Sunset Primary School

Annual Plan 2026

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

Annual Targets

EXCELLENT TEACHING OF LITERACY AND NUMERACY IN ENGLISH AND MĀORI MEDIUM

Targets

1. Full Implementation of Structured Numeracy (Bruce Moody Maths Alignment)

- Embed Structured Numeracy consistently across all classrooms in both English and Māori medium settings.
- Provide ongoing professional learning and coaching for teachers and support staff to implement the refreshed maths curriculum effectively.
- Strengthen teacher understanding of progression across Taumata and phases.

2. Deepen the Impact of the Better Start Literacy Approach (BSLA)

- Strengthen assessment, data analysis, and moderation processes to support accelerated literacy progress.
- Provide the BSLA Lead Teacher with a Fixed-Term Management Unit to support implementation, coaching, and reporting across all year levels.
- Increase teacher independence and capability in administering, analysing, and reporting BSLA assessments.

3. Strengthen Literacy and Numeracy Data Use for Board Decision-Making

- Improve the quality and consistency of achievement reporting for strategic literacy and numeracy targets.
- Ensure phonics and numeracy progress data is analysed and shared in a clear, board-ready format at least twice yearly.

Outcomes

What will success look like?

Staff confidence and capability

Teachers and support staff demonstrate confidence with curriculum content and expectations for the phases relevant to their learners.

Accelerated learner progress

At least 80% of students will make expected progress after completing each Taumata in Structured Numeracy and BSLA literacy learning.

Phonics screening completion and reporting

- All students who have been enrolled for **20 and 40 weeks** will complete the phonics screening assessment.
- Results will be analysed and reported to the Board, with clear next-step actions identified.

Who Will Lead Improvements	Principal BSLA Lead-Darshna Millan Bruce Moody (External)	**Costs and Resourcing**	Bruce Moody Fixed Term Unit

PROVIDE REAL WORLD EXPERIENCES THAT DEVELOP CULTURAL COMPETENCIES

Targets

1. Strengthen Māori Cultural Engagement and Te Ao Māori Experiences

- Maintain whole-school whakatau to welcome new students, whānau, and staff into the Sunset Primary community.
- Design integrated learning experiences around the theme of Ihenga and his adventures, connecting local histories, pūrākau, and place-based learning.
- Continue annual Noho Marae visits, strengthening student identity, tikanga understanding, and connection to te Ao Māori.
- Build staff capability in reo and tikanga through ongoing professional learning and participation.

2. Increase Pasifika Engagement and Community Partnership

- Develop a structured, school-wide plan for Pasifika Language Weeks, ensuring meaningful staff involvement and authentic celebration.
- Strengthen relationships with Sunset Primary Pasifika families through increased consultation, participation, and leadership opportunities.
- Create culturally affirming learning experiences that reflect the identities, languages, and strengths of Pasifika learners.

3. Expand Equity of Opportunity Through Rich Cultural and Community Experiences

- Provide students — particularly those from disadvantaged backgrounds — with opportunities to experience a wide range of cultural, creative, leadership, and real-world activities.
- Ensure children are exposed to experiences that may reveal talents and strengths that have not previously been accessible to them.

Examples may include:

- performance, arts, sport, cultural events
- visits and service within the local community
- environmental projects and outreach

4. Strengthen Service, Contribution, and Community Connection

- Embed a culture of giving back, where students regularly contribute to the wellbeing of others and the local environment.

Opportunities may include:

- visiting aged-care villages and performing or supporting kaumātua
- connecting with local early childhood centres and daycares
- community clean-up projects (e.g., rubbish pick-ups, environmental care days)
- student-led acts of service linked to school values and cultural learning

PROVIDE REAL WORLD EXPERIENCES THAT DEVELOP CULTURAL COMPETENCIES

Outcomes What will success look like?	**Whakatau and belonging** • At least **one whole-school whakatau per term** is held to welcome new students, whānau, and staff. **Marae-based learning participation** • **100% of students** will participate in marae-based learning experiences annually. **Pasifika engagement growth** • Increased family and student participation in Pasifika Language Week celebrations, with improved staff-wide involvement and cultural visibility. **Community contribution and real-world learning** • Students participate in at least **two community-connected service or outreach experiences** each year.

Who Will Lead Improvements	Cultural Lead Teacher Principal (coordination and community partnerships) Whānau and Pasifika community representatives (voice and collaboration)	**Costs and Resourcing**	Transport Noho cost Whakatau Kai Community experience funding

EXEMPLIFY MANAKITANGA IN ALL OUR RELATIONSHIPS AT SCHOOL

Targets

1. Strengthen Whānau Engagement Through Welcoming School Events

- Build on the success of the Matariki Whānau Hour by holding two whānau engagement events each year, featuring interactive workshops and learning celebrations.
- Ensure events reflect the values of manaakitanga, belonging, and partnership, creating a school environment where whānau feel genuinely welcome.
- Continue improving the physical and cultural spaces of the school so Sunset Primary feels inviting, open, and reflective of community pride.

2. Embed Proactive, Strength-Based Teacher–Whānau Communication

- Introduce a structured communication plan that ensures teachers regularly connect with whānau to share student progress, effort, and successes — not only concerns.
- Strengthen relationships through consistent, respectful, and culturally responsive communication.
- Improve engagement by ensuring every family has positive contact from school early in the year.

3. Implement Rise to Shine as a Culturally Grounded Behaviour and Wellbeing Approach

- Fully implement the Rise to Shine Behaviour Management Plan, grounded in restoration, high expectations, and the belief that every child can succeed.
- Use the shared language of the Maunga and Awa journey to support reflection, self-regulation, and positive behaviour.
- Ensure consistent staff practice in recognising, responding to, and restoring behaviour in ways that uphold student mana.

Key elements include:

- Movement upward through positive choices
- Restorative reflection when behaviour slips
- Visible celebration of effort, values, and leadership
- Strong whānau partnership at key points (Awa 3 and Awa 4)

4. Strengthen a Whole-School Culture of Noticing the Good

- Expand the Caught Being Good system to promote positive behaviour during break times and across all settings.
- Reinforce that kindness, inclusion, responsibility, and respect are noticed and celebrated daily.
- Build a culture where students feel seen for what they do right, supporting wellbeing and belonging.

EXEMPLIFY MANAKITANGA IN ALL OUR RELATIONSHIPS AT SCHOOL

Outcomes
What will success look like?
	• **Whānau participation and connection**
	  ○ Every student will have whānau represented at both annual whānau engagement events.
	• **Consistent positive communication**
	  ○ All teachers will consistently document and track proactive communication with parents and caregivers, with evidence of regular progress-focused contact.
	• **Rise to Shine embedded consistently**
	  ○ Staff demonstrate consistent use of the Rise to Shine framework and restorative responses across all classrooms and playground settings.
	• **Improved school culture and student belonging**
	  ○ Increased positive behaviour recognition, strengthened relationships, and improved student sense of belonging as reflected in student, staff, and whānau voice.

Who Will Lead Improvements	**All Staff** (shared responsibility for culture and relationships) Principal (implementation oversight and whānau partnership) Cultural and pastoral leaders supporting consistency across the school	**Costs and Resourcing**	Kai for whānau events Rise to Shine resources Caught Being Good incentives Environment improvement support

PROVIDE OPPORTUNITIES FOR STUDENTS TO ENGAGE IN SPORT, PE AND PLAY

Targets

1. Diversify and Strengthen After-School Sports Opportunities

- Expand the range of after-school sports available (e.g., netball, soccer) to increase student participation and engagement.
- Ensure at least one structured after-school sport is offered each term.
- Participate in a Small Schools Winter Sports Exchange, giving students regular opportunities to compete and connect with other schools.
- Allocate Red Stag funding to reduce barriers for students through subsidies for travel, entry fees, and sports equipment.

2. Improve Access, Equity and Representation in School Sport

- Maintain and extend the school sports uniform programme so all students can represent Sunset Primary with pride.
- Complete a full stocktake of uniforms and replenish or expand supplies where needed.
- Ensure students from low-income families can participate fully without cost being a barrier.

3. Enhance Physical Education Through Specialist Support and Quality Play

- Strengthen the quality of PE teaching and student skill development through Sport BOP specialist coaching programmes.
- Provide all classes with access to a variety of sports experiences such as:
    - golf
    - tennis
    - badminton
    - rippa rugby
    - fundamental movement skills
- Ensure all classes participate in regular sessions with the school sports coordinator.

4. Increase Whānau and Community Play-Based Engagement

- Increase termly Whānau Group play events, including themed sports days, tabloid sports, and fun physical challenges that strengthen belonging and participation.
- Promote play as a key part of hauora, friendships, and student wellbeing.

5. Recognise and Celebrate Student Sporting Achievement

- Introduce two new annual sports awards:
    - Most Improved Sports Boy
    - Most Improved Sports Girl
- Celebrate participation, effort, improvement, and teamwork alongside performance.

PROVIDE OPPORTUNITIES FOR STUDENTS TO ENGAGE IN SPORT, PE AND PLAY

Outcomes
What will success look like?

Expanded opportunities

- At least **two new after-school sports** are introduced.

Consistent sport access

- At least **one after-school sport per term** is available to students.

Increased participation

- Increased student participation in regional and interschool sports opportunities, including:
  - League 9s
  - RATs Duathlon
  - Rippa Rugby
  - Small Schools Winter Exchange

Whole-school PE engagement

- All classes participate in sessions with the sports coordinator and Sport BOP specialist coaches.

Play and equipment availability

- Regular play-based activities (e.g., tabloids) occur across all classes.
- Quality play equipment is available and used by students (e.g., giant Connect 4, Padda tennis).

Who Will Lead Improvements	Sports Coordinator Principal (resourcing, funding, and partnerships) Sport BOP specialist coaching providers	**Costs and Resourcing**	Sports Fees and Transport Equipment and Play resources Sports Coordinator wages Red Stag Funding Uniform Purchase

WORK TO IMPROVE ATTENDANCE BY ENGAGING WITH WHANAU , SUPPORT AGENCIES AND IN SCHOOL STRATEGIES

Targets

1. Target Attendance Improvement for Year 1 Students

- Prioritise early attendance habits by closely monitoring and supporting attendance patterns in Year 1.
- Identify emerging absenteeism early and work proactively with whānau to remove barriers before patterns become entrenched.
- Strengthen transition-to-school supports so new learners develop consistent routines and connection to kura.

2. Reduce Unjustified Absences Through Early Whānau Engagement

- Decrease unjustified absences by building strong relationships with families and responding quickly when absences occur.
- Ensure whānau understand attendance expectations and feel supported to communicate openly with the school.
- Provide practical solutions where barriers exist (transport, health, routines, engagement).

3. Continue to Reduce the Number of Students Below 75% Attendance

- Maintain a strong focus on learners with chronic absence through the Stepped Attendance Response (STAR) model.
- Use EDGE SMS and Everyday Matters data weekly to identify students approaching key thresholds (5, 10, 15+ days).
- Strengthen tailored support plans and multi-agency collaboration for students in the highest-risk attendance band.

4. Increase Proactive Absence Reporting and Improve Data Quality

- Increase whānau-initiated communication about absences, reducing the number of unexplained or “Unknown” absences.
- Strengthen direct communication channels between families, van drivers and the school office.
- Ensure attendance codes are updated daily so that absence data is accurate, timely, and board-reportable.

5. Implement Sunset School’s Attendance Management Plan (AMP) with Fidelity

- Fully embed the AMP across all staff practices, aligned to Ministry of Education requirements and the Government’s target of 80% regular attendance by 2030.
- Ensure consistent stepped responses, documentation, and board oversight at each stage of concern.
- Publish and communicate the plan clearly with whānau and the wider community.

WORK TO IMPROVE ATTENDANCE BY ENGAGING WITH WHANAU , SUPPORT AGENCIES AND IN SCHOOL STRATEGIES

Outcomes
What will success look like?
	Reduction in chronic absenteeism
	• Decrease the proportion of students with attendance below 75%, improving from 26% in 2024 to 15% by the end of 2026.
	
	Improved absence reporting
	• Increase whānau-initiated absence reporting, reducing the percentage of "Unknown" absences from 11.79% in 2024 to 7% in 2026.
	
	Improved Year 1 attendance
	• Demonstrated improvement in Year 1 attendance rates compared with 2024, increasing from 63% to 70% by the end of 2026.
	
	Progress toward long-term attendance targets
	• Lift regular attendance from the current baseline (36% Term 3, 2025) toward the school's staged goals:
	  ○ 50% regular attendance by end of 2026
	  ○ 60% by 2027
	  ○ 70% by 2028
	  ○ 80% by 2029–2030

Who Will Lead Improvements	**Principal** (overall implementation, STAR escalation, board reporting) **Attendance Services** (external support and statutory intervention where required) **DP Attendance Lead (Prue)** (weekly monitoring, whānau meetings, referrals) **Teachers** (daily attendance marking, early whānau contact, classroom engagement) **Office Team (Kate)** (daily follow-up, coding accuracy, communication systems)	**Costs and Resourcing**	Kai for whānau hui and attendance events Transport/van Staff release and meetings AMP communication resources