



# 2025-2027 Strategic Plan



# 2025-2027 Strategic Plan

## OUR VISION

At Sunnyvale Primary School we learn, create and share, making connections to ourselves, our community and our values.

## OUR VALUES

Manaakitanga  
Whanaungatanga  
Tuakana Teina  
Aroha



## OUR GOALS

### Connect

NELP 1, 2 & 3

All learners will experience success and belonging

- Develop educationally powerful connections with whānau and community
- Develop our Poutama graduate profile to encompass our school values through a lens of cultural intelligence and social intelligence
- Connect with people in the wider community from the past and present that are important in community and culture.

### Learn

NELP 2, 3 & 4

All learners will make at least one year's progress every year

- Develop shared quality practice indicators and progressions for the refreshed curriculum
- Develop school wide assessment timelines and reporting methods for the refreshed curriculum
- Align rates of progress and progressions with the refreshed curriculum
- Achieve Level 4 Te Reo Māori across the school

### Create

NELP 2, 3 & 4

To create environments which reflect and enhance quality practice

- Create and review quality practice indicators for classroom spaces with a focus on inclusion and belonging
- Develop and carry out a property enhancement plan with features that support inclusion and belonging
- Design and create environmentally sustainable play spaces
- Create indoor and outdoor sensory spaces
- Develop and provide opportunities for students to explore their talents and interests

### Share

NELP 5 & 7

All learners will experience teaching and learning that connects with home, community and culture

- Develop curriculum and progressions that reflect quality practice and pedagogy - based on PLD, culturally responsive pedagogy, and our QPI
- Develop shared quality practice indicators that encompass inclusion, belonging and differentiation
- Create and engage with opportunities to provide service to the community

# **Annual Implementation Plan**



# Connect

NELP 1, 2 & 3

**All learners will experience success and belonging**

- Develop educationally powerful connections with whānau and community
- Develop our Poutama graduate profile to encompass our school values through a lens of cultural intelligence and social intelligence
- Connect with people in the wider community from the past and present that are important in community and culture



## GOAL 1

### INITIATIVE

Develop educationally powerful connections with whānau and community.

### SUCCESS MEASURES

- 80% involvement in whānau workshops for structured literacy

### ACTION

- Develop whānau workshops to introduce Structured Literacy to our Year 0-1 whānau

### RESPONSIBLE

- Jess Shirley
- Chē (communication)

### RESOURCES

- Kai for whānau
- Time to plan and organise

## GOAL 2

### INITIATIVE

Develop our Poutama graduate profile to encompass our school values through a lens of cultural intelligence and social intelligence.

### SUCCESS MEASURES

- 75% of Year 6 students involved in Poutama projects
- Poutama programme enhanced to encompass school values, cultural and social intelligences

### ACTION

- Work with Year 6 students and our MAC Advisor to develop and build on our Poutama programme

### RESPONSIBLE

- Mericia Chang

### RESOURCES

- MaC - Phil Gordon. Work with Phil to further develop our Poutama

## GOAL 3

### INITIATIVE

Connect with people in the wider community from the past and present that are important in community and culture.

### SUCCESS MEASURES

- Careers focus developed annually in Term 2, involving a range of people from the wider community

### ACTION

- Develop a careers expo in Term 2, whereby whānau and community members share their careers with the tamariki

### RESPONSIBLE

- Mericia Chang
- May Gaseata
- Jessica Shirley
- Chē Tiopira - communication

### RESOURCES

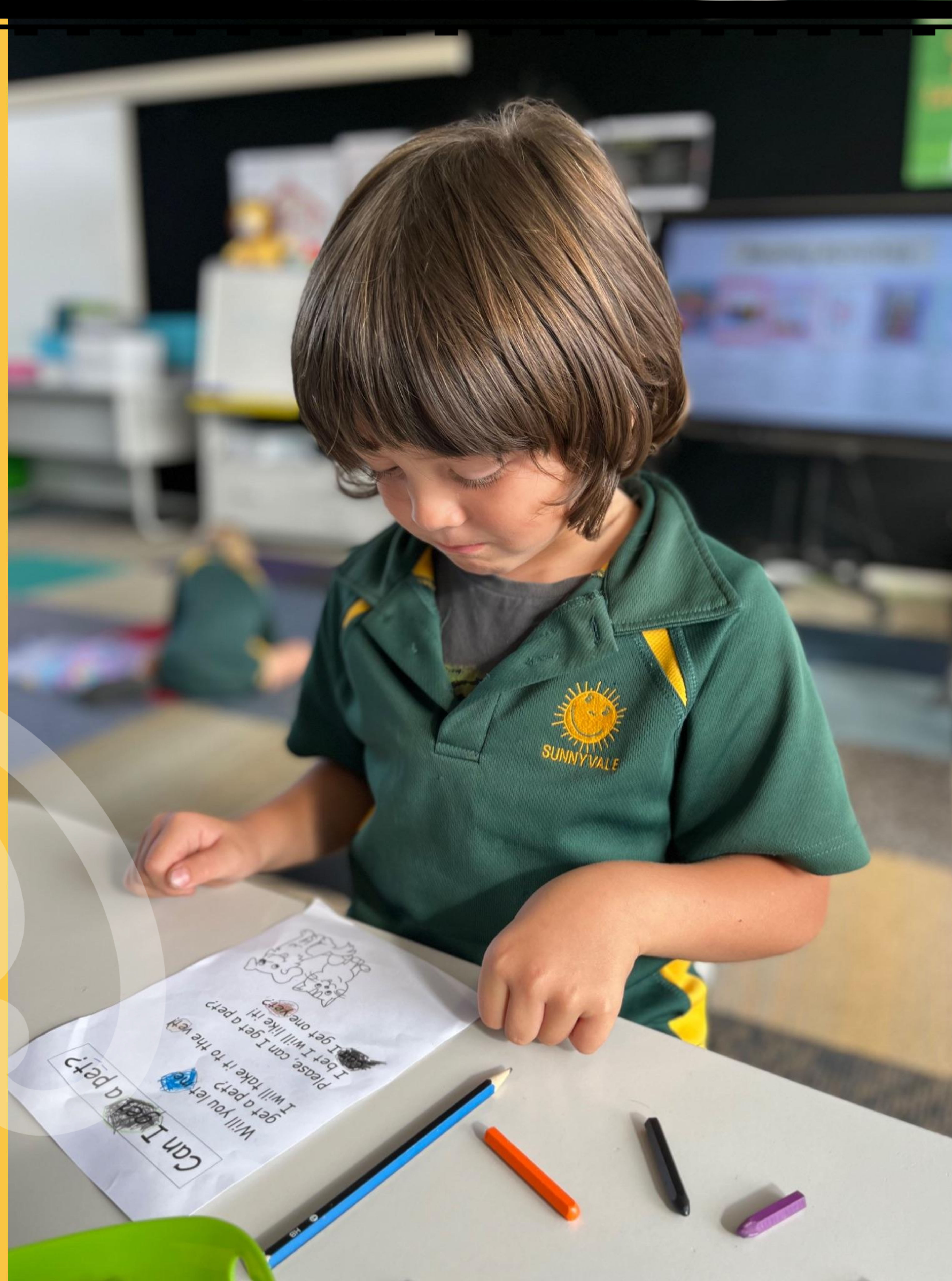
- Facebook
- HERO
- Time to contact and speak to people

# Learn

NELP 2, 3 & 4

**All learners will make at least one year's progress every year**

- Develop shared quality practice indicators and progressions for the refreshed curriculum
- Develop school wide assessment timelines and reporting methods for the refreshed curriculum
- Achieve Level 4 Te Reo Māori across the school



## GOAL 4

INITIATIVE	SUCCESS MEASURES	ACTION	RESPONSIBLE	RESOURCES
Develop school wide assessment timelines and reporting methods for the refreshed curriculum.	<ul style="list-style-type: none"> <li>Assessment tools and timeline developed for refreshed curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Draft 2025 Assessment Timeline Developed</li> <li>Teachers explore and use SL assessment tools</li> <li>Teachers explore and use Numicon resources</li> </ul>	<ul style="list-style-type: none"> <li>Katie P</li> <li>Jessica Shirley</li> <li>Mericia Chang</li> <li>May Gaseata</li> <li>Lesley Boswell</li> </ul>	<ul style="list-style-type: none"> <li>Joy Allcock books for all teachers</li> <li>Joy to visit and do a workshop with teachers</li> <li>Springboard Trust Leadership Development</li> <li>Tier 2 support applied for</li> <li>ALL - Leadership Team to engage in ALL training.</li> <li>ALIM groups will continue - 2 more teachers trained in ALIM</li> <li>Numicon resources sourced, progressions connected to curriculum</li> <li>Teachers apply teaching and learning sequence in a continuous cycle of improvement</li> </ul>

## GOAL 5

INITIATIVE	SUCCESS MEASURES	ACTION	RESPONSIBLE	RESOURCES
Develop shared quality practice indicators and progressions for the refreshed curriculum.	<ul style="list-style-type: none"> <li>Progressions developed for Maths</li> </ul>	<ul style="list-style-type: none"> <li>Work together in teams to connect current learning progressions to curriculum refreshed critical steps</li> <li>Connect these with learning experiences and Numicon resources</li> </ul>	<ul style="list-style-type: none"> <li>Katie P</li> <li>Jessica Shirley</li> <li>Mericia Chang</li> <li>May Gaseata</li> <li>Lesley Boswell</li> </ul>	<ul style="list-style-type: none"> <li>Joy Allcock books for all teachers</li> <li>Joy to visit and do a workshop with teachers</li> <li>Springboard Trust Leadership Development</li> </ul>

## GOAL 5 cont.

INITIATIVE	SUCCESS MEASURES	ACTION	RESPONSIBLE	RESOURCES
				<ul style="list-style-type: none"> <li>• Tier 2 support applied for</li> <li>• ALL - Leadership Team to engage in ALL training</li> <li>• ALIM groups will continue - 1 more</li> <li>• teacher trained in ALIM</li> <li>• Numicon resources sourced, progressions connected to curriculum</li> <li>• Teachers apply teaching and learning sequence in a continuous cycle of improvement</li> </ul>

## GOAL 6

INITIATIVE	SUCCESS MEASURES	ACTION	RESPONSIBLE	RESOURCES
Achieve Level 4 Te Reo Māori across the school.	<ul style="list-style-type: none"> <li>• Timetable reflects Level 4 Te Reo Māori</li> </ul>	<ul style="list-style-type: none"> <li>• Create timetabling that reflects Level 4 Te Reo Māori</li> <li>• Audit and set next steps</li> <li>• Whaea Kim will teach Te Reo Māori around the school for one day per week</li> </ul>	<ul style="list-style-type: none"> <li>• Whaea Kim</li> <li>• Katie P</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing (funding) to employ and release Whaea Kim</li> </ul>



# Create

NELP 2, 3 & 4

To create environments which reflect and enhance quality practice

- Create indoor and outdoor sensory spaces
- Develop and provide opportunities for students to explore their talents and interests



## GOAL 7

INITIATIVE	SUCCESS MEASURES	ACTION	RESPONSIBLE	RESOURCES
Create indoor and outdoor sensory spaces	<ul style="list-style-type: none"><li>Sensory spaces developed and data gathered regarding impact</li></ul>	<ul style="list-style-type: none"><li>Visit other schools to view sensory spaces</li><li>Create quality practice indicators for sensory spaces</li><li>Design sensory places, set them up, trial them</li></ul>	<ul style="list-style-type: none"><li>Katie</li><li>Jacqui</li><li>Flo/Matē</li></ul>	<ul style="list-style-type: none"><li>School led property projects - capital spending</li><li>PLD - sensory awareness/neurodiversity/inclusion/belonging</li><li>Staffing - Kaiāwhina time</li></ul>

## GOAL 8

INITIATIVE	SUCCESS MEASURES	ACTION	RESPONSIBLE	RESOURCES
Develop and provide opportunities for students to explore their talents and interests.	<ul style="list-style-type: none"><li>A whole school production (licensed, rehearsed and produced)</li></ul>	<ul style="list-style-type: none"><li>Seek licensing</li><li>Research venues</li><li>Seek lighting/sound expertise</li><li>Release key staff to work with students</li></ul>	<ul style="list-style-type: none"><li>Katie</li><li>Jamie</li><li>Mericia</li><li>Jess</li><li>May</li><li>Tash</li></ul>	<ul style="list-style-type: none"><li>Production budget</li><li>Release time - CRT</li></ul>

# Share

NELP 5 & 7

All learners will experience teaching and learning that connects with home, community and culture

- Create and engage with opportunities to provide service to the community



## GOAL 9

INITIATIVE	SUCCESS MEASURES	ACTION	RESPONSIBLE	RESOURCES
Create and engage with opportunities to provide service to the community.	<ul style="list-style-type: none"><li>• Whole school engaged in at least one community event/activity annually</li></ul>	<ul style="list-style-type: none"><li>• Investigate opportunities to participate in community events - beach clean up, planting, stream area</li><li>• Plan a whole school event to give service to the community</li></ul>	<ul style="list-style-type: none"><li>• Katie Pennicott</li><li>• Mericia Chang</li><li>• Jessica Shirley</li><li>• May Gaseata</li><li>• Lesley Boswell</li></ul>	<ul style="list-style-type: none"><li>• MaC</li><li>• Mana Kura Partnership</li></ul>

# Annual Targets



# Annual Targets

## STRATEGIC GOAL

# Learn

All learners will make at least one year's progress every year

### ANNUAL AIM

### BASELINE DATA

### 2025 ACTIONS

To raise Year 2 and 3 Reading data to 75% within or above

- Year 2 Below 46%
- Year 3 Below 38%

- All teachers participated in Structured Literacy PLD Joy Allcock/BSLA/Yolanda Sorryl
- Daily 10 minutes Joy Allcock lessons daily
- Whole school Joy Allcock Year Level Teacher guides purchased

To raise our Senior School Writing data - Year 4-6 to 70% within or above

- Year 4 44% below
- Year 5 40% below
- Year 6 44% below

- Talk for Writing Intervention groups, working with SENCO in 5 week blocks
- Team DATs based on Writing
- Workshops on GAPS from Level 2-3 and Level 1-2
- The Write Lesson handwriting workshops

To raise our Senior School Maths data - Year 4-6 to 75% within or above.

- Year 4 29% below
- Year 5 35% below
- Year 6 37% below

- Assessment tools and timeline developed for refreshed curriculum
- Rates of progress and progressions developed for the refreshed curriculum
- Numicon equipment and resources purchased and guidance provided on usage
- Numicon tier 2 groups working with SENCO/Kaiāwhina
- ALIM groups in Senior school

# 2025 Strategic Target 1 – Reading

## ANNUAL TARGET

## NELP 2

## PRIORITY 4

To raise Year 2 and 3 Reading data to 75% within or above.

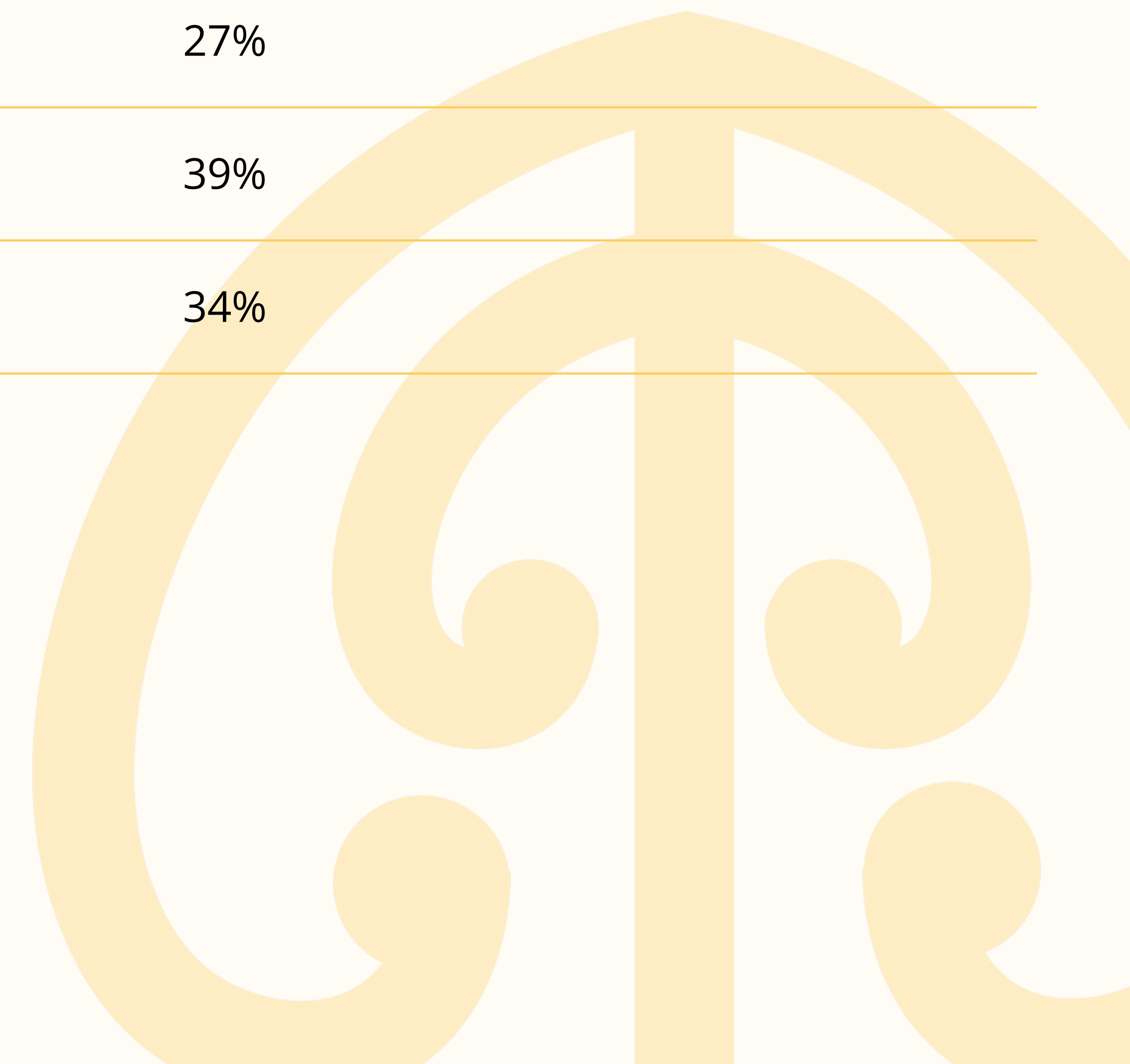
Barrier Free Access | Great education opportunities and outcomes are within reach for every learner.

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

END OF 2024 DATA (YEAR 2)	MĀORI	PASIFIKA	ALL
Below	25%	41%	34%
Within	50%	37%	37%
Above	25%	22%	29%

END OF 2024 DATA (YEAR 3)	MĀORI	PASIFIKA	ALL
Below	26%	37%	27%
Within	32%	43%	39%
Above	42%	19%	34%

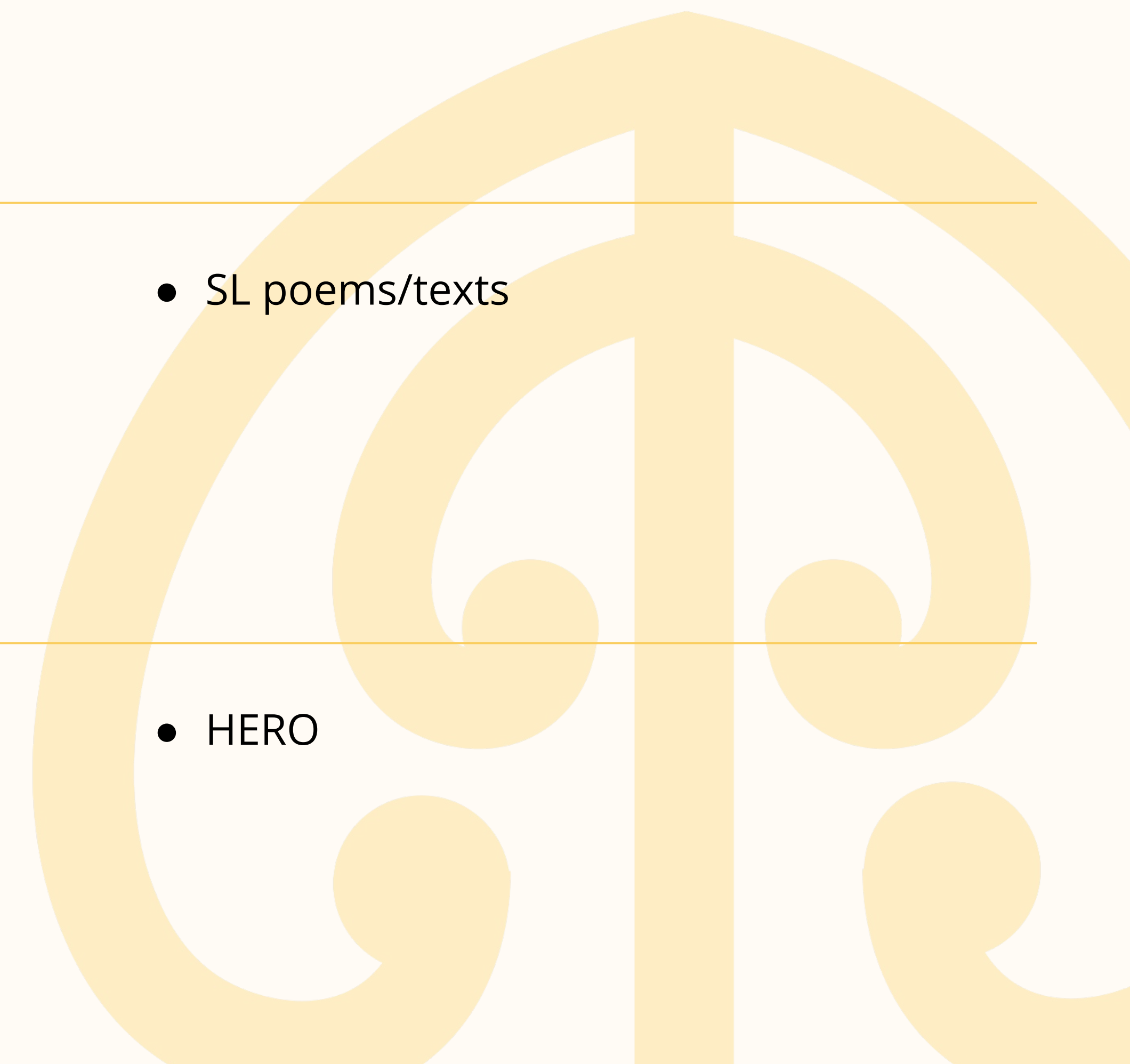


# 2025 Strategic Target 1 – Reading

## 2025 ACTIONS

- All teachers participate in Structured Literacy PLD Joy Allcock/BSLA/Yolanda Sorryl
- Daily 10 minutes Joy Allcock lessons daily in every classroom
- Whole school Joy Allcock Year Level Teacher guides purchased
- In class coaching provided for teachers through RTLB and CoL leads
- New assessment timeline developed, SL assessments trialed
- SL timetable implemented daily across all NE/Y1 classes and Y2/3 classes below green/rakau level
- Tier 2 support provided (RTLB) and specialist teachers
- Rates of progress analysed using tracking sheets
- Staff workshops focused on SL
- ESOL kits/reception-interim classroom

WHEN	WHAT	WHO	RESOURCES
Term 1 and ongoing throughout the year	<ul style="list-style-type: none"> <li>• All teachers participate in Structured Literacy PLD Joy Allcock/BSLA/Yolanda Sorryl</li> <li>• Daily 10 minutes Joy Allcock lessons daily in every classroom</li> <li>• Whole school Joy Allcock Year Level Teacher guides purchased</li> </ul>	<ul style="list-style-type: none"> <li>• Katie</li> <li>• Jess</li> <li>• Mericia</li> <li>• May</li> <li>• Jacqui</li> <li>• Annette (RTLB)</li> </ul>	<ul style="list-style-type: none"> <li>• Joy Allcock texts</li> <li>• Staff workshops</li> <li>• PLD courses for new staff</li> </ul>
Term 1 and ongoing throughout the year	<ul style="list-style-type: none"> <li>• New assessment timeline developed, SL assessments trialed</li> <li>• SL timetable implemented daily across all NE/Y1 classes and Y2/3 classes below green/rakau level</li> </ul>	<ul style="list-style-type: none"> <li>• Jess</li> <li>• Jacqui</li> <li>• Liz</li> <li>• Lana</li> </ul>	<ul style="list-style-type: none"> <li>• SL poems/texts</li> </ul>
Term 2 and ongoing throughout the year	<ul style="list-style-type: none"> <li>• Tier 2 support provided (RTLB) and specialist teacher</li> <li>• Rates of progress analysed using tracking sheets and HERO</li> </ul>	<ul style="list-style-type: none"> <li>• Katie</li> <li>• Jacqui</li> <li>• Leadership team</li> <li>• Annette</li> </ul>	<ul style="list-style-type: none"> <li>• HERO</li> </ul>





# 2025 Strategic Target 2 – Maths

## ANNUAL TARGET

## NELP 2

## PRIORITY 4

To raise our Senior School Maths data | Year 4-6 to 75% within or above.

Barrier Free Access | Great education opportunities and outcomes are within reach for every learner.

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

END OF 2024 DATA (YEAR 4)	MĀORI	PASIFIKA	ALL
Below	50%	40%	48%
Within	44%	45%	26%
Above	6%	15%	26%

END OF 2024 DATA (YEAR 5)	MĀORI	PASIFIKA	ALL
Below	47%	50%	48%
Within	43%	31%	26%
Above	9%	19%	26%

END OF 2024 DATA (YEAR 6)	MĀORI	PASIFIKA	ALL
Below	55%	26%	40%
Within	28%	37%	42%
Above	17%	37%	18%

# 2025 Strategic Target 2 – Maths

## 2025 ACTIONS

- Assessment tools and timeline developed for refreshed curriculum.
- Rates of progress and progressions developed for the refreshed curriculum
- Equipment and resources purchased and guidance provided on usage
- Whole school implementation of Numicon scope and sequence
- Numicon groups working with SENCO/Kaiāwhina
- ALIM groups with DP in Senior School
- ESOL kits/reception-interim classroom

### WHEN

### WHAT

### WHO

### RESOURCES

Term 1 and ongoing throughout the year

- Assessment tools and timeline developed for refreshed curriculum.
- Rates of progress and progressions developed for the refreshed curriculum

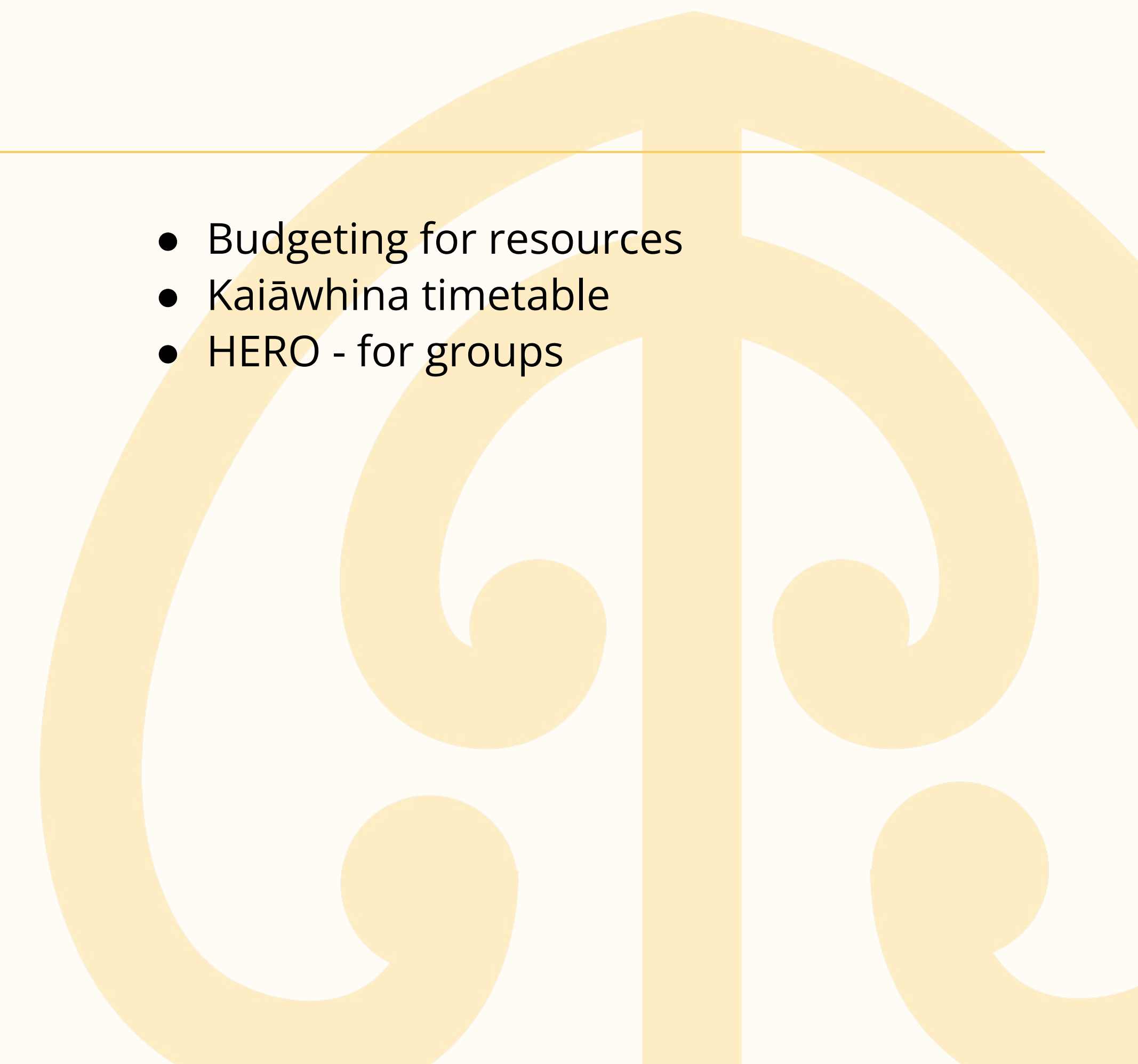
- Katie
- Team Leaders

- Team meeting time to develop shared understandings and connections
- HERO

- Equipment and resources purchased and guidance provided on usage
- Numicon groups working with SENCO/Kaiāwhina
- ALIM groups with DP in Senior School

- Mericia
- Jacqui
- Katie

- Budgeting for resources
- Kaiāwhina timetable
- HERO - for groups



# 2025 Strategic Target 3 – Writing

## ANNUAL TARGET

## NELP 2

## PRIORITY 4

To raise our Senior School Writing data | Year 4-6 to 75% within or above.

Barrier Free Access | Great education opportunities and outcomes are within reach for every learner.

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

END OF 2024 DATA (YEAR 4)	MĀORI	PASIFIKA	ALL
Below	44%	32%	34%
Within	33%	36%	33%
Above	22%	32%	33%
END OF 2024 DATA (YEAR 5)	MĀORI	PASIFIKA	ALL
Below	30%	12%	23%
Within	52%	62%	57%
Above	17%	25%	20%
END OF 2024 DATA (YEAR 6)	MĀORI	PASIFIKA	ALL
Below	44%	10%	17%
Within	33%	60%	56%
Above	22%	30%	27%

# 2025 Strategic Target 3 – Writing

## 2025 ACTIONS

- Talk for Writing Intervention groups, working with SENCO in 5 week blocks.
- Team DATs based on Writing - using Jeff Anderson
- Whole school handwriting approach - *The Write Lesson*
- Workshops on GAPS from Level 2-3 and Level 1-2
- New assessment timeline
- ESOL kits/reception-interim classroom

WHEN	WHAT	WHO	RESOURCES
Term 1 and ongoing throughout the year	<ul style="list-style-type: none"><li>• Talk for Writing Intervention groups, working with SENCO in 5 week blocks</li></ul>	<ul style="list-style-type: none"><li>• Jacqui</li></ul>	<ul style="list-style-type: none"><li>• Stationery</li><li>• Timetabling</li></ul>
Term 1 and ongoing throughout the year	<ul style="list-style-type: none"><li>• Team DATs based on Writing - using Jeff Anderson</li></ul>	<ul style="list-style-type: none"><li>• Katie</li><li>• Team leaders</li></ul>	<ul style="list-style-type: none"><li>• Jeff Anderson texts</li><li>• Team meeting time</li></ul>
Term 1 and ongoing throughout the year	<ul style="list-style-type: none"><li>• Whole school handwriting approach - <i>The Write Lesson</i></li></ul>	<ul style="list-style-type: none"><li>• Katie</li><li>• Team leaders</li></ul>	<ul style="list-style-type: none"><li>• Website subscriptions</li><li>• Workshop time</li><li>• Audit process</li></ul>
Term 1 and ongoing throughout the year	<ul style="list-style-type: none"><li>• Workshops on GAPS from Level 2-3 and Level 1-2</li></ul>	<ul style="list-style-type: none"><li>• Katie</li><li>• Team leaders</li></ul>	<ul style="list-style-type: none"><li>• Website subscriptions</li><li>• Workshop time</li><li>• Audit process</li></ul>



**SUNNYVALE**  
PRIMARY SCHOOL

