



Sunnybrae NORMAL SCHOOL

As a normal school we are committed to providing the standards of best practice in teaching and learning.

OUR VISION:

An inclusive school living our values and maximising the potential of all.

He kura mākohe e ū ana ki ōna mātāpono, e akiaki ana i ngā tamariki kia eke panuku



2023-2025

CHARTER DOCUMENT

OUR VALUES:

R

RESPECT
Whakaute

I

INDEPENDENCE
Motuhaketanga

C

CO-OPERATION
Pahekotanga

E

EXCELLENCE
Hiranga

LITERACY /ENGLISH



MITEY

MENTAL HEALTH EDUCATION

PB4L



RESTORATIVE PRACTICE

OUR CURRICULUM FOCUS:

OUR STRATEGIC GOALS:

1

The Refreshed Curriculum

Create a local curriculum that is inclusive so that all ākonga see themselves and succeed in their learning.

2

Assessment for Learning

Intergrate an assessment for learning approach that informs teachers' teaching, empowers students' learning and supports continued progress.

3

Literacy/English

Improve student achievement in Literacy through best practise pedagogy.



3 YEAR STRATEGIC ROADMAP 2023-2025 OVERVIEW

		2023				2024				2025				KEY METRICS	
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4		
THE REFRESHED CURRICULUM Create a curriculum that is inclusive so that all ākonga see themselves, and succeed in their learning.	Teacher & student data	Teacher knowledge of ANZH (SS)			Staff PD - ANZH			Student & Staff Audit	Grow understanding of Science, Technology, The Arts curriculums				Improved: - Curriculum delivery - Teacher capability - Learning opportunities - Achievement results - Cultural identity		
		Cultural inclusiveness			Strengthen cultural capability and inclusivity				Grow understanding of P.E and Health curriculums						
		Build awareness Maths	Grow understanding of maths		Maths Resource Audit	Staff PD	Staff PD	Plans are updated	Grow understanding of Languages curriculum						
ASSESSMENT FOR LEARNING Integrate an assessment for learning approach that informs teaching, empowers students' learning and results in improved outcomes.	Inquire into best practices and upskill				HERO PLD for staff and explore this as a reporting tool for parents								Improved: - Assessment practices at SNS		
				Teacher survey	Share survey			Student survey		Student survey audit	Survey parents			Document the shared understanding of SNS assessment for all stakeholders	
			Start developing a shared understanding through teacher lens		Continue developing shared understanding of assessment through student lens				Develop a shared understanding of assessment						
LITERACY/ ENGLISH Impact positively on student achievement in literacy through best practice pedagogy.	Survey Teachers Y1 BSLA	Visit other schools	Staff meetings Y2 BSLA Assessment Review		PLD for chosen pathways for reading and spelling Inquire into pedagogical approaches for writing and handwriting. Target children tracked (reading + spelling)				PLD on the chosen approach for writing Target children tracked (writing)				Improved: - Outcomes for children - Consistency of literacy practice - Increased teacher confidence		
	Data analysis	Professional Readings in teams			Trial new approach for reading and spelling Reflect on impact				Trial new approaches for writing Reflect on impact						
	Visit other schools			Create Action Plans Investigate PLD				Teacher observations (reading + spelling)				Teacher observations (writing)			



WHAT SUCCESS LOOKS LIKE

2023-2025



THE REFRESHED CURRICULUM
Create a curriculum that is inclusive so that all ākonga see themselves, and succeed in their learning.

2023	2024	2025
STRATEGIC GOAL		
Learn about and use the progressions in NZ Histories, Maths/ Stats and Social Sciences to design topics and tasks.	Learn about and use the progressions in Maths/Stats and Social Sciences to design contexts and content.	Learn about and use the progressions in Science, Technology, The Arts, PE/Health and Languages to design topics and tasks.
INITIATIVE		
<ol style="list-style-type: none"> 1. Learn and Use NZ Histories new curriculum. 2. Learn and Trial all of the Social Sciences refreshed curriculum 3. Learn and Trial Maths and Statistics refreshed curriculum 	<ol style="list-style-type: none"> 1. Use Social Sciences refreshed curriculum. 2. Use Maths and Statistics refreshed curriculum. 3. Use NZ Histories refreshed curriculum. 	<ol style="list-style-type: none"> 1. Learn and Trial Science, Technology, The Arts. 2. Learn and Trial PE and Health. 3. Learn and Trial Languages.
ACTIONS		
<p>Survey teachers and students about their prior knowledge of NZ histories.</p> <p>Build staff knowledge of NZ history.</p> <p>Build staff knowledge and understanding of ANZH progressions.</p> <p>Students research and create a cultural narrative of SNS for the website.</p> <p>Talk with our COL cluster as a platform for engaging with tangata whenua and building our cultural narrative and inclusive capabilities.</p> <p>Trial planning formats to include outcomes of the ANZH.</p> <p>Try using the Social Studies progression model and Use, Know, Do (UKD) elements.</p> <p>Design topics, planners and tasks as we notice, recognise, and respond to progress for students.</p> <p>Trial using the Maths progression model and UKD elements to design topics and tasks as we notice, recognise, and respond to progress for students.</p> <p>Grow understand and awareness of the Curriculum Practice Model and how this related to mathematical pedagogical approaches.</p>	<p>Social Science Provide Professional Development on new Social Science curriculum.</p> <p>Map the Social Science UKDs into our inquiry framework.</p> <p>Use the UKD within our plans.</p> <p>Maths Survey teachers about what resources or needs they have to successfully embed refreshed maths curriculum.</p> <p>Refresh the Sunnbrae Maths resources through collating, culling, redistributing and identifying what's needed.</p> <p>Respond to student needs by building teacher capability through professional learning.</p> <p>Incorporate the mathematics and statistics UKD framework and new professional learning into overviews, planning.</p> <p>NZ Histories Use the NZ Histories UKD within our plans.</p> <p>Undertake professional learning (MAC) to strengthen cultural capability and inclusivity.</p> <p>Survey the students at the end of the year to measure progress.</p>	<p>Build awareness, grow understanding and implement change by trialling and using the progression model for the Science, Technology, The Arts curriculums.</p> <p>Review resourcing needs and update equipment if needed.</p> <p>Build awareness, grow understanding and implement change by trialling and using the progression model and UKD elements in planners, topics and tasks from the P.E and Health curriculums.</p> <p>Review resourcing needs and update equipment if needed</p> <p>Build awareness, grow understanding and implement change by trialling and using the progression model and UKD elements to design planners, topics and tasks from the Languages curriculum.</p> <p>Engage with outside agencies to provide support in the Languages curriculum area.</p>



WHAT SUCCESS LOOKS LIKE

2023-2025



ASSESSMENT FOR LEARNING

Integrate an assessment for learning approach that informs teaching, empowers students' learning and results in improved outcomes.

2023	2024	2025
STRATEGIC GOAL		
<p>Assessment for Learning (Teachers) Review what assessment is currently being undertaken at SNS and explore the 'why' behind the assessments. Based on current research, develop a shared understanding of what assessments will be undertaken and why at SNS.</p>	<p>Assessment as Learning (Students) Implement agreed shared assessment practices with a particular focus on student learning and agency in literacy.</p>	<p>Assessment of Learning (Parents, BoT, MoE) Reflect on current methods to share assessment data with parents, BoT, MoE and develop a robust system of reporting achievement and progress to all stakeholders.</p>
INITIATIVE		
<ol style="list-style-type: none"> Inquire into implementing best practices around assessment for learning and reflect on their effectiveness for teachers and students. Review current assessment practices currently being used at SNS and explore why these assessments are being undertaken. Develop a shared understanding of what assessment will look like at Sunnybrae. 	<ol style="list-style-type: none"> Inquire and implement best practices around assessment for learning including student agency. Connect assessment practices to our literacy initiatives. Document a shared understanding of assessment at Sunnybrae. 	<ol style="list-style-type: none"> Inquire into best practice in terms of sharing assessment data and student agency with whānau, BoT, MoE. Reflect on how assessment is currently shared with the school community in our own and other schools. Develop a shared understanding of what Assessment will look like at Sunnybrae through the school through the lens of our school community.
ACTIONS		
<p>Undertake professional readings and related videos on assessment for learning to ascertain what effective assessment looks like.</p> <p>Collate and analyse exemplars and case studies that represent assessment for learning</p> <p>Collect SNS teacher voice on assessment: - What are teams using and why? - What assessment do teams find most relevant, and impactful on their teaching practice and student learning, and why?</p> <p>Share with staff the following: - Teacher feedback on what assessment tools they currently use and why. - Best practice according to current research.</p> <p>Begin to develop a shared understanding of what assessments will be undertaken at Sunnybrae and why, through consultation with teachers.</p>	<p>Undertake professional development on assessment for learning, including student agency.</p> <p>Respond to professional learning and development by utilising learned assessment strategies that target student agency.</p> <p>Collect student voice on assessment and student agency through a student survey.</p> <p>Respond to professional development by utilising learned assessment tools/strategies in literacy.</p> <p>Refine assessment practices in literacy to efficiently measure and set goals for student learning in line with the literacy initiatives.</p> <p>Consult with teachers and students around the impact of assessment practices.</p> <p>Document agreed core assessment practices within and across teams.</p>	<p>Undertake professional readings and related videos on how best to share student assessment data and progress.</p> <p>Consult with other schools as to how they share data and progress with their community.</p> <p>Establish a focus group of interested community members to review assessment practices and student agency and how data and progress is best shared with them.</p> <p>Finalise our shared understanding of what assessment will look like at SNS.</p>



WHAT SUCCESS LOOKS LIKE

2023-2025



LITERACY/ENGLISH
Impact positively on student achievement in literacy through best practice pedagogy.

2023

2024

2025

STRATEGIC GOAL

Review and inquire into best practice in literacy within teams and across the school with a focus on reading and spelling.

Build school-wide consistency of literacy pedagogical teaching and learning practices through PLD.

Build school-wide consistency of literacy pedagogical teaching and learning practices.

INITIATIVE

1. Review current literacy practice.
2. Inquire into best practice for literacy.
3. Based on an identified need, choose a focus area for professional learning and create an action plan for each team.

1. Develop a school-wide approach for spelling and reading.
2. Inquire into best practice in writing and handwriting.
3. Target a need in oral language/writing and implement strategies for shifting progress within teams.

1. Do/Use Sunnybrae approach to reading.
2. Do/Use Sunnybrae approach to spelling.
3. Try, know and progress with our chosen pathway for the teaching of writing, oral language and handwriting.

ACTIONS

Data review (analysis of variance).
 Staff survey - what does literacy look like in your classroom.
 Literacy team to observe teaching of reading and spelling.
 Visit other schools and observe the teaching of reading and spelling and inquire into their journey to their chosen teaching approach.
 Complete professional readings around literacy and discuss at team meetings.
 Explore professional development options for 2024.
 Lead staff or team meetings based on the pedagogical approach chosen for the focus area.
 Teachers trial new approaches and reflect regularly as a team.
 Teachers track 2-3 students from within their class on the intervention and discuss at team meetings.

Undertake professional development in literacy practices in spelling and reading.
 Teachers trial new approaches and reflect on their impact upon student learning.
 Teachers are observed using the chosen pedagogical approach and given feedback and feedforward.
 Target learners progress is tracked and discussed in team PLG meetings.
 Review schoolwide data for writing.
 Survey teachers to gain an understanding of current approaches to teaching writing and handwriting.
 Undertake professional learning around the teaching of writing and handwriting.
 Teams to target an oral language/writing need for identified students.
 Through collaboration, plan for and trial team-wide teaching strategies to align with the target.
 Teams evaluate the strategies used and the difference they have made.

Continue to track target students progress in reading and reflect on our teaching approaches and refine in response to student needs.
 Continue professional learning sessions within staff and team meetings to continue to develop teacher confidence and ensure consistency of approach in reading.
 Continue to track target student progress in spelling and reflect on our teaching approaches and refine in response to student needs.
 Continue professional learning sessions within staff and team meetings to continue to develop teacher confidence and ensure consistency of approach in reading and spelling.
 Lead staff or team meetings based on the pedagogical approach chosen for writing, oral language and handwriting.
 Teachers trial new approaches and reflect regularly as a team.
 Teachers track 2-3 students from within their class on the intervention and discuss at team meetings.



ACTION PLAN 2024



THE REFRESHED CURRICULUM

Create a curriculum that is inclusive so that all ākonga see themselves, and succeed in their learning.

1.

Use Social Sciences refreshed curriculum.

Provide Professional Development that leads to the mapping of the Social Science UKDs into our inquiry framework and learning experiences.

WSL Refreshed Curriculum

3 Hrs

T1 W10

Track percentage of teachers attending professional development.
Track the frequency of PLD.

2.

Use Maths and Statistics refreshed curriculum.

Survey teachers about what resources or needs they have to successfully embed refreshed maths curriculum.

WSL Refreshed Curriculum
Teachers

2 Hrs

T1 W2

100% teachers have completed the survey.
The results are summarised and document what resources are needed.

Refresh the Sunnybrae Maths resources through collating, culling, redistributing and identifying what's needed.

Teachers

6 Hrs

T3 W2

Classrooms are stocked with appropriate maths resources.

Respond to student needs by building teacher capability through professional learning.

PD provider
Learning leaders

8 Hrs

T3 W10

Increased teacher capability to respond to student needs is evident in planning documents.

Incorporate the mathematics and statistics UKD framework and new professional learning into overviews, planning.

WSL Refreshed Curriculum
Teachers

16 Hrs

T3 W1

Overviews and planning show evidence of the UKD framework in use.

3.

Use NZ Histories refreshed curriculum.

Use the NZ Histories UKD within our plans.

Teachers

30 Hrs

T2 W1

Overviews and planning show evidence of the UKD framework in use.

Undertake Professional Learning (MAC) to strengthen cultural capability and inclusivity.

MAC- (Brenda McPherson)
WSL Refreshed Curriculum

8 Hrs

Once per term

Track attendance at PLD.
Teacher survey to track understanding and engagement.
T1, early T3, end T4.

Survey the students at the end of the year to measure progress.

WSL Refreshed Curriculum
Targeted Y3, Y6 students

2 Hrs

T4 W3

Compare results from the 2023 survey with data collected in 2024.



ACTION PLAN 2024



ASSESSMENT FOR LEARNING

Integrate an assessment for learning approach that informs teaching, empowers students' learning and results in improved outcomes.

1.

Inquire and implement best practices around assessment for learning including student agency.

Undertake professional development on assessment for learning, including student agency.

WSL
Assessment for Learning Leader
PD Provider

6 Hrs

T2 W5

Track percentage of teachers attending professional development.
Track the frequency of PLD.

2.

Connect assessment practices to our literacy initiatives.

Respond to professional learning and development by utilising learned assessment strategies that target student agency.

Teachers

4 Hrs

T2 W10

Evidence of assessment strategies that target student agency are observable and documented.

Collect student voice on assessment and student agency through a student survey.

WSL
Assessment for Learning Leader

3 Hrs

T2 W10

Student survey is analysed and results summarised.

Respond to professional development by utilising learned assessment tools/ strategies in literacy.

Teachers

10 Hrs

T3 W10

HERO/BSLA assessment site is being used by teachers. Teachers regularly share samples of assessment tools/strategies they have used.

Refine assessment practices in literacy to efficiently measure and set goals for student learning in line with the literacy initiatives.

WSL
Assessment for Learning Leader
Learning Leaders
Teachers

5 Hrs

T3 W10

Checklist of assessment practices that indicates if they are aligned or not aligned to the literacy initiatives.

3.

Document a shared understanding of assessment at Sunnybrae.

Consult with teachers and students around the impact of assessment practices.

WSL
Assessment for Learning Leader

5 Hrs

T4 W4

100% teachers and a sample set of students participate in a survey/discussion around their assessment experiences.

Document agreed core assessment practices within and across teams.

WSL
Assessment for Learning Leader
Learning Leaders

15 Hrs

T4 W10

Assessment schedule reflects core assessment practices within and across teams.



ACTION PLAN

2024



LITERACY / ENGLISH
Impact positively on student achievement in literacy through best practice pedagogy.

1.

Develop a school-wide approach for spelling and reading.

Undertake professional development in literacy practices in spelling and reading.

WSL Literacy
DP Literacy Strategic Goal

Budget 2024
TOD 8 Hrs
20 Hrs

Ongoing
T4 W10

Track percentage of teachers attending professional development.
Track the frequency of PLD.

Teachers trial new approaches and reflect on their impact upon student learning.

Teachers
Learning Leaders

5 Hrs

T1 W10

Teachers used new tracking document 3 times per term at team level.

Teachers are observed using the chosen pedagogical approach and given feedback and feedforward.

WSL Literacy/Learning
Leaders
DP Literacy Strategic Goal

8 Hrs

T2 W5
T3 W5

100% of teachers are observed and receive written feedback and feedback. Term 2 and later Term 3 as points of measure)

Target learners progress is tracked and discussed in team PLG meetings.

Teachers
Learning Leaders

4 Hrs

T1 W10
T2 W10
T3 W10
T4 W10

Tracking documents are updated termly.
Team minutes reflect discussions.

2.

Inquire into best practice in writing and handwriting.

Review schoolwide data for writing.

WSL Literacy
DP Literacy Strategic Goal

4 Hrs

T2 W9
T4 W9

Data collected T2 and T4 to be analysed and recommendations discussed in T1 and T3 with teachers.

Survey teachers to gain an understanding of current approaches to teaching writing and handwriting.

WSL Literacy
DP Literacy Strategic Goal

2 Hrs

T4 W1

100% teachers have completed the survey. The results are summarised and document current approaches.

Undertake professional learning around the teaching of writing and handwriting.

Learning Leaders
WSL Literacy
DP Literacy Strategic Goal

4 Hrs

T3 W10

100% of teachers have attended relevant professional development and this is reflected in their planning.

3.

Target a need in oral language/ writing and implement strategies for shifting progress within teams.

Teams to target an oral language /writing need for identified students.

Teachers
Learning Leaders

4 Hrs

T3 W6 to
T4 W9

Tracking documents are updated termly.
Team minutes reflect discussions.

Through collaboration, plan for and trial team wide teaching strategies to align with the target.

Teachers
Learning Leaders

4 Hrs

T3 W6 to
T4 W7

Evidence in team meeting minutes.

Teams evaluate the strategies used and the difference they have made.

Teachers
Learning Leaders

4 Hrs

T4 Wk 7

Team meetings weeks 4 and 8.