SUNSET PRIMARY SCHOOL

STRATEGIC PLAN

2027 & 2028

Together we grow and shine as learners, leaders, and kaitiaki in a place where everyone belongs

Tupu tahi tātou.

R.I.S.E. | Respect • Integrity • Strength • Empathy

SUNSET PRIMARY SCHOOL

Purpose of this plan

This Strategic Plan sets the direction for Sunset Primary School for 2027 and 2028. It reflects the aspirations of our tamariki, whānau, staff and Board, the distinctive context of the Fordlands community, and the school's commitment to educational achievement, equity, attendance, inclusion, wellbeing and belonging.

The plan has been designed around four connected strategic priorities: Hauora, Environment, Excellence and Attendance. Together they express a simple belief: when children are safe and supported, proud of where they belong, present at school, and taught exceptionally well, they have a far greater chance to succeed.

Our strategic theory of change

HAUORA	ENVIRONMENT	ATTENDANCE	EXCELLENCE
I am safe, supported and I belong.	I am proud of my kura and want to be here.	I am here often enough to learn.	I receive excellent teaching and experience success.

SUNSET PRIMARY SCHOOL STRATEGIC PLAN 2027-2028

Our School | Ko Wai Mātou

Sunset Primary School is a growing primary school situated in the Fordlands community of Rotorua. As at September 2026, the school roll is approximately 175 tamariki and continues to grow. The school is predominantly Māori, with a smaller but important Pasifika community. We provide both English-medium learning and Level 1 Māori immersion through our Rumaki classes for whānau who choose education through Te Marautanga o Aotearoa. Fordlands is a distinctive community. Many whānau experience significant socioeconomic hardship, high unemployment, transport challenges, housing and health pressures, and other complex barriers that can affect children's wellbeing, readiness to learn and regular attendance. Sunset therefore has a role that extends beyond classroom teaching. We deliberately remove barriers wherever we can so that every child can access learning, support, experiences and opportunities regardless of family circumstances.

Our community is highly supportive of Sunset, although this support does not always appear through traditional forms of school engagement such as parent interviews or formal curriculum evenings. Some whānau have had difficult experiences of schooling themselves and can be hesitant about coming into school. Building trust, strengthening home-school relationships and creating accessible ways for whānau to connect remain important priorities. Facebook and other direct communication channels are especially valuable because they allow whānau to see, celebrate and participate in the life of the kura in ways that work for them.

As the roll has grown, Sunset has worked alongside the Ministry of Education to establish an enrolment scheme. The purpose is to protect places for children living in Fordlands and ensure the school can continue to serve its local community as demand increases.

Inclusion and learning support
Sunset has a number of learners with significant additional learning, behavioural, physical and emotional needs, including tamariki receiving Ongoing Resourcing Scheme (ORS) and Intensive Wraparound Service (IWS) support. The school employs more learning-support staff than is typical for a school of its size, with the aim of having two adults supporting learning within every classroom. A full-time released Deputy Principal/SENCo coordinates learning support, works alongside teachers and whānau, and connects with agencies including RTLB, Social Workers in Schools (SWiS), Ministry of Education learning and behaviour services, Public Health and other specialist providers. Rotorua Specialist School operates on the Sunset site in three classrooms with access to its own secure fenced play space. This contributes to an inclusive campus and strengthens relationships between specialist and mainstream education.
Equity in action

At Sunset, equity means recognising that not every child begins from the same starting point and deliberately providing the support needed for each learner to participate and thrive. The school avoids placing unnecessary financial pressure on whānau and does not depend on family donations to provide core opportunities.

- Breakfast in classrooms every day
- Healthy School Lunches / Lunch in Schools
- KidsCan and Public Health support
- Child Equity Strategy initiatives with Rotorua Lakes Council
- Significant Teacher Aide / Learning Support staffing
- Fruit in Schools and school fruit trees/vegetable gardens
- Free stationery and no school fees
- Two school vans providing morning and afternoon transport
- Ngāti Whakaue support for literacy and learning
- New school uniform initially provided free to all students enrolled at rollout

Learning Beyond the Classroom

Providing experiences beyond the classroom is a deliberate equity strategy at Sunset. Many experiences that may be routinely available to children in other communities are not always easily accessible to our tamariki, so the school intentionally creates opportunities that broaden horizons, reveal strengths and help children see what is possible.

Culture and identity
Kapa haka and cultural events, Rumaki learning, local histories, marae-based learning, te reo Māori and tikanga.

Sport and challenge
Interschool sports exchanges reinstated in 2026, winter sports, Mini Marathon, netball, soccer, basketball, league, PE experiences and specialist coaching.

Life skills and community
Regular garden visits, community service and connection, practical learning, environmental experiences and local partnerships.

Health and wellbeing
Senior BoxFit sessions, personal safety programmes, physical activity and wellbeing opportunities.

Inspiration and aspiration
Guest speakers including Olympic ambassadors, Duffy role models and community leaders who encourage tamariki to dream, persist and succeed.

Place-based learning
Trips linked to learning, including the Buried Village, Rotorua lakes, the Redwoods/Whakarewarewa and other local places of significance.

Our environment

The physical environment has been substantially transformed since 2025. Work has included new fencing and gates, murals, signage, playground and carpark markings, artificial turf, deck upgrades, painting, landscaping, classroom improvements, security and safety work, and significant maintenance. This investment is grounded in the belief that our tamariki deserve the very best and should enter a kura that communicates pride, possibility and high expectations.

Mission, Vision and Values

MISSION
Grounded in whanaungatanga, manaakitanga, and ako, we guide every child to stand tall in their identity, show courage in their learning, and succeed as caring, capable contributors to their school, community, and all aspects of their life.

VISION
Together we grow and shine as learners, leaders, and kaitiaki in a place where everyone belongs – Tupu tahi tātou.

R.I.S.E. – We Rise Together!

R Respect	We treat others the way we want to be treated. Be kind, listen, and show care for people and places.
I Integrity	We do what's right, even when no one is watching. Be honest and take responsibility for your actions.
S Strength	We keep trying, even when things are hard. Be brave, never give up, and stand tall.
E Empathy	We care about how others feel. Be kind, helpful, and understanding.

Together we R.I.S.E by being respectful, honest, strong, and kind.

Community Consultation and Voice

The 2027-2028 strategic priorities have been shaped by multiple sources of voice and evidence, including whānau consultation, student feedback, staff and Board discussion, local iwi aspirations, school achievement and attendance information, and the lived experience of working alongside the Fordlands community.
2026 whānau voice survey

A community survey in 2026 received 11 responses from families across the school. While this is a relatively small formal sample, the feedback was strongly consistent with the school's ongoing direct communication with whānau and the positive engagement seen through social media, events and day-to-day relationships.

Connection and inclusion	All respondents felt Very Connected or Mostly Connected. The school's inclusiveness averaged 4.82 out of 5.
Communication	100% of respondents were Very Satisfied with school communication. Facebook, text, phone, school-app communication and email were preferred channels.
Aspirations for tamariki	Confidence, happiness, social and emotional wellbeing, educational success, leadership and becoming the best version of themselves.
Values and qualities	Confidence, respect, academic success, independence, leadership, resilience and cultural pride.

Opportunities requested	Outdoor education, cultural activities, technology, te reo Māori, arts and music, and sport.
Future environment priorities	Outdoor learning spaces, sensory and wellbeing spaces, shade, cultural artwork and murals, trees and landscaping.

Attendance voice
Whānau identified illness as the largest attendance barrier, alongside family commitments, wellbeing concerns and occasional friendship issues. The strongest motivators for attendance were fun learning experiences, positive relationships with teachers, friends and social connection, feeling successful at learning, and rewards or recognition. These findings directly inform the Attendance, Hauora and Excellence goals.
Student, staff, Board and iwi voice
Student survey information from the previous planning cycle showed very high levels of reported safety, care and belonging, while also highlighting the importance of friends, learning, sport, bikes/play spaces and a school environment children enjoy.
Staff have contributed through strategic discussions, professional reflection, curriculum development and the co-construction of the school mission, vision and values.
The Board has reviewed progress against strategic priorities throughout 2025 and 2026 and has supported significant investment in staffing, property, attendance, inclusion, sport and equity initiatives.
Relationships with Ngāti Whakaue and local iwi continue to inform local curriculum, te ao Māori, identity, cultural aspirations and opportunities for learners.

Our Journey So Far | 2025-2026

The new strategic plan builds on significant change already underway. The purpose of 2027-2028 is not to start again, but to consolidate what is working, lift the quality and consistency of teaching and support, and ensure the improvements made translate into stronger outcomes for tamariki.

Roll growth	The roll reached 175 students by September 2026 and continues to grow. An enrolment scheme has been developed with the Ministry to protect places for Fordlands children.
Attendance improvement	Regular attendance improved from approximately 26% at the beginning of 2026 to 51% by the end of July 2026. Attendance remains a major challenge, but the direction is positive.
Environment transformation	A large programme of fencing, gates, turf, murals, signage, painting, playground/carpark markings, landscaping, deck work and classroom improvements has reshaped the physical environment.
Learning support	Sunset has expanded Teacher Aide and learning-support staffing and aims to maintain two adults in each classroom, alongside dedicated SENCo and agency coordination.
Identity and belonging	RISE values, a refreshed mission and vision, new uniform, cultural opportunities and visible celebration of achievement have strengthened school identity and pride.
Opportunity and engagement	Interschool sports exchanges have been reinstated, trips and real-world learning have expanded, and students regularly access cultural, sporting, community and inspirational experiences.

Strategic Goals 2027 & 2028

1 HAUORA

- Strengthen access to wellbeing and whānau support through SWiS, Public Health, KidsCan and other community and specialist agencies.
- Maintain high levels of learning support, including Teacher Aides across classrooms and targeted support for ORS, IWS and other priority learners.
- Strengthen the role of the SENCo/Learning Support leadership in coordinating individual support, agency involvement and inclusive practice.
- Embed restorative, culturally sustaining approaches and RISE consistently across the kura.
- Strengthen positive, respectful relationships so every tamaiti feels known, safe and that they belong.
- Continue to provide equitable access to food, health, sport, learning resources and other supports that remove barriers to participation.
- Grow authentic whānau connection in ways that are accessible and appropriate for the Sunset community.

2 ENVIRONMENT

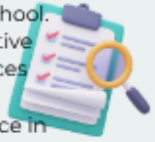
- Continue the transformation and beautification of school grounds and learning spaces to create a safe, welcoming and inspiring kura.
- Develop outdoor learning, play, sensory and wellbeing spaces that support the diverse needs of our tamariki.
- Increase the visibility of te ao Māori, local stories, whakapapa and Sunset's identity throughout the physical environment.
- Maintain high-quality classrooms, grounds, sporting facilities and play spaces.
- Celebrate student achievement, RISE values, culture and identity visibly throughout the kura.
- Provide equitable access to a broad range of sporting, cultural, environmental and real-world experiences beyond the classroom.
- Continue to strengthen pride, belonging and connection to Sunset among tamariki, staff and whānau.

3 EXCELLENCE

- Develop and embed a clear Sunset Curriculum that responds to our learners, teachers and community while aligning with national curriculum requirements.
- Embed consistent, evidence-informed approaches to literacy and numeracy across English-medium and Māori-medium learning.
- Set ambitious but achievable schoolwide targets for progress and achievement in reading, writing and mathematics.
- Use assessment effectively to identify learners requiring acceleration, plan targeted teaching and evaluate progress.
- Ensure high expectations for every learner regardless of background, attendance history, additional needs or previous achievement.
- Use additional adults strategically to maximise learning and accelerate progress.
- Strengthen te reo Māori, tikanga and culturally responsive pedagogy across the kura.
- Provide rich sporting, cultural, leadership and real-world experiences that allow tamariki to discover strengths and experience success beyond traditional academics.

4 ATTENDANCE

- Maintain dedicated Deputy Principal leadership of attendance, supported by the Attendance Officer, teachers, office staff and external agencies.
- Use attendance data and the school's Attendance Management Plan to identify concerning patterns early and respond consistently.
- Work alongside whānau to understand and address barriers including transport, health, routines and family circumstances.
- Continue providing practical support, including school van transport, where this enables children to attend regularly.
- Reduce unexplained absences through simple, accessible communication between whānau, van drivers and the school.
- Strengthen children's connection to school through positive relationships, engaging learning, sport, culture, experiences and opportunities for success.
- Recognise and celebrate improved and regular attendance in ways that motivate tamariki without disadvantaging children facing genuine barriers.
- Progress towards 60% regular attendance in 2027 and 70% in 2028, while maintaining a longer-term aspiration of 80%+.



SUNSET PRIMARY SCHOOL

GOAL 1. HAUORA

To create a safe, inclusive and nurturing kura where every tamaiti is known, supported and able to thrive physically, emotionally, socially and culturally.

Why this matters at Sunset
Wellbeing is foundational to learning at Sunset. The effects of poverty, health challenges, transport barriers, complex family circumstances and significant additional learning or behavioural needs can directly affect a child's readiness to learn. Our response is to build strong relationships, maintain high levels of learning support, connect whānau with practical help, and ensure support systems protect the mana and dignity of every learner.

Targets and how we will achieve them

1. Strengthen access to wellbeing and whānau support
    - Continue SWiS, Public Health, KidsCan and other agency partnerships.
    - Use simple referral pathways so staff and whānau can access support quickly.
    - Coordinate support around the child rather than expecting whānau to navigate agencies alone.
2. Maintain strong in-class and specialist learning support
    - Maintain Teacher Aide support across classrooms and targeted support for ORS, IWS and other priority learners.
    - Use the SENCo/Learning Support leadership role to coordinate plans, reviews and agency involvement.
    - Deploy additional adults strategically to support independence, participation and learning.
3. Embed RISE, restorative and culturally sustaining practice
    - Use consistent RISE language and expectations across classrooms and break times.
    - Strengthen restorative responses that repair relationships and uphold student mana.
    - Continue Rise to Shine / reflection approaches that help children regulate, reset and re-engage.
4. Strengthen belonging and relationships
    - Ensure every child has positive, respectful relationships with adults at school.
    - Use student voice and wellbeing information to identify children who feel disconnected or unsafe.
    - Celebrate effort, kindness, leadership and improvement, not only high achievement.
5. Grow whānau connection in ways that fit our community
    - Use Facebook and direct communication to celebrate learning and keep whānau connected.
    - Create low-barrier opportunities for whānau to come into school without relying solely on formal parent evenings.
    - Continue practical supports that reduce financial and wellbeing barriers to participation.

Outcomes | What will success look like?

Student wellbeing	At least 90% of students report that they feel safe, supported and that they belong at Sunset.
Learning support	All ORS/IWS and other priority learners have current plans, identified support and regular review; two-adult classroom support is maintained as resourcing allows.
Behaviour	Major behaviour incidents, fighting/roaming and stand-down patterns show year-on-year improvement from the 2026 baseline.
Agency coordination	Students referred for external support are tracked and reviewed, with clear responsibilities and next steps.
Whānau confidence	Annual whānau voice remains strongly positive, with at least 90% positive responses about communication, care and support.

Who will lead improvements	Costs and resourcing
Principal Full-time released DP / SENCo Teachers and Learning Support staff SWiS / Public Health / RTLB / MOE and partner agencies	Teacher Aide / Learning Support staffing SWiS and wellbeing provision PLD in restorative and culturally responsive practice Wellbeing resources, food and practical supports Agency and community partnerships

Two-year focus

2027	2028
Embed consistent RISE/Rise to Shine practice, strengthen referral and learning-support systems, establish clear wellbeing baselines and maintain strong classroom support.	Evaluate the impact of wellbeing and inclusion strategies, deepen accessible whānau connection, refine agency coordination and sustain strong belonging outcomes.

GOAL 2. ENVIRONMENT

To provide an inspiring, culturally responsive and well-maintained environment that reflects pride in our kura and communicates to every tamaiti that they deserve the very best.

Why this matters at Sunset

The physical environment is an important part of equity, belonging and aspiration. Sunset has already undergone substantial transformation. The next stage is to maintain that standard, complete priority work, create more outdoor, sensory and wellbeing spaces, and ensure the identity, stories and achievements of our community are visible throughout the kura. Environment also includes the experiences children access beyond the school gate.

Targets and how we will achieve them

1. Continue the transformation and maintenance of the kura
    - Complete priority Ministry-led and school-led property projects as funding and timelines allow.
    - Maintain high standards of cleaning, presentation, safety and grounds maintenance.
    - Use property planning proactively rather than waiting for problems to become urgent.
2. Develop outdoor, play, sensory and wellbeing spaces
    - Create spaces that support active play, quiet regulation, outdoor learning and diverse sensory needs.
    - Continue improving shade, landscaping, seating and all-weather spaces.
    - Ensure play and sports facilities are safe, accessible and well used.
3. Strengthen cultural identity in the environment
    - Increase visible te ao Māori, local stories, whakapapa and cultural artwork throughout the kura.
    - Celebrate RISE values, student leadership and student achievement in prominent spaces.
    - Continue developing signage and visual identity that strengthens pride and belonging.
4. Provide equitable access to experiences beyond the classroom
    - Ensure every class has meaningful real-world learning experiences connected to curriculum and local context.
    - Continue interschool sport exchanges, cultural participation, community experiences and inspirational speakers.
    - Use grants and school funding so cost does not prevent children from participating.

Outcomes | What will success look like?

Property and safety	High-priority health, safety and maintenance issues are actioned within planned cycles and reported to the Board.
Strategic improvements	At least two significant environment, outdoor learning, sensory or wellbeing improvements are progressed each year.
Real-world learning	Every class participates in at least two significant learning experiences beyond the classroom each year.
Representation and opportunity	Sunset participates in at least three interschool sporting, cultural or community events each year, with participation increasing where possible.
Pride and belonging	At least 90% of students report that Sunset is a good place to be and that they feel proud of their kura.

Who will lead improvements	Costs and resourcing
Principal Board / Property oversight Caretaker / property contractors Cultural leaders and local iwi partners Sports Coordinator and teaching staff	5YA / property and maintenance funding External grants and community partnerships Transport and activity costs Sports equipment and participation costs

	Landscaping, signage, murals and learning-space resources

Two-year focus

2027	2028
Complete priority property work, progress outdoor/sensory spaces and strengthen visible cultural identity across the site.	Consolidate and maintain improvements, evaluate how spaces are used by tamariki, and identify the next stage of environment development.

GOAL 3. EXCELLENCE

To ensure every tamaiti experiences excellent teaching and is supported to make meaningful progress and achieve success in reading, writing, mathematics and across the curriculum.

Why this matters at Sunset

Educational achievement is the core work of the school. Sunset children deserve the same high expectations and quality teaching as children anywhere in Aotearoa. Our context means we must be especially deliberate: strong teaching during the school day, consistent curriculum and assessment practice, targeted support for learners who are below expectation, and a curriculum that connects with the identity, strengths and experiences of our community.

Targets and how we will achieve them

1. Develop and embed the Sunset Curriculum
    - Create a clear, practical curriculum that describes what we teach, why we teach it, effective practice and how progress is known.
    - Align the Sunset Curriculum with the refreshed New Zealand Curriculum and Te Marautanga o Aotearoa requirements.
    - Ensure expectations are clear enough to support teachers from a range of professional backgrounds while retaining responsiveness to learners.
2. Embed evidence-informed literacy and numeracy practice
    - Continue structured literacy / BSLA approaches and strengthen literacy teaching across year levels.
    - Embed structured numeracy approaches, including Oxford Structured Numeracy and Bruce Moody-aligned practice where appropriate.
    - Strengthen English-medium and Māori-medium pathways with appropriate teaching, assessment and aromatawai.
3. Use assessment to accelerate progress
    - Complete required national assessments/aromatawai and use results to identify needs, group learners and plan next teaching.
    - Track reading, writing and mathematics/pāngarau progress at least twice yearly and report clear trends to the Board.
    - Develop targeted plans for students at risk of not meeting curriculum expectations and review progress regularly.
4. Strengthen teacher capability and consistency
    - Use classroom observations, coaching, mentoring, professional dialogue, PLD and school visits to strengthen practice.
    - Ensure all teachers receive useful feedback and have clear next steps for improvement.
    - Use senior leadership observations to maintain high expectations and consistency across classrooms.
5. Maintain high expectations and rich opportunity
    - Expect every learner to make progress regardless of background, attendance history, disability or previous achievement.
    - Use additional adults strategically to maximise teaching and learning rather than create dependency.
    - Provide cultural, sporting, leadership and real-world opportunities that allow children to discover strengths and experience success.

Outcomes | What will success look like?

Expected progress	At least 80% of students make expected annual progress in reading, writing and mathematics/pāngarau.
Acceleration	At least 70% of students identified as below curriculum expectation make accelerated progress across the year.
Assessment and reporting	Required assessments/aromatawai are completed at the required points; achievement information is analysed and reported to the Board at least twice yearly.

Targeted support	Students well below expectation have documented targeted support, next steps and review points.
Teacher capability	All teachers participate in strategic PLD and at least two formal observation/feedback cycles each year.
Curriculum consistency	The Sunset Curriculum is in active use across the school by the end of 2027 and reviewed/refined in 2028.

Who will lead improvements	Costs and resourcing
Principal Deputy Principals / curriculum leadership Literacy and numeracy leaders Rumaki kaiako and cultural leadership All teachers and Learning Support staff External PLD providers including Bruce Moody / structured literacy support	PLD and external facilitation Teacher release for coaching, observations and moderation Structured literacy / numeracy resources Assessment tools and data systems Targeted intervention and Learning Support staffing

Two-year focus

2027	2028
Complete and embed the Sunset Curriculum, establish consistent assessment and teaching expectations, and strengthen teacher coaching and moderation.	Refine the curriculum using achievement evidence, deepen acceleration for learners below expectation, and sustain consistent high-quality practice across both mediums.

GOAL 4. ATTENDANCE

To significantly improve regular attendance by removing barriers, strengthening whānau relationships and ensuring tamariki want, and are supported, to be at school every day.

Why this matters at Sunset

Attendance is one of Sunset's greatest barriers to achievement. The reasons are complex and can include health, transport, financial pressure, routines, family circumstances and different experiences or perceptions of schooling. Our response must combine clear expectations with relationships, practical support, accurate data, early intervention, persistence and a school experience children want to be part of.

Targets and how we will achieve them

1. Maintain dedicated attendance leadership
    - Deputy Principal Prue Nikora leads implementation of the school Attendance Management Plan.
    - Work alongside the Attendance Officer two days each week and engage external agencies where required.
    - Report attendance patterns and interventions to the Board each term.
2. Identify concerning patterns early and respond consistently
    - Use EDGE / attendance data weekly to identify students approaching STAR thresholds.
    - Ensure concerns are followed up promptly and documented consistently.
    - Use tailored plans for chronic absence and escalate support when school-level interventions are not enough.
3. Remove practical barriers
    - Continue two school van services and review routes/capacity to maximise impact.
    - Work alongside whānau on barriers such as health, transport, routines and family circumstances.
    - Connect families with health, social and community supports where appropriate.
4. Strengthen communication and data quality
    - Make absence reporting simple and accessible through direct contact, office systems and van communication.
    - Reduce unexplained/unknown absences through same-day follow-up and accurate coding.
    - Use positive attendance messaging rather than relying only on punitive responses.
5. Make school somewhere children want to attend
    - Strengthen relationships, engaging teaching, sport, culture, trips and opportunities for success.
    - Recognise and celebrate improved and regular attendance without disadvantaging children facing genuine barriers.
    - Use student and whānau voice to understand why children attend and what helps them stay connected.

Outcomes | What will success look like?

Regular attendance	Increase the proportion of students attending regularly (90% or more of all school time) to at least 60% by the end of 2027 and 70% by the end of 2028.
Unknown absences	Reduce "Unknown" absences to no more than 6% in 2027 and 5% in 2028.
Chronic absence	Reduce the number of students attending less than 75% of the time by at least 20% from the 2026 baseline by the end of 2028.
Early response	Students reaching school attendance concern thresholds receive a documented response within two school days.
Board oversight	Attendance data, patterns, priority students and intervention effectiveness are reviewed by leadership weekly and reported to the Board at least termly.

Who will lead improvements	Costs and resourcing
Deputy Principal Attendance Lead – Prue Nikora Principal Attendance Officer / Attendance Services Office team Teachers Van drivers External health, social and attendance agencies	School vans, fuel and maintenance Attendance Officer / service support Staff release and whānau meetings Communication and attendance systems Recognition / incentive costs Agency and practical support

Two-year focus

2027	2028
Reach at least 60% regular attendance, reduce Unknown absences to 6% or below, and fully embed the AMP/STAR response across staff practice.	Reach at least 70% regular attendance, reduce Unknown absences to 5% or below, and achieve a substantial reduction in chronic absence from the 2026 baseline.

Equity, Māori Success and Cultural Diversity

Sunset Primary School is committed to excellent and equitable outcomes for Māori learners and to ensuring the language, identity and culture of our tamariki are visible, valued and strengthened. This commitment is embedded across all four strategic goals rather than treated as a separate programme.

Our commitments

- Seek equitable educational outcomes for Māori learners and use achievement, attendance and wellbeing information to identify where outcomes are not yet equitable.
- Provide Level 1 Māori immersion through Rumaki classes and take all reasonable steps to support access to learning in te reo Māori when requested by parents and caregivers.
- Use Te Marautanga o Aotearoa and appropriate aromatawai in Māori-medium settings, alongside strengthened reo, tikanga and culturally responsive pedagogy across English-medium classes.
- Strengthen relationships with Ngāti Whakaue, local iwi and whānau so local histories, pūrākau, whenua and aspirations inform curriculum and school identity.
- Recognise and celebrate the identities, languages and cultures of Pasifika learners and other cultural groups within the school.
- Ensure learners whose needs have not yet been well met receive timely identification, targeted teaching, Learning Support, specialist input and appropriate agency coordination.
- Use school resources deliberately to remove barriers arising from poverty, disability, health, transport or family circumstances.

Te Tiriti o Waitangi

Sunset Primary continues to honour Te Tiriti o Waitangi as a core part of its identity and relationships. Partnership, participation and protection are reflected through local iwi relationships, Rumaki provision, te reo Māori and tikanga, culturally responsive curriculum, whānau voice and a strong commitment to Māori success. This commitment remains important to who we are as a kura and to the future we want for our tamariki.

Curriculum, Achievement and Assessment Alignment

The 2027-2028 plan is designed to align school priorities, student outcomes and the evidence used to measure progress. Educational achievement is explicitly addressed through the Excellence goal, with reading, writing and mathematics/pāngarau targets and clear expectations for assessment, targeted support and Board reporting.

Curriculum	Sunset Curriculum aligned with the refreshed New Zealand Curriculum and Te Marautanga o Aotearoa, while reflecting the needs, culture and context of Fordlands learners.
Reading and writing	Structured literacy / BSLA and consistent literacy teaching, with progress measured using required assessments and school evidence.
Mathematics / pāngarau	Structured numeracy, progression knowledge, required assessment information and targeted support for learners below expectation.
Assessment and aromatawai	Good-quality information is used to monitor individual and cohort progress, identify students needing additional support, evaluate teaching impact and inform Board decisions.
Reporting to whānau	From 2027, school reporting systems will provide the required twice-yearly information on progress and achievement, assessment results, attendance, next learning steps and support for students well below expectations.

National and statutory alignment

The Board will continue to meet its statutory objectives under the Education and Training Act 2020 and the school planning and reporting framework. National education strategies may be used where they add value, including guidance that supports Māori and Pacific learner success, but the plan is intentionally grounded in Sunset's own evidence and community priorities.

Monitoring, Evaluation and Reporting

This plan will be a working document. Progress will be monitored through achievement, attendance, wellbeing, behaviour, property and participation information, alongside student, staff and whānau voice. The Board will use this evidence to decide whether strategies are working and where resources or approaches need to change.

Evidence / measure	Frequency	How it will be used
Reading, writing and mathematics/pāngarau progress and achievement	At least twice yearly	Board reporting, target review, teaching response and resource allocation
Attendance and STAR/AMP information	Weekly leadership review; termly Board reporting	Identify patterns, priority learners and effectiveness of interventions
Behaviour and wellbeing information	Termly and annually	Evaluate school culture, support systems and Hauora initiatives
Whānau and student voice	At least annually, plus ongoing informal feedback	Check connection, belonging, communication and priorities
Property / health and safety reporting	Each Board meeting / as required	Track maintenance, hazards, projects and environment priorities
Professional practice / curriculum implementation	Ongoing; formal review at least twice yearly	Evaluate teaching consistency, PLD impact and implementation of the Sunset Curriculum

Annual implementation and review cycle

Each year a separate Annual Implementation Plan will translate these two-year goals into annual targets, actions, responsibilities, measures and resourcing.
The Board will review strategic progress regularly and formally evaluate progress at the end of each year.
The 2027 Annual Implementation Plan will be published by 31 March 2027. The 2028 plan will be updated using 2027 evidence and progress.
The strategic plan will remain publicly available on the school website and will be used as a reference point for Board decisions, budgeting, staffing, property and professional learning.

Planning and reporting dates

1 March 2027	Publish the 2027-2028 Strategic Plan online and submit it to the Ministry of Education.
31 March 2027	Publish the 2027 Annual Implementation Plan.
31 May 2027	Submit the 2026 Annual Report to the Ministry and publish it online as soon as practicable.

Board Approval

The Sunset Primary School Board has reviewed this Strategic Plan and confirms that it reflects the school's community context, consultation, strategic priorities and responsibilities for 2027 and 2028.

Board Chair	Jade Rika
Principal	Craig McFadyen
Date ratified	
Review point	End of 2027 and end of 2028

Together we grow and shine as learners, leaders, and kaitiaki in a place where everyone belongs – Tupu tahi tātou.