

HONESTY  
 CITIZENSHIP  
 PERSEVERANCE  
 STRIVE FOR EXCELLENCE  
 INNOVATION, INQUIRY & CURIOSITY  
 STRONG SENSE OF IDENTITY  
 RESPONSIBILITY  
 KINDNESS  
 RESPECT

**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

2017-2019



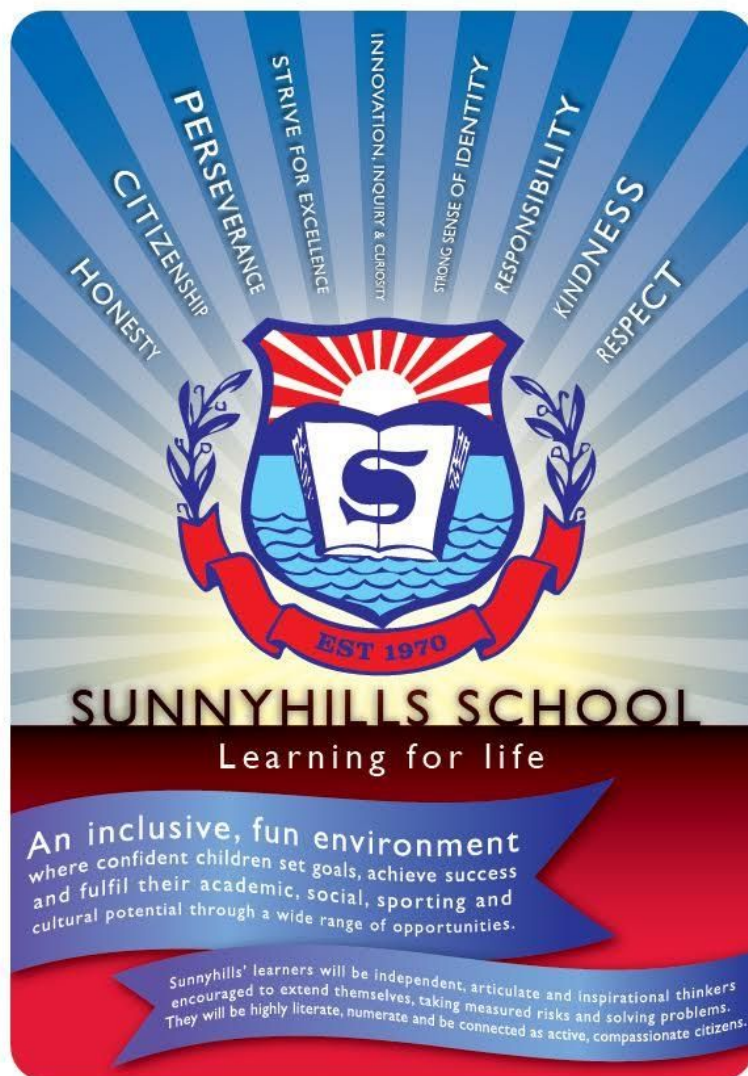
Learning for life

# Sunnyhills School



Learning for life

## Charter and Strategic Plan 2017



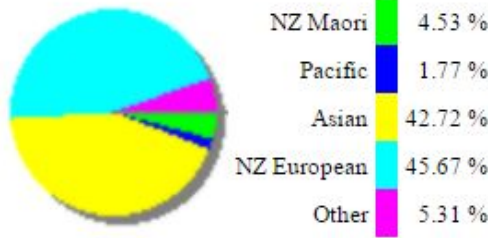
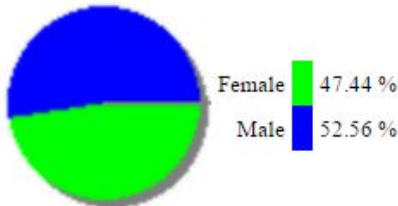
Our 9 Values which underpin our 'way of being' at Sunnyhills.

- 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 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 style="text-align: center;">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 %
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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 to take responsibility for 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> </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>Rejuvenate 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>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 2016 in Reading, Writing and Mathematics.

## Reading:

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	35	6.7%	70	13.5%	278	53.5%	137	26.3%	520
Maori	3	11.5%	2	7.7%	16	61.5%	5	19.2%	26
Pasifika			1	16.7%	4	66.7%	1	16.7%	6
Asian	17	8.1%	33	15.6%	104	49.3%	57	27%	211
NZ European/Pakeha/Other European	13	4.8%	33	12.2%	151	55.9%	73	27%	270
Male	22	8.6%	39	15.2%	140	54.5%	56	21.8%	257
Female	13	4.9%	31	11.8%	138	52.5%	81	30.8%	263

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	5	6%	27	32.1%	40	47.6%	12	14.3%	84
After 2 years at school	3	3.5%	10	11.6%	50	58.1%	23	26.7%	86
After 3 years at school	9	9%	9	9%	61	61%	21	21%	100
End of year 4	6	6.5%	10	10.8%	51	54.8%	26	28%	93
End of year 5	5	6.9%	7	9.7%	38	52.8%	22	30.6%	72
End of year 6	7	8.2%	7	8.2%	38	44.7%	33	38.8%	85

**Writing:**

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	20	3.8%	70	13.4%	377	72.4%	54	10.4%	521
Maori	2	7.7%	2	7.7%	20	76.9%	2	7.7%	26
Pasifika			1	16.7%	5	83.3%			6
Asian	11	5.2%	20	9.4%	154	72.6%	27	12.7%	212
NZ European/Pakeha/Other European	7	2.6%	44	16.3%	194	71.9%	25	9.3%	270
Male	15	5.8%	52	20.2%	175	67.8%	16	6.2%	258
Female	5	1.9%	18	6.8%	202	76.8%	38	14.4%	263

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	1	1.2%	2	2.4%	78	91.8%	4	4.7%	85
After 2 years at school	1	1.1%	7	8%	73	83.9%	6	6.9%	87
After 3 years at school	4	4%	20	20.2%	70	70.7%	5	5.1%	99
End of year 4	6	6.5%	19	20.4%	56	60.2%	12	12.9%	93
End of year 5	4	5.6%	13	18.1%	47	65.3%	8	11.1%	72
End of year 6	4	4.7%	9	10.6%	53	62.4%	19	22.4%	85

## Mathematics:

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	18	3.5%	49	9.4%	328	63.1%	125	24%	520
Maori	2	7.7%	4	15.4%	18	69.2%	2	7.7%	26
Pasifika			2	33.3%	4	66.7%			6
Asian	6	2.8%	7	3.3%	120	56.9%	78	37%	211
NZ European/Pakeha/Other European	10	3.7%	31	11.5%	185	68.5%	44	16.3%	270
Male	9	3.5%	19	7.4%	153	59.5%	76	29.6%	257
Female	9	3.4%	30	11.4%	175	66.5%	49	18.6%	263

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			6	7.1%	68	81%	10	11.9%	84
After 2 years at school	1	1.1%	10	11.5%	66	75.9%	10	11.5%	87
After 3 years at school	4	4%	12	12.1%	63	63.6%	20	20.2%	99
End of year 4	4	4.3%	11	11.8%	40	43%	38	40.9%	93
End of year 5	4	5.6%	4	5.6%	39	54.2%	25	34.7%	72
End of year 6	5	5.9%	6	7.1%	52	61.2%	22	25.9%	85



# Our Annual Targets for 2017: Target 1

<b>Strategic Goal:</b> <i>To provide high quality learning and teaching programmes that enable learners to progress well in all areas of their learning.</i>		NAG 1: Curriculum NAG 2: Self Review		
<b>Annual Target:</b> <b>To continue to raise student achievement in Reading, with 85% of all students meeting National Standards at the end of 2017.</b>				
Actions	Responsibility	Timeframe	Resourcing	Ongoing Evidence & Evaluation
<u>Professional Development:</u> <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>	Leaders & Class Teachers  K. Yates, Leaders & Class Teachers	Establish in Term 1, ongoing throughout year  Terms 1-3	Nil	
<u>Learning Support:</u> <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> <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>	DP, LAs P. Churchill Learning Assistant Class Teachers DP DP	Beginning training in Term 1, then ongoing throughout the year	Grant application successful  Nil	
<u>Assessment and Monitoring of Progress:</u> <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>	LAs, P. Churchill, DP  Class Teachers	Develop in Term 1 Implement from Term 2 Throughout year	Nil	
<u>Transition to School:</u> <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>	K. Yates  K. Yates  K. Yates	Beginning Term 1 then ongoing Throughout the year  T1 to start T3	\$50  \$100	
<u>Community Engagement:</u> <ul style="list-style-type: none"> <li>Curriculum evening - book week celebrations, Grandparents day</li> <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>	All staff	Term 3 Reporting to parents	\$100	
<u>Resources:</u> <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	
<u>School Library Improvements:</u> <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 innovation area</li> </ul>	S Knofflock/A Jeans Leaders eTeam	Throughout the year	\$5,000 \$2,000	



## Our Annual Targets for 2017: Target 2

<b>Strategic Goal:</b> <i>To provide high quality learning and teaching programmes that enable learners to progress well in all areas of their learning.</i>		NAG 1: Curriculum NAG 2: Self Review		
<b>Annual Target:</b> <b>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</b>				
<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Ongoing Evidence &amp; Evaluation</b>
<u>Professional Development:</u> <ul style="list-style-type: none"> <li>• PRT Support &amp; Guidance Course and mentoring</li> <li>• Cluster TOD: Nathan Mikaere-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>	S. Venville Principal All Staff Class Teachers	Throughout the year Term 1, then ongoing	\$120 PRT course \$2000 (Core Ed?) \$6,500 1 day per T released by Dean	
<u>Curriculum &amp; Monitoring of Progress:</u> <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>	Leaders & All staff	Term 1 & ongoing	\$50  Nil Nil	
<u>Community Engagement:</u> <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>	Principal, All staff  Principal	Term 4  Term 2,3	\$50  Nil	

# 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
<u>Professional Development:</u> <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, Manadrin 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	
<u>Community Engagement:</u> <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	
<u>Curriculum:</u> <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>	Class Teachers Class Teachers  Class Teachers  Principal, DP, & B. Dowden Principal, PTA, BOT	Throughout the year	Nil  Nil  Nil  \$PTA	
<u>Student Wellbeing:</u> <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>	Class Teachers Principal, Class Teachers	Throughout the year Develop in Term 1, implement from Term 2	Nil \$50	