of Mana Potential and review of Maori inclusiveness into our Sunnyhills Learning Site</li> <li>Seek new provider for Kapa Haka cultural group</li> <li>Positive Education Conference</li> <li>Continue with ELA groups</li> </ul>
<b>Community Engagement:</b> <ul style="list-style-type: none"> <li>Inclusive School Review – gather community voice and feedback around current practice</li> <li>Community working bee – fostering positive relationships and engagement</li> <li>Cultural Groups – kapahaka group to participate in Koanga festival</li> <li>Maori Community Hui – share draft action plan relating to implementation of Ka Hikitia, gather input and feedback</li> <li>Asia Aware - investigate best meeting times for Chinese community</li> <li>Community Evening - Asia Foundation NZ</li> </ul>	DP  Principal  Principal, T. Cooper Principal & T. Cooper Principal & DP Principal	Term 1  Term 1-4 Term 1-4 Terms 2  Term 2	Nil	<ul style="list-style-type: none"> <li>Art Exhibition W10 T2</li> <li>Yet to be started - consultation on Health Curriculum has been completed</li> <li>Working Bee in Term 1 was successful and consequence support from Rotary</li> <li>Kapa Haka group performed at Koanga</li> <li>Date booked on Calendar for end of term 3</li> <li>Asia Aware Community Meeting 14/6</li> <li>Successful parent meeting held for the community and staff meeting</li> <li>Travel wise promotions within the community and walk to school week was well supported</li> <li>A short term trial of international students in term 3, added a new dimension for our learners</li> <li>Diwali observed</li> <li>Asia NZ Foundation links with Global Partnership Programme with Singapore investigated</li> <li>Termly wellbeing meetings with wider support networks</li> </ul>

				<ul style="list-style-type: none"> <li>• Termly interagency meetings were attended by SENCO</li> <li>• Principal attended moderation panel with Special Education at the Ministry</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>• Inclusive review for Special Needs and GaTE</li> <li>• Working Bee in Term 1</li> <li>• Employ provider for Kapa Haka group</li> <li>• Another planting day term 3</li> <li>• Maori Whanau Hui</li> <li>• Chinese parent meeting</li> <li>• Asia Awareness plan to be written up</li> <li>• Continue short term international students in term 3</li> <li>• accept invitation for Global Partnership Programme through Asia NZ with Singapore school?</li> <li>• Investigate community resources for wider cultural groups</li> </ul>
<p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Curriculum themes to include different perspectives within each inquiry concept.</li> <li>• Focus curriculum values to respect those of the various ethnic groups in the school.</li> <li>• Celebration of cultures during specific language weeks and significant occasions.</li> <li>• Inclusion of a range of languages within school singing.</li> <li>• Creation of murals around the school to reflect a range of cultures.</li> </ul>	<p>Class Teachers</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>Principal, DP, &amp; B. Dowden Principal, PTA, BOT</p>	<p>Throughout the year</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p> <p>\$PTA</p>	<ul style="list-style-type: none"> <li>• Term 2 &amp; 3 senior classes are continuing this year with Mandarin lessons. The students also have a webpage of links to practice in their own time</li> <li>• DP &amp; Principal have attended ALLiS meetings</li> <li>• Principal investigated Asia NZ foundation for staff meeting. Staff have started to review being more culturally responsive for inclusion of Asian cultures and others</li> <li>• Middle and Junior classes participated in Chinese cultural experiences</li> <li>• Buddhist Temple visit and activities for the whole school</li> <li>• Samoan Language Week was observed</li> <li>• Matariki was observed</li> <li>• Senior students are working with Principal to develop cultural posts on walk way from Fordyce Avenue</li> <li>• All classes contributed to painting letters for fence, some of which include cultural symbols.</li> <li>• Chinese language week was celebrated in classrooms and Facebook daily posts with basic words/phrases</li> <li>• Korean festival application was successful for a visit from a local Taekwondo academy for our Year 6 students</li> <li>• New resources from ALLiS funding to support MLA in 2018</li> </ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"> <li>• signage</li> <li>• Mandarin Language Assistant starting with Sunnyhills School and shared across cluster</li> <li>• Complete the cultural posts along Fordyce Avenue</li> <li>• designated working space for CRT Enviro Specialist</li> <li>• Buddhist temple visit alternate years recommended moving forward (2019)</li> </ul>
<p><b>Student Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Incorporate aspects of well-being into daily classroom routines.</li> <li>• Develop and implement school-wide behaviour management plan that reflects the values of the diverse cultures within the school.</li> </ul>	<p>Class Teachers</p> <p>Principal, Class Teachers</p>	<p>Throughout the year</p>	<p>Nil</p> <p>\$50</p>	<ul style="list-style-type: none"> <li>• Sue &amp; Robyn attended 2 day "Positive Education" seminar focussing on recognition of strengths.</li> <li>• Senior Leaders completed Mindfulness educator course, which will be taught across several rooms in term 3.</li> </ul>

		Develop in Term 1, implement from Term 2		<ul style="list-style-type: none"><li>• TOD staff were introduced to Mana Potential to assist with strengths base behaviour plan for students and a class thinking spot. Once class thinking spot has been used, then team leader thinking spot and/or a think sheet from the DP/Dean.</li></ul> <p><u>Recommendations for 2018:</u></p> <ul style="list-style-type: none"><li>• Extend number of classes experiencing mindfulness</li><li>• Grow the number of staff delivering the Mindfulness Programme</li><li>• written plan as part of our Sunnyhills Learning Site that is inclusive of growth mindset and mindfulness resources</li><li>• Continued implementation of Mana Potential</li><li>• Recommendations from Research Teams</li><li>• NZCER Well being survey for students</li><li>• Continue with on-going well being register and meetings.</li><li>• Trial splitting the SENCO role that is whanau based</li></ul>
--	--	--	--	--

**SUNNYHILLS SCHOOL**

**KIWISPORT REPORT 2017**

Kiwisport is a funding initiative by the Ministry of Education to encourage students' participation in sport. In 2017, Sunnyhills School was granted \$7,307 for Kiwisport funding.

This Ministry funding enabled our school to purchase sports equipment for a variety of sporting codes allowing our students to try sports they may not have been previously exposed to. We also actively sourced external coaching activities from local sporting clubs. This empowered our students to feel more confident in their sporting ability and promote positive sporting experiences.

Kiwisport funding also supports our school to participate in more inter-school sports activities and field days.

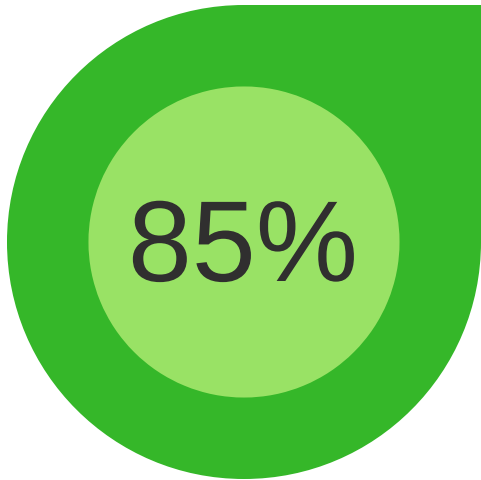
Justine driver  
Principal  
1/3/18



# Sunnyhills School



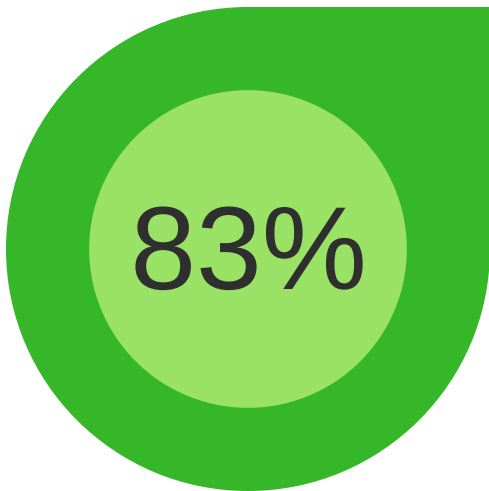
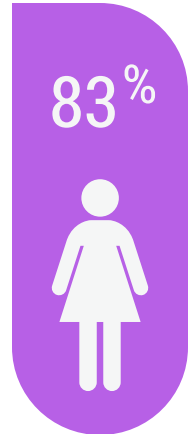
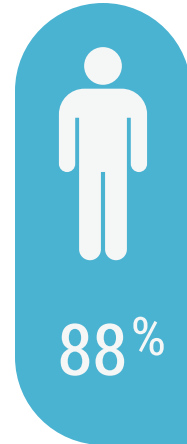
## 2017 National Standards Summary



**AT & ABOVE**

*Mathematics*

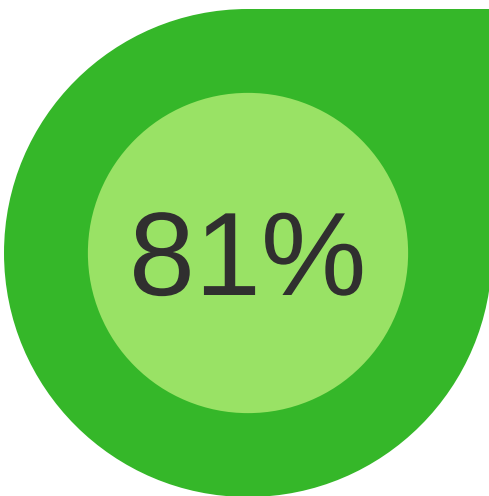
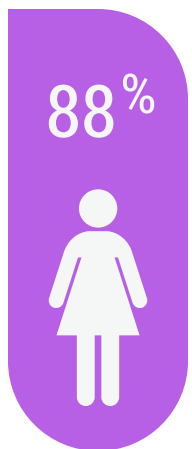
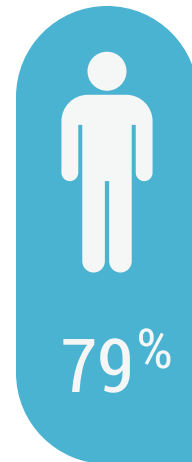
Current NZ Average 75%  
Auckland Average 76%



**AT & ABOVE**

*Reading*

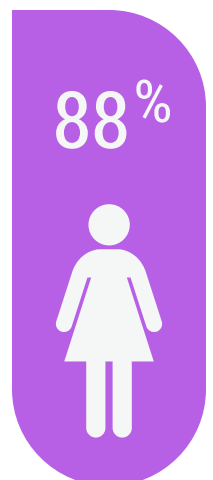
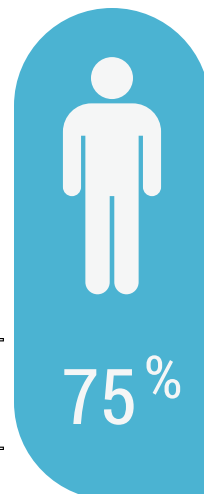
Current NZ Average 78%  
Auckland Average 77%



**AT & ABOVE**

*Writing*

Current NZ Average 71%  
Auckland Average 71%



The data graphics above are representative of 509/569 students enrolled at Sunnyhills School in 2017 who have completed and are identified by National Standards as After one year at School to the end of Year 6.