

Sunnyhills School



Charter & Strategic Plan

2018-2020



Sunnyhills School

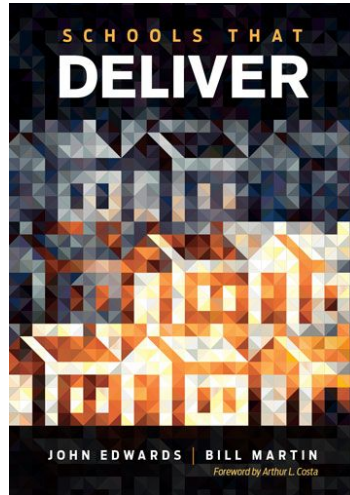


Charter and Strategic Plan 2018



Our Sunnyhills Learning Community values...

- Treating each other fairly
- Showing kindness and respect
- Celebrating our differences
- Working towards a sustainable future
- Challenging ourselves and inspiring others

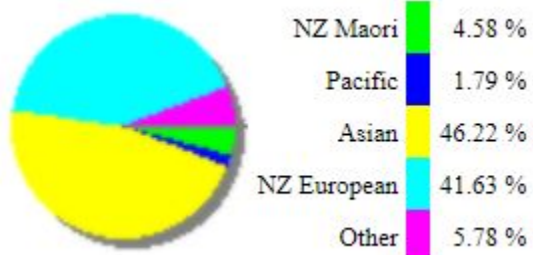
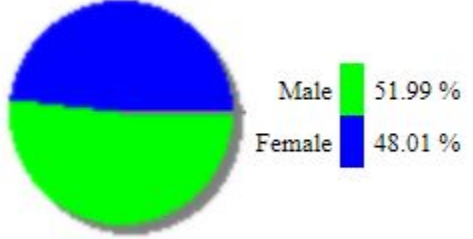


In 2017, Sunnyhills started on the **Schools That Deliver Network** to support with revising the school and develop shared ownership with all stakeholders on learning and life at Sunnyhills School. From this process, a vision story was created. This vision story is summarised in the values and #SunnyhillsSHINE statements above. 2018, sees our community (in July) starting the second phase of this process and refining our research areas towards our new strategic direction. Until then, the four pillars of the interim strategic direction (started in 2017) which cover all areas of the National Administrative Guidelines continues to be implemented:

1. To provide high quality learning programmes that enable learners to show growth.
2. To ensure school practices that are inclusive and culturally responsive to meet the needs of our diverse community
3. To provide a safe physical and emotional environment
4. To promote environmental awareness and improve sustainability practices.

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"> Continue to create opportunities in Inquiry Plans to cater for cultural diversity. Use of other languages at assembly e.g. children could use home language. Learn about the language, culture and identity of our Asian and Pacific learners, and their families. Ensure our Pacific learners have opportunities and view themselves as successful learners. Continue our regular meetings in Mandarin/Cantonese with our Chinese parents with a translator. Utilize our parents to support children to write Mandarin speeches, as a way to acknowledge culture. Participate in Auckland Mandarin Speech finals as a way to acknowledge culture. Host a Mandarin Learning Assistant Acknowledgement of our immigrant families with more information shared about the NZ school system and the Sunnyhills processes through the new parents meetings, the website and utilising social media. 	<ul style="list-style-type: none"> Continue to develop Kapahaka with a Junior group (Year 1-3) Further extend our performance group- poi, patu more extensive waiata. Continued Participation in the Koanga Festival. Consultation on Strategic Direction with our Maori parents at Kaupapa Maori meetings. Sharing of achievement data of Maori children at a Kaupapa Maori meeting. Schoolwide programme – unit plans to reflect aspects of Tikanga Maori. Evidence of progression in learning from Junior to Middle and then Senior Syndicate. Te Reo Maori is available through Correspondence School for full time children (dual enrolment). Identify and acknowledge Maori children with leadership potential and provide enrichment opportunities. Further develop links to Pakuranga College Maori Dept and Elm Park kapa haka Further develop links to our local iwi. 	<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;">4.58 %</td></tr> <tr><td style="padding-right: 5px;">Pacific</td><td style="text-align: right;">1.79 %</td></tr> <tr><td style="padding-right: 5px;">Asian</td><td style="text-align: right;">46.22 %</td></tr> <tr><td style="padding-right: 5px;">NZ European</td><td style="text-align: right;">41.63 %</td></tr> <tr><td style="padding-right: 5px;">Other</td><td style="text-align: right;">5.78 %</td></tr> </table> </div> <p style="text-align: center;">At the start of the 2018 school year we have 500 learners. It is expected that we will grow to 570.</p> <div style="text-align: right;">  <table style="margin-left: auto; margin-right: 0;"> <tr><td style="padding-right: 5px;">Male</td><td style="text-align: right;">51.99 %</td></tr> <tr><td style="padding-right: 5px;">Female</td><td style="text-align: right;">48.01 %</td></tr> </table> </div>	NZ Maori	4.58 %	Pacific	1.79 %	Asian	46.22 %	NZ European	41.63 %	Other	5.78 %	Male	51.99 %	Female	48.01 %
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Inclusiveness

What are some areas which make our school unique and are important to the community?

<p>At Sunnyhills we believe:</p> <ul style="list-style-type: none"> Every student has the right to achieve success and make progress at school, regardless of their ability. 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 curriculum levels. Effective partnerships between the BOT, school personnel, specialists and whanau will provide a strong platform towards meeting the special education needs of all students. Students' identities, languages, abilities and talents should be recognised and affirmed. <p>At Sunnyhills School this is achieved through:</p> <ul style="list-style-type: none"> An inclusive culture where respect and diversity are valued 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. 	<ul style="list-style-type: none"> Increasingly diverse cultural community Stable, supportive parent community. Stable professional staff, who are life-long learners. 28% of children speak Chinese as a first language. Strong links with cluster schools – ALLiS, COL. Special relationship with Saint Kentigern College. Strong leadership opportunities for all teachers
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Our Strategic Goals 2018-2020

Actions will include, but not limited to:

Strategic Goals	2018	2019	2020
<p>To provide high quality learning and teaching programmes that enable learners to show growth. NAG 1: Curriculum NAG 2: Self Review</p>	<ul style="list-style-type: none"> Develop Sunnyhills Learning for Life Curriculum Framework with staff feedback/input Develop & Implement Sunnyhills Inquiry Learning Framework Continued implementation of Genius Hour Adaptive investigations from research teams Schools That Deliver visioning process 	<ul style="list-style-type: none"> Professional Development based on identified areas of need Embed & review Sunnyhills Learning for Life Framework and curriculum 	<ul style="list-style-type: none"> Professional Development based on identified areas of need Embed & review Sunnyhills Learning for Life Framework and curriculum
<p>To ensure the school's practices are inclusive and culturally responsive and meet the needs of its diverse community. NAG 1: Curriculum NAG 2: Self-Review NAG 3: Personnel</p>	<ul style="list-style-type: none"> Embed Sunnyhills Behaviour Plan & Mana Potential Inclusive School Review Action Plan for Asia Awareness Strategy Begin working with Mandarin Language Assistant Broaden range of cultural activities group Action Plan for Ka Hikitia, Maori Success Investigation into Pasifika whanau engagement Schools That Deliver visioning process 	<ul style="list-style-type: none"> Inclusive School Review – compare to previous review Continue to build links with wider community Implementation of Asia Awareness Strategy, Maori Achieving Success as Maori, Pasifika engagement plan 	<ul style="list-style-type: none"> Inclusive School Review – compare to previous review Continue to build links with wider community Implementation of Asia Awareness Strategy, Maori Achieving Success as Maori, Pasifika engagement plan
<p>To provide a safe physical and emotional environment. NAG4: Finance and Property NAG 5: Health and Safety</p>	<ul style="list-style-type: none"> Trial of Pause, Breathe, Smile (Mindfulness Programme) Growth Mindset evident in all classrooms Develop student & staff Hauora & Well-being opportunities Understanding Behaviour and Responding Safely training for all staff Implement Health & Safety items on 10 Year Property Plan/5YA Schools That Deliver visioning process 	<ul style="list-style-type: none"> School wide implementation of Pause, Breathe, Smile Continue to review policies and procedures to ensure that they meet legislative requirements and meet the needs of staff and students Continue to implement Health & Safety items on 10 Year Property Plan/5YA 	<ul style="list-style-type: none"> Embedded practice of Pause, Breathe, Smile Continue to review policies and procedures to ensure that they meet legislative requirements and meet the needs of staff and students Continue to implement Health & Safety items on 10 Year Property Plan/5YA
<p>To promote environmental awareness improve sustainability practices. NAG 1: Curriculum NAG 5: Health & Safety</p>	<ul style="list-style-type: none"> Continue CRT specialist programmes for Music and Enviro Schools Green-Gold Enviro School Reflection Edible Gardens & Farmers Markets Travelwise strategy continued Communication to community & staff adopt practices too Schools That Deliver visioning process 	<ul style="list-style-type: none"> Connect with natural features within the local community Enviroschool maintenance of Green-Gold Travelwise maintenance of Gold Status 	<ul style="list-style-type: none"> Connect with natural features within the local community Enviroschool maintenance of Green-Gold Travelwise maintenance of Gold Status

How our Strategic Goals align to Our Vision:

Strategic Goals	Our Vision states:
<p>To provide high quality learning and teaching programmes that enable learners to show growth. NAG 1: Curriculum NAG 2: Self Review</p>	<ul style="list-style-type: none"> • Learning is authentic, inquiry driven and personalised. • Different learning styles are recognised and catered for through a variety of opportunities, acknowledging and utilising the strengths of students and teachers. • Creative and critical thinking, the learning currency of tomorrow, is promoted. • There is support through resourcing to innovate and inspire our learners using modern technologies, while retaining passion led learning and practical skills. • Our curriculum is inclusive of all learners and all cultures. • Through staff and community commitment, we encourage the development of learners who are open minded and adaptable and who can articulate their thinking. • Students acquire the competence involved in using the technologies that enhance the quality of learning. • Investment in staff well-being and offering professional development opportunities ensure that we retain high quality teachers
<p>To ensure the school's practices are inclusive and culturally responsive and meet the needs of its diverse community. NAG 1: Curriculum NAG 2: Self-Review NAG 3: Personnel</p>	<ul style="list-style-type: none"> • Sunnyhills has a diverse community. We are responsive to our learners and whanau through our recognition and respect of the many cultures, languages, identities and needs. A willingness to embrace differences is fostered, all the while promoting our special "Kiwi Culture". • We are prepared to take risks and to persevere, all the while building resilience. • Different learning styles are recognised and catered for through a variety of opportunities, acknowledging and utilising the strengths of students and teachers. • There is support through resourcing to innovate and inspire our learners using modern technologies, while retaining passion led learning and practical skills. Our curriculum is inclusive of all learners and all cultures.
<p>To provide a safe physical and emotional environment. NAG4: Finance and Property NAG 5: Health and Safety</p>	<ul style="list-style-type: none"> • The students and staff are happy to come to school: happy to learn and happy to teach. We are proud of the open and positive relationships we build with students, teachers, parents and the wider community. • Our staff members are valued – we see them as our greatest asset – and the children of our learning community come first in our list of priorities. We are happy, secure people with positive mindsets.
<p>To promote environmental awareness improve sustainability practices. NAG 1: Curriculum NAG 5: Health & Safety</p>	<ul style="list-style-type: none"> • We work together for a sustainable future by integrating and embedding sound environmental practices that meet the needs of the present, without compromising the generations to come. • Keeping an open mind and demonstrating a willingness to adapt allows for change and modification of our practices for the sake of improvement.

Our Annual Action Plan for Strategic Goal 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		
Actions	Responsibility	Timeframe	Resourcing	Ongoing Evidence & Evaluation
Develop Sunnyhills Learning for Life Curriculum Framework with staff feedback/input <ul style="list-style-type: none"> Continued development of the Staff Portal to ensure consistency of approaches, coherency and quality delivery of the curriculum Standardised Long Term Plans Visible planning in line with planning guidelines Develop & Implement Sunnyhills Inquiry Learning Framework & planning templates Continued implementation of Genius Hour Open days for showcasing learning Review of library and maker space Curriculum Information evenings 	Senior Leaders Leadership team All staff Senior Leaders All staff	By the end of Term 3 Term Two	As budgeted	•
Learner-focussed relationships <ul style="list-style-type: none"> Collaborative inquiry - termly and weekly professional discussions Tracking and analysis of data (tiered monitoring) Strong home school partnerships Review reporting to parents Transition to school programme development and liaisons with Early childhood centre 	Team Leaders Senior Leaders All Staff	Week 8 of each term & weekly at team meetings On-going		•
Professional development <ul style="list-style-type: none"> Formative Assessment with Dylan Wiliam The Mindlab (post grad certificate in applied practice) Google Summit Google Educator Level 1 & Level 2 Math Symposium Writing PLD through COL 	All staff	Collect information before week 3	As budgeted	
Schools That Deliver Network <ul style="list-style-type: none"> Embed vision and values Adaptive investigations from research teams Attend leaders forums 	All staff		As budgeted	•

Our Annual Action Plan for Strategic Goal 2

Strategic Goal: To ensure the school's practices are inclusive and culturally responsive and meet the needs of its diverse community.		NAG 1: Curriculum NAG 2: Self-Review NAG 3: Personnel		
Actions	Responsibility	Timeframe	Resourcing	Ongoing Evidence & Evaluation
<ul style="list-style-type: none"> ● Embed Sunnyhills Behaviour Plan & Mana Potential ● Inclusive School Review ● Acknowledgement and celebrate of cultural events reflective of our community ● Broaden range of cultural activities group particularly Kapahaka ● Action Plan for Ka Hikitia, Maori Success ● Investigation into Pasifika whanau engagement ● Schools That Deliver visioning process ● Effective programmes acknowledge and address the needs and strengths of all learners ● Investigate community resources for wider cultural groups ● Investigate splitting of Senco role into Whanau areas 	Senior Leaders Leadership team Team Leaders All staff Senior Leaders Senior Leaders	Ongoing Term Two onwards Term One	Outside provider as budgeted As budgeted	●
Professional development <ul style="list-style-type: none"> ● Understanding Behaviour & Responding Safely ● English Language Assistants ● SENCO & Interagency Meetings ● RTLB & Ministry of Ed Prof Learning 	Senior Leaders Leadership team Learning Assistants Team Leaders All staff	Ongoing	As budgeted	●
Asian Awareness <ul style="list-style-type: none"> ● Global School Partnership ● Action Plan for Asia Awareness Strategy ● Begin working with Mandarin Language Assistant ● Chinese parent meetings 	Justine Driver John Macnaughtan Senior Leaders	Term One Ongoing	As budgeted	

Our Annual Action Plan for Strategic Goal 3

Strategic Goal: To provide a safe physical and emotional environment.		NAG 1: Curriculum NAG 2: Self Review		
Actions	Responsibility	Timeframe	Resourcing	Ongoing Evidence & Evaluation
<ul style="list-style-type: none"> • Trial of Pause, Breathe, Smile (Mindfulness Programme) • Growth Mindset evident in all classrooms • Develop student & staff Hauora & Well-being opportunities • Implement Health & Safety items on 10 Year Property Plan/5YA • Schools That Deliver visioning process and research team focus 	Senior Leaders All Staff BOT & Principal All staff	Term One & ongoing Ongoing	As budgeted Incidentals Ministry funded as budgeted As budgeted	<ul style="list-style-type: none"> •
Professional Development <ul style="list-style-type: none"> • Understanding Behaviour and Responding Safely training for all staff • Positive Education New Zealand Conference • PD for students - National Young Leaders Day • Ongoing networking with Senco and other outside agencies 	All staff Justine, Sue, Sharon, John, Katie Senior Leaders	Term One Term One Term Two Ongoing	MOE funded As budgeted	
Student Agency <ul style="list-style-type: none"> • Cool Schools - Peer Mediation programme • School Leadership opportunities and training • Travelwise leadership programme • Well being survey 	Senior Leaders	Ongoing Term One	As budgeted	<ul style="list-style-type: none"> •

Our Annual Action Plan for Strategic Goal 4

Strategic Goal: To promote environmental awareness and improve sustainability practices.		NAG 1: Curriculum NAG 2: Self-Review NAG 3: Personnel		
Actions	Responsibility	Timeframe	Resourcing	Ongoing Evidence & Evaluation
<ul style="list-style-type: none"> Continue CRT specialist programmes for Music and Enviro Schools Green-Gold Enviro School Reflection Edible Gardens & Farmers Markets Travelwise strategy continued Communication to community & staff to adopt practices Schools that Deliver visioning process Outside providers supporting and enhancing effective enviro practices (Tread lightly etc) Working Bees Planting Day designated working space for enviro specialist 	Bev Dowden Christine Daniel	Ongoing	As budgeted	<ul style="list-style-type: none">
	School Leaders	Ongoing	As budgeted	
	All staff			
	Term Three			
	Term One			

Sunnyhills Community of Learning Action Plan

Goal: To work together collaboratively to support the COL achievement challenges and endorsed strategy plan.		NAG 1: Curriculum NAG 2: Self-Review NAG 3: Personnel		
Actions	Responsibility	Timeframe	Resourcing	Ongoing Evidence & Evaluation
<ul style="list-style-type: none"> Employ in-school teachers (application process, job description, letter of appointments, novopay etc.) Support our Across School teacher (Kim Madden) Meet regularly with the COL leader Co-ordinate and monitor in-school teacher roles Co-ordinate and monitor Well-Being target Report back to the BOT regularly on learning progress Support in-school leaders with regular release for monitoring their teams and learning progress COL professional learning as available Support the COL Leader, Across/In-school teachers with the strategic direction as described in our endorsed achievement challenge by engaging effectively. Monitor progress of priority learners through inquiry 	Principal	Term 1		<ul style="list-style-type: none">
	Principal	Ongoing	.4 release \$650 coaching	
	Principal & Senior Leaders	Ongoing		
	Principal	Ongoing	.08 release	
	All Staff	Ongoing		
	All Staff			

Our Annual Targets for 2018

Strategic Goal: <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
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Annual Target: To continue to raise student achievement in Writing with a goal of 85% of all writers achieving at or beyond their expected curriculum level by the end of 2018.

Base data: 2017 end of year data showed:

- 81% of our learners achieved at or above the National Standard
- 75% of boys achieved at or above the National Standard
- 88% of girls achieved at or above the National Standard
- Sunnyhills learners achieve 10% higher than both the Auckland (71%) and National (71%) average for achievement in writing
- 82% of our Maori learners achieved at or above, 66% of our Pasifika learners achieved at or above, 78% of our Asian learners achieved at or above

Actions	Responsibility	Timeframe	Resourcing	Ongoing Evidence & Evaluation
• Whole school writing moderation early term 1 to continue to establish consistency in marking	Literacy Leaders			•
• Identify learner needs and utilise collaborative inquiry to monitor progress	All Staff			•
• Establish guidelines for expectations for writing that is consistent school wide	Leadership team			
• All students showing progress in writing through their individual Learning goals and develop a love of writing	All Staff			•
• Staff professional learning in writing	Leadership team	On-going	COL facilitator & expert staff	•

Strategic Goal: <i>To provide a safe physical and emotional environment.</i>	NAG 1: Curriculum NAG 2: Self Review
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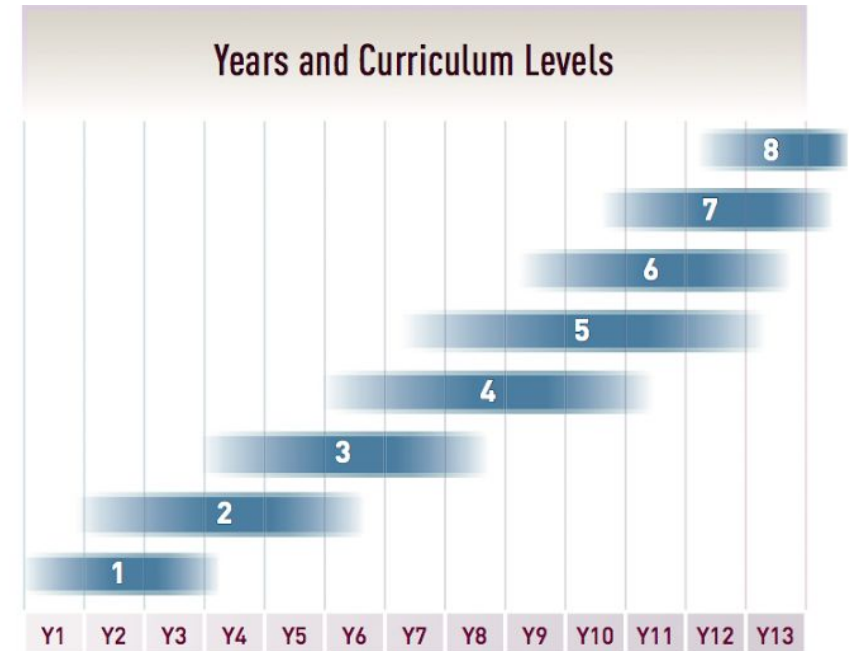
Annual Target: To support students to monitor and take responsibility to improve their well being

Base data: Data will be collected from NZCER survey in Term 1 and student voice.

Actions	Responsibility	Timeframe	Resourcing	Ongoing Evidence & Evaluation
• NZCER survey	Kauri Whanau	Term 1 & 4		•
• Senior Leaders Pause, Breathe, Smile (mindfulness) trial in all Year 5 & 6 classes	Senior Leaders	Late Term 1	\$500	•
• Growth Mindset evident in all classes	All staff	On going		•
• Mana Potential as part of all class behaviour programme and evident in all classes	All Staff	Term 1		•
• UBRS and behaviour management review	All Staff	Term 1		•
• A sharp focus on promoting wellbeing, building resilience and good mental health will improve outcomes for children and young people	All Staff	On going		

Supporting Baseline Data

Baseline student achievement data is the National Standards data from the end of 2017 in Reading, Writing and Mathematics. In 2018 we will be using Curriculum Levels as expectations for each year level.



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