

Annual Implementation Plan (Goal 2.3)

Strategic Goal: 2

To excel in teaching and learning.

Regulation 9(1)(a)

Annual Target/Goal: 2.3

Develop confident and competent, life-long learners.

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. This could also be a link to your statement of variance.

In 2025 we accessed programmes like Aurora, Aro Music workshops, RNZB (Ballet workshops), participated in Nga Ahikapuni Storyteller programme and more. Some of these can be planned for while others come along as opportunities during the year. We will endeavour to connect with programmes and workshops like these and match them to students with talents or passions related to these as presented.

Student opportunities such as being student representative on the Board and allowing Year 9-10 students to lead in Cross-country and Athletics events, provided leadership opportunities and whanaungatanga.

The introduction of having a Sports coordinator in Term 4 2025 opened greater opportunities for teams and individuals to connect into specific sporting opportunities. The Board will consider making this role permanent in 2026.

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.

Identifying target students needing extra support will happen in February and provide appropriate interventions to be put in place. Existing support includes; two days of ESOL Teacher Aide support for students needing language support, outside agencies such as Freedom Literacy to work with individual students requiring literacy support, Specialist teacher time with School-wide identified groups in areas such as mathematics, Outside organizations such as Aurora to support gifted and talented students and provide opportunities, whanau support for Te Kura students learning Te reo Māori, IEPs and IBPs for students requiring individualized help in classes, and teacher adapting to student needs throughout the year.

Regulation 9(1)(f)

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<p>Strategic Goal: 2 To excel in teaching and learning. <i>Regulation 9(1)(a)</i></p>				
<p>Annual Target/Goal: 2.3 <i>Develop confident and competent, life-long learners.</i> <i>Regulation 9(1)(a)</i></p>				
<p>What do we expect to see by the end of the year? At least one year's progress in learning for all students and accelerated progress for target students receiving extra support. <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> <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 <i>This is optional but is useful to help with your planning.</i></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> <i>Regulation 9(1)(d)</i></p>				
<p>GOVT EDUCATIONAL PRIORITY</p> <p>Improve Student Achievement in Numeracy and Literacy</p>	<p>Principal, SLT and all teachers</p>	<p>MOE workshops and Teacher Only Days (As provided) Mathematics programmes – Numicon and PR1ME. Training where/when available.</p>	<p>All year</p> <p>PRIME – 24th Feb PLD</p>	<p>Baseline Data at Feb 2026 (Years 1-10) Reading 47%, Writing 54%, Mathematics 44%</p> <p>Achievement Targets for 2026: Reading at 60% by Mid year and 70% by the End of Year. Writing at 65% by Mid year and 75% End of Year. Mathematics at 60% Mid year and 70% at the End of Year.</p>
<p>Engage the gifted and talented students in programmes that develop akonga leadership skills and identified talents.</p>	<p>SLT and all teachers</p> <p>Sports Coordinator Head boy/Girl</p>	<p>Aurora programme, Sport coordinators (Walton, Carmia) Other opportunities that come to the school like RNZB will be considered.</p> <p>Develop the new role of Head Boy and Head Girl this year. Focus on opportunities to represent the school.</p>	<p>Term by term for Aurora.</p> <p>Ahead of sporting events on the calendar.</p>	<p>Sonrise students participate in the Aurora programme during the year.</p> <p>Sonrise students are selected and participate in inter-school sporting events.</p> <p>Head Boy/Girl attend & represent Sonrise in formal and informal gatherings.</p>
<p>Whanaungatanga – actively engage with all students/parents/whanau in respectful, learner-centred relationships.</p>	<p>Whole school – all staff</p>	<p>Meet the teacher evening. Parent – teacher interviews Community evenings / events Camps / Noho Sport events</p>	<p>February End term 2 & 4</p> <p>Term 1-4</p>	<p>Whānau & Parent Engagement True Whanaungatanga is a two-way street. It's not just about parents coming to school, but the school going to them.</p> <ul style="list-style-type: none"> • Communication Reciprocity: Instead of counting newsletters sent, measure the response rate or the frequency of "positive-only" outreach from teachers (calls/emails that aren't about behaviour or grades). • Presence in Decision-Making: Track the diversity and consistency of whānau involvement in school boards, focus groups, and strategic planning. • The "Open Door" Metric: Qualitative feedback on how comfortable parents feel entering the staffroom or school grounds unannounced. Do they feel like "visitors" or "owners"?
<p>Identify learners/akonga who are not making sufficient progress in learning. Adapt teaching practices and measure the impact on learner outcomes. (Identify equity issues that support target groups – eg Māori boys.)</p>	<p>Principal SLT Teachers</p>	<p>Budget resourcing for a Teacher Aide or Specialist Teacher to support target groups. Baseline data for each class and School-wide data for identifying groups needing extra support.</p>	<p>February End term 2 & 4</p>	<p>Evidence of target groups recorded and monitored throughout the year. Success is measured with progress being made for all target students, moving from their baseline data and achieving at least a year's learning in one year.</p>