SUNSET PRIMARY SCHOOL

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

ANNUAL PLAN 2027

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.

WHANAUNGATANGA MANAAKITANGA AKO KAITIAKITANGA

OUR VALUES

R – RESPECT
We treat others the way we want to be treated.

I – INTEGRITY
We do what's right, even when no one is watching.

S – STRENGTH
We keep trying, even when things are hard.

E – EMPATHY
We care about how others feel.

Annual Targets

HAUORA – SAFE, SUPPORTED AND ABLE TO THRIVE

Targets	**1. Strengthen Integrated Wellbeing and Whānau Support** Continue access to Social Worker in Schools (SWiS), Public Health, KidsCan and other specialist/community agencies, with clear referral pathways for tamariki and whānau. Provide practical support that removes barriers to learning and participation, including food, health, clothing, transport and connection to external services where appropriate. Use accessible communication approaches, including social media, phone/text contact and informal opportunities, to strengthen whānau connection in ways that work for the Sunset community. **2. Maintain High Levels of Learning Support and Inclusive Practice** Maintain Teacher Aide support across classrooms with the goal of two adults supporting learning in each class. Coordinate targeted support for learners receiving ORS, IWS and other high-needs learning or behaviour support. Use the full-time released Deputy Principal/SENCo to coordinate teachers, whānau, RTLB, MOE learning/behaviour services, SWiS and other agencies. **3. Embed RISE, Restorative Practice and Positive Relationships** Embed RISE (Respect, Integrity, Strength, Empathy) consistently across classrooms, playgrounds and school events. Continue restorative approaches, reflection spaces and proactive supports that protect student mana while maintaining clear expectations. Prioritise warm, respectful teacher-student relationships so every tamaiti feels known, safe and that they belong. **4. Strengthen Physical Activity, Belonging and Staff Hauora** Continue the Sports Coordinator role and provide regular opportunities for physical activity, teamwork, competition and representation. Maintain staff wellbeing initiatives and a positive workplace culture that supports sustainable high-quality practice.
Outcomes **What will success look like?**	**Student safety, belonging and wellbeing** At least 90% of students report that they feel safe, supported and cared for at school, with student voice showing strong belonging and positive relationships. **Inclusive support in classrooms** Teacher Aide and learning-support allocation ensures high-needs learners have planned support and classrooms have strong adult capacity to respond to learning and behaviour needs. **Coordinated specialist support** Students with ORS, IWS or other significant needs have current plans, coordinated agency involvement and regular review with whānau. **Positive school culture** RISE and restorative practice are visible and consistent, with a downward trend in major behaviour incidents and stand-downs compared with the 2026 baseline. **Whānau connection** Whānau engagement is tracked through a range of accessible channels, with evidence of positive contact, social-media engagement and increased comfort connecting with the school.

Who Will Lead Improvements	Principal Deputy Principals DP/SENCo and Learning Support leadership SWiS and external agencies Sports Coordinator Teachers and Teacher Aides	**Costs and Resourcing**	Teacher Aide and learning-support staffing SWiS / wellbeing support Sports Coordinator wages KidsCan / Public Health / community partnerships RISE and restorative resources Staff wellbeing and PLD

ENVIRONMENT – A KURA WE ARE PROUD TO BELONG TO

Targets	**1. Continue the Transformation of the Physical Environment** Complete and maintain priority property projects so learning spaces, grounds and access areas remain safe, attractive and fit for purpose. Continue beautification, landscaping, murals, signage, maintenance and presentation that communicate pride and high expectations. Progress outstanding Ministry-led property work and ensure newly upgraded spaces are used effectively. **2. Develop Outdoor, Sensory and Wellbeing Spaces** Continue developing all-weather play, outdoor learning, sensory and quiet spaces that respond to the diverse needs of tamariki. Ensure play and sporting facilities support active participation, inclusion and safe use across the school day. **3. Strengthen Cultural Identity and Student Pride** Increase the visibility of te ao Māori, local histories, whakapapa, RISE values and Sunset identity through the physical environment. Celebrate student leadership, learning, sporting and cultural achievement through displays and visible recognition across the kura. **4. Provide Equitable Access to Rich Experiences** Ensure every class participates in meaningful learning beyond the classroom, including local history, environmental, cultural and community experiences. Continue interschool sports exchanges, kapa haka and cultural opportunities, BoxFit, community garden/life-skills programmes, guest speakers and other experiences that inspire tamariki to discover strengths and future possibilities. Remove cost as a barrier wherever possible through school funding, grants, transport support and community partnerships.

Outcomes **What will success look like?**	**Safe and inspiring environment** Priority 2027 property and grounds projects are completed or progressing to agreed timelines, and the school is maintained to a consistently high standard. **Outdoor and wellbeing spaces** Students have regular access to well-maintained play, sporting, sensory and outdoor learning spaces that support engagement and hauora. **Identity and belonging** Student and whānau voice reflects strong pride in Sunset, with the school environment visibly representing local identity, te ao Māori, RISE values and student success. **Equity of experience** Every class participates in at least two community-connected or real-world learning experiences during the year, and all students have access to sporting, cultural and leadership opportunities without cost being a barrier. **Celebration of success** Academic, cultural, sporting, service and leadership achievements are regularly recognised through assemblies, displays, social media and school events.

Who Will Lead Improvements	Principal Caretaker / Property Lead Deputy Principals Sports Coordinator Cultural Lead / Rumaki kaiako Teachers MOE property partners and contractors	**Costs and Resourcing**	Property and maintenance budgets Grant and trust funding Sports and trip transport Outdoor / sensory resources Murals, signage and cultural design Experience and participation costs

EXCELLENCE – EXCELLENT TEACHING, MEANINGFUL PROGRESS

Targets	**1. Develop and Embed the Sunset Curriculum** Complete and implement a clear Sunset Curriculum that defines what we teach, why we teach it, what effective practice looks like and how progress is measured. Ensure the curriculum responds to the strengths and needs of Sunset learners while meeting refreshed national curriculum requirements in English-medium and Māori-medium settings. Build strong localised learning through Rotorua stories, te ao Māori, place-based learning and authentic real-world contexts. **2. Strengthen Excellence in Literacy and Numeracy** Embed consistent evidence-informed literacy and numeracy approaches across the school, including structured literacy/BSLA and structured numeracy aligned with Bruce Moody support and national requirements. Maintain explicit teaching, clear progressions and sufficient daily teaching time in reading, writing and mathematics. Use additional adults strategically to provide targeted practice, acceleration and support. **3. Use Assessment to Accelerate Progress** Use agreed schoolwide assessment tools and moderation processes to identify next steps and students requiring acceleration. Report reading, writing and mathematics progress and achievement to the Board at least twice yearly, including patterns for Māori-medium and English-medium learners where appropriate. Use data to evaluate the impact of programmes, interventions and teaching approaches and adjust practice when needed. **4. Build Teacher Capability and Consistency** Provide an ongoing professional learning cycle including classroom observations, coaching, professional dialogue, mentoring, PLD and visits to other schools. Ensure every teacher receives clear feedback and has an identified next step for strengthening practice. Continue te reo Māori, tikanga and culturally responsive pedagogy PLD to strengthen bilingual and bicultural excellence. **5. Maintain High Expectations for Every Learner** Hold ambitious expectations for all learners regardless of socioeconomic background, attendance history, additional needs or previous achievement. Provide rich sporting, cultural, leadership and real-world opportunities so students can experience success and discover strengths beyond traditional academics.

Outcomes **What will success look like?**	**Sunset Curriculum implemented** A clear Sunset Curriculum is in use across the school, with agreed expectations for teaching, assessment and progression in English-medium and Māori-medium settings. **Progress in reading, writing and mathematics** At least 80% of students make expected or accelerated progress during 2027 in reading, writing and mathematics. Learners below expectation are identified early and have documented acceleration responses. **Assessment and Board reporting** Schoolwide achievement information is moderated, analysed and reported to the Board at least twice during the year, with clear next steps and evaluation of priority groups. **Teacher capability and consistency** Every teacher participates in at least two observation/coaching cycles during the year and can identify how feedback and PLD have changed practice. **High expectations and opportunity** Planning, classroom practice and learning-support decisions demonstrate that background or additional need does not lower expectations for progress, participation or success.

Who Will Lead Improvements	Principal Deputy Principals Curriculum / Literacy / Mathematics leaders BSLA / Structured Literacy lead Bruce Moody / external PLD providers Rumaki kaiako Teachers and Teacher Aides	**Costs and Resourcing**	Curriculum and PLD budget Bruce Moody / numeracy support Structured literacy resources Teacher release for observations and moderation Assessment tools and resources School visits / coaching Te reo Māori and culturally responsive PLD

ATTENDANCE – EVERY DAY MATTERS

Targets	**1. Maintain Dedicated Leadership and Accurate Monitoring** Deputy Principal Prue Nikora leads attendance improvement, supported by the Attendance Officer, Principal, office staff and teachers. Use the Attendance Management Plan (AMP), STAR responses, EDGE and Everyday Matters data to monitor attendance weekly and identify patterns early. Report attendance trends and high-risk groups to the Board each term. **2. Address Barriers Through Early Whānau Partnership** Contact whānau quickly when concerning patterns emerge and use supportive, non-judgemental conversations to understand barriers. Provide practical responses where possible, including school van transport, links to health and social agencies, routines support and individual plans. Use communication methods that work for Sunset whānau, including phone, text, Facebook and face-to-face contact. **3. Strengthen Connection and Motivation to Attend** Continue attendance incentives, recognition and positive messaging while avoiding approaches that disadvantage children facing genuine barriers. Use engaging learning, sport, trips, cultural opportunities, strong relationships and success experiences as part of the school attendance strategy. Ensure new entrants and newly enrolled students establish positive routines and belonging from the start. **4. Reduce Unexplained and Chronic Absence** Reduce unexplained absences through daily follow-up and clear communication between whānau, office staff and van drivers. Use tailored plans and multi-agency collaboration for students with severe or entrenched non-attendance. Maintain persistent follow-up for students below 75% attendance and escalate through the AMP where required.

Outcomes **What will success look like?**	**Regular attendance** Lift whole-school regular attendance to at least 60% by the end of 2027, maintaining progress toward the 2028 target of 70% and the longer-term aspiration of 80%+. **Reduction in chronic absence** Reduce the proportion of students attending less than 75% of the time by at least 10 percentage points from the final 2026 baseline. **Improved absence reporting** Reduce unexplained/Unknown absences to 5% or less through proactive whānau communication and accurate daily coding. **Early intervention** Students approaching STAR thresholds are identified promptly, with documented contact, support and escalation completed in line with the AMP. **Practical barrier removal** Attendance case reviews show evidence that transport, health, routines, engagement and other barriers are actively addressed with whānau and agencies rather than treated as compliance issues alone.

Who Will Lead Improvements	DP Attendance Lead – Prue Nikora Principal Attendance Officer Office Team Classroom Teachers Van Drivers External agencies / Attendance Services	**Costs and Resourcing**	Two school vans and transport costs Attendance Officer / service support Staff release and whānau meetings Attendance incentives and recognition Communication resources