

Annual Implementation Plan 2026

Strategic Goal: 2

To excel in Teaching and Learning

Regulation 9(1)(a)

Annual Target/Goal: 2.2

Develop confident and capable teaching staff.

Regulation 9(1)(a)

Where we are at currently:

This is a high-level overview of where your starting place is. Include what has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year.

Teachers have worked hard to become familiar with the new Mathematics and Literacy curriculums. While these were updated in October 2025, we need to continue upskill in working with these and ensure that the programmes we are using to deliver the curriculums link well together.

A new Year 6-7 teacher will be starting in Term 1. This teacher will need support to learn the New Zealand requirements and ways of teaching. A mentor will be assigned to support her.

Regulation 9(1)(e)

Include a general description of how the kaupapa of your kura reflects Te Tiriti o Waitangi:

Our LIFE values—Love, Integrity, Faithfulness, and Excellence—are deeply aligned with the principles of Te Tiriti:

- Love calls us to serve others with compassion and humility, recognising the image of God in every person and embracing the richness of Māori culture and identity.*
- Integrity invites us to live truthfully and respectfully, ensuring our inward character reflects outward honour in our relationships with whānau, hapū, and iwi.*
- Faithfulness reminds us of our stewardship—not only of resources, but of relationships, history, and the sacred trust we hold as educators in Aotearoa.*
- Excellence challenges us to nurture every learner to flourish spiritually, culturally, and academically, including through the promotion of Te reo Māori, tikanga, and mātauranga Māori.*

As a Christ-centered school, we believe that honouring Te Tiriti is an expression of our faith. Jesus calls us to love our neighbour, seek justice, and walk humbly with our God. In this light, Te Tiriti becomes a living framework for reconciliation, equity, and shared leadership.

We will continue to give effect to Te Tiriti o Waitangi through:

- Partnership: Building genuine, collaborative relationships with mana whenua and Māori whānau in decision-making and school life.*
- Participation: Creating spaces where Māori voices are heard, valued, and empowered to lead.*
- Protection: Upholding and celebrating Māori language, culture, and knowledge as integral to our identity as a school in Aotearoa.*

Regulation 9(2)

Information on teaching and learning strategies:

Your plan needs to include how your school's teaching and learning strategies and programmes support students to progress and achieve, with a particular emphasis on literacy (reading and writing) and mathematics and on addressing the needs of students whose needs have not yet been well met.

Professional Learning Development will play a key role in developing confident and capable teaching staff. This is important in all areas but especially with the PD around Trauma Informed Practice which is a new area for all of us. It has strong links to building teacher confidence in better understanding their students, and also in determining the success of students in the classroom. With better understanding of our students who are affected by past trauma, and a greater understanding of the importance of building relationships with our students, teachers will be more capable of reaching learning and achievement targets in their classes.

Regulation 9(1)(f)

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<p>Strategic Goal: 2 To excel in Teaching and Learning</p> <p><i>Regulation 9(1)(a)</i></p>				
<p>Annual Target/Goal: 2.2 <i>Develop confident and capable teaching staff.</i></p> <p><i>Regulation 9(1)(a)</i></p>				
<p>What do we expect to see by the end of the year? <i>All teachers confident in using new curriculums, assessment tools and building stronger relationships with students and whanau.</i></p> <p><i>Regulation 9(1)(d)</i></p>				
<p>Actions <i>The key actions we will take this year to reach our annual target listed above.</i></p> <p><i>Regulation 9(1)(b)</i></p>				
<p>Who is Responsible? <i>Regulation 9(1)(c)</i></p>				
<p>Resources Required <i>Regulation 9(1)(c)</i></p>				
<p>Timeframe</p>				
<p>How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i></p> <p><i>Regulation 9(1)(d)</i></p>				
Strengthen Mathematics delivery across the whole school through use of new curriculums and effective use of the different maths programmes.	Mr Norris – PR1ME Mrs Potini – Numicon Mr Sutherland – Year 9-13	Two MOE funded Teacher Only Days for Mathematics PLD. Friday 20 th March and Friday 26 th June. PR1ME maths PLD with Annabeth Evans (Yrs 3-8) 24 th February.	Terms 1-2	Teacher confidence and knowledge with grow in using the new Maths curriculum and specific programmes being used with the school. Clearer links between school-wide planning and the curriculum are being made with evidence seen in the school local curriculum.
New Zealand Association of Christian Schools (NZACS) Leadership conference	Andrew, Shawn and Natalie (SLT)	Budget required for conference, flights, accommodation and food.	28 th -29 th May	Strengthened networking between Christian Schools and leadership reflections and actions recorded into personal PGC's.
Use the new SMART tool for assessment from Year 3-10	Andrew and Education Advisors. All teachers of Years 3-10 students.	Education Advisors from Gisborne MOE office will support the PD and implementation here at Sunrise.	Term 2	All teachers and students will successfully use the SMART tool to assess student learning and transfer this into School-wide and Parent reporting in terms 2 and 4.
Peer Support in the form of Classroom Observations and new PGC format focused on the 2026 Standards for the Teaching Profession.	SLT and All teachers	Teacher will follow the Classroom Observation list shared at TOD in January. All teachers to complete the new PGC template presented to staff in February – these will have supporting PD at staff meetings throughout the year.	Classroom Obs Term 2. PGC's to be complete by the end of Term 3	All classroom observations will be completed by the end of term 2 with teachers showing reflection on their peers and own learning. PGC will be completed in Term 3 with deeper understanding of the 8 professional standards and evidence of professional growth.
Trauma Informed Practice PLD with Dr. Yolanda Jules.	All teachers	This is set for 5 staff meetings over Terms 1-2. The goal is to strengthen pedagogy around how a teacher has compassionate, person-centred approach that shifts the focus from "What's wrong with you?" to "What happened to you?". It acknowledges the widespread impact of trauma on an individual's physical, mental, and social health, focusing on safety, trust, and empowerment to prevent re-traumatization.	Terms 1-2 2026	Teachers will become more confident and aware of working with students with trauma in their lives and have skills to provide greater support in their classrooms. Evidence will be seen in teacher PGC's.