



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 mākohā e ū ana ki ōna mātāpono,
e akiaki ana i ngā tamariki kia eke panuku*



OUR VALUES:

R

RESPECT
Whakaute

I

INDEPENDENCE
Motuhaketanga

C

CO-OPERATION
Pahekotanga

E

EXCELLENCE
Hiranga



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				
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	KEY METRICS
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.					HERO PLD for staff and explore this as a reporting tool for parents								Improved: - Assessment practices at SNS
	Inquire into best practices and upskill					Teachers undertake agreed assessment tasks and reflect on their effectiveness			Reflect on student survey and implement change			Document the shared understanding of SNS assessment for all stakeholders	
		Teacher survey	Share survey		Student survey			Student survey audit	Survey parents				
			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

Learn about and use the progressions in NZ Histories, Maths/ Stats and Social Sciences to design topics and tasks.

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

Survey teachers and students about their prior knowledge of NZ histories.

Build staff knowledge of NZ history.

Build staff knowledge and understanding of ANZH progressions.

Students research and create a cultural narrative of SNS for the website.

Talk with our COL cluster as a platform for engaging with tangata whenua and building our cultural narrative and inclusive capabilities.

Trial planning formats to include outcomes of the ANZH.

Try using the Social Studies progression model and Use, Know, Do (UKD) elements.

Design topics, planners and tasks as we notice, recognise, and respond to progress for students.

Trial using the Maths progression model and UKD elements to design topics and tasks as we notice, recognise, and respond to progress for students.

Grow understand and awareness of the Curriculum Practice Model and how this related to mathematical pedagogical approaches.

2024

Learn about and use the progressions in Maths/Stats and Social Sciences to design contexts and content.

1. Use Social Sciences refreshed curriculum.
2. Use Maths and Statistics refreshed curriculum.
3. Use NZ Histories refreshed curriculum.

Social Science
Provide Professional Development on new Social Science curriculum.

Map the Social Science UKDs into our inquiry framework.

Use the UKD within our plans.

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

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

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

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

NZ Histories
Use the NZ Histories UKD within our plans.

Undertake professional learning (MAC) to strengthen cultural capability and inclusivity.

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

2025

Learn about and use the progressions in Science, Technology, The Arts, PE/Health and Languages to design topics and tasks.

1. Learn and Trial Science, Technology, The Arts.
2. Learn and Trial PE and Health.
3. Learn and Trial Languages.

Build awareness, grow understanding and implement change by trialling and using the progression model for the Science, Technology, The Arts curriculums.

Review resourcing needs and update equipment if needed.

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.

Review resourcing needs and update equipment if needed

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.

Engage with outside agencies to provide support in the Languages curriculum area.



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		
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.	Assessment as Learning (Students) Implement agreed shared assessment practices with a particular focus on student learning and agency in literacy.	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.
INITIATIVE		
<ol style="list-style-type: none"> 1. Inquire into implementing best practices around assessment for learning and reflect on their effectiveness for teachers and students. 2. Review current assessment practices currently being used at SNS and explore why these assessments are being undertaken. 3. Develop a shared understanding of what assessment will look like at Sunnybrae. 	<ol style="list-style-type: none"> 1. Inquire and implement best practices around assessment for learning including student agency. 2. Connect assessment practices to our literacy initiatives. 3. Document a shared understanding of assessment at Sunnybrae. 	<ol style="list-style-type: none"> 1. Inquire into best practice in terms of sharing assessment data and student agency with whānau, BoT, MoE. 2. Reflect on how assessment is currently shared with the school community in our own and other schools. 3. 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:</p> <ul style="list-style-type: none"> - 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>Share with staff the following:</p> <ul style="list-style-type: none"> - Teacher feedback on what assessment tools they currently use and why. - Best practice according to current research. <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 2025



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

	ACTION	RESPONSIBLE	RESOURCE	DUE	MEASURE
1. Use Social Sciences refreshed curriculum.	Outside provider to provide Professional Development.	The Education Group (PD provider)	5 Hrs	T1 Wk 4	SS inquiry units use UDK and progress outcomes.
	Professional Development for staff.	WSL Refreshed Curriculum lead	3 Hrs	T2 Wk 10	SS inquiry units use UDK and progress outcomes.
	Survey teachers on resources or needs they have to successfully embed refreshed SS Curriculum.	WSL Refreshed Curriculum	3 Hrs	T2 Wk 2	80% of teachers have completed the survey The results summarised and document what resources are needed.
	Use inquiry plans and reflect on impact for learners and teachers.	Teachers	10 Hrs	T2 W 2	Reflection is noted on plans; discussion noted on minutes; student self-reflection and assessment tasks.
2. Use Mathematical and Statistics Refreshed Curriculum.	Professional Development for Oxford University resources.	PD provider	2 Hrs	T1 W4	Classrooms are resourced with appropriate maths resources.
	Professional Development on curriculum provided by Ministry of Education.	Teachers	8 Hrs	T2 W1	Staff have attended meetings.
	Respond to student needs by building teacher capability through professional learning.	PD provider	4 Hrs	T2 W10	Staff meeting time is allocated.
	Incorporate Mathematics and Statistics UKD framework and PLD into overviews/planning.	Teachers	16 Hrs	T4 W10	Overviews and planning show evidence of the UKD framework in use.
	Survey the impact of the new Oxford resource on students and teachers.	Maths leader	2 Hrs	T4 W4	Analysis of pre and post maths data.
3. Use the NZ Histories UKD within our Plans.	Use the NZ Histories UKD framework.	Teachers	3 Hrs	T1 W8	Overviews and planning show evidence of the UKD framework.
	Undertake Professional Learning (MAC) to strengthen cultural capability and inclusivity.	MAC- (Brenda McPherson) WSL Refreshed Curriculum	4 Hrs	Once per term	Staff attend PLD. Teacher survey to track engagement with cultural capabilities T1 and T4.
	Survey the students at the end of the year to measure progress.	WSL Refreshed Curriculum Targeted Y4 and Y6 students	3 Hrs	T4 W8	Compare results from the 2023, 2024 survey with data collected in 2025.



ACTION PLAN 2025



ASSESSMENT FOR LEARNING

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

	ACTION	RESPONSIBLE	RESOURCE	DUE	MEASURE
1. Inquire into Best Practice of Reporting to Whānau.	Consult with other schools on how they share data and progress with their community.	Reporting Group	10 Hrs	T1 W5	Notes taken at meetings to be shared with staff.
	Reporting team set guidelines for new reporting system and work with teachers to implement.	Reporting team WSL - Assessment for Learning DP AFL Leader	5 Hrs	T1 W10	HERO/BSLA/IDEAL assessment sites are being used by teachers.
	Establish community focus group to review assessment practices, student agency, sharing of data, progress with parents.	WSL - Assessment for Learning DP AFL Leader	5 Hrs	T3 W10	School Calendar and communication via the newsletter. Notes taken during focus groups.
2. Develop a Shared Understanding of Assessment for Learning Practices.	Teachers participate in PLD with The Education Group to develop knowledge and shared understanding.	External facilitator Team Leaders WSL - Assessment for Learning Teachers	16 Hrs	T2 W10	Staff attend meetings and action suggestions. Track staff who were able/unable to attend.
	Teachers observe facilitator modelling Assessment for Learning strategies.	Teachers WSL - Assessment for Learning DP AFL Leader	1 hour per teacher	T1 W5	Notes taken, shared and documented at team meetings.
	Teachers share examples of the Assessment for Learning Strategies implemented in classrooms.	Teachers Team Leaders DP AFL Leader	9 Hrs	Termly W3	Team Meeting minutes will show discussions were had and shared.
3. Align Assessment Practices with the New Curriculum and MOE Requirements.	Trial reading assessments: select best one that determines next steps for learning and for reporting to parents.	WSL - Literacy & DP Literacy Lead Teachers WSL - AFL	3 Hrs	T1 W5	Team Meeting minutes will show discussions held and decisions made.
	Trail e-asTTle writing assessment in line with the Pupuke Kahui Ako.	Teachers WSL - Literacy/Assessment	5 Hrs	T2 W5	Writing Moderation meeting.
	Update the Sunnybrae Assessment Overview to reflect decisions made about assessments.	WSL - Assessment for Learning WSL - Literacy WSL - Refreshed Curriculum Maths Lead teacher	5 Hrs	T1 and then reviewed	Overview shared with staff and community.



ACTION PLAN

2025



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

ACTION

RESPONSIBLE

RESOURCE

DUE

MEASURE

1.

Use Sunnybrae's Approach to Reading.

Undertake professional development in literacy practices in Reading.

Teachers
Consultant

60 Hrs PLD

T4 W10

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

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

Teachers
Team Leaders

10 Hrs

Ongoing

Teachers give feedback on new Reading approach at a team meeting.

Teachers observed using Structured Literacy approach and given feedback/feedforward.

Team Leaders
WSL Literacy Lead

24 Hrs

T1 W8, W9
T3 W9

All teachers observed and receive written feedback/feedforward. Term 1 and Term 3 as points of measure.

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

Team leaders
DP Literacy Lead

2 Hrs

T2 W10
T4 W10

Evidence in team meeting minutes.

2.

Use Sunnybrae's Approach to Spelling.

Continue professional learning sessions on Spelling during team meetings.

Teachers
Team Leaders
WSL Literacy Lead

4 Hrs

T1 W8
T2 W4, W8
T3 W4, W8
T4 W4

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

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

Teachers
Team Leaders
DP Literacy Lead

2 Hrs

Termly W9

Evidence in team meeting minutes.

Reflect/Refine teaching approaches in response to student needs.

Teachers

4 Hrs

Termly W10

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

3.

Try, Know and Progress our Chosen Pathway for Teaching Oral Language and Handwriting.

Lead meetings based on chosen oral language and handwriting.

Team Leaders
WSL Literacy Lead
DP Literacy lead

4 Hrs

Termly W3

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

Teachers trial new approaches and reflect regularly as a team.

Teachers
Team Leaders

4 Hrs

Ongoing

Evidence in team meeting minutes.

Teachers track 2-3 students on the intervention and discuss.

Teachers
Team Leaders
WSL Literacy Lead

4 Hrs

Termly W9

Evidence in team meeting minutes.