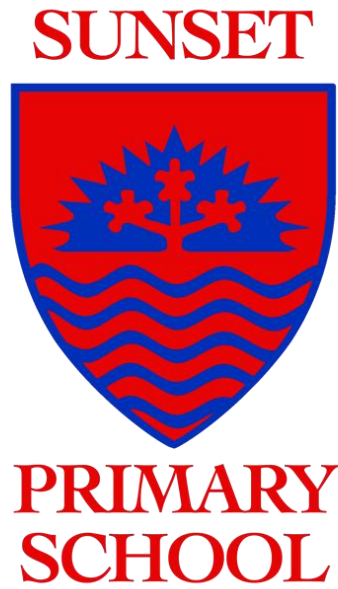


Sunset Primary School

Annual Report 2024



Mā te Mahitahi ka Tutuki - As One we can Achieve

Ratified

The School Board reviewed and adopted this Annual Report at their meeting 3 December 2024

Analysis of Variance

ANNUAL TARGETS

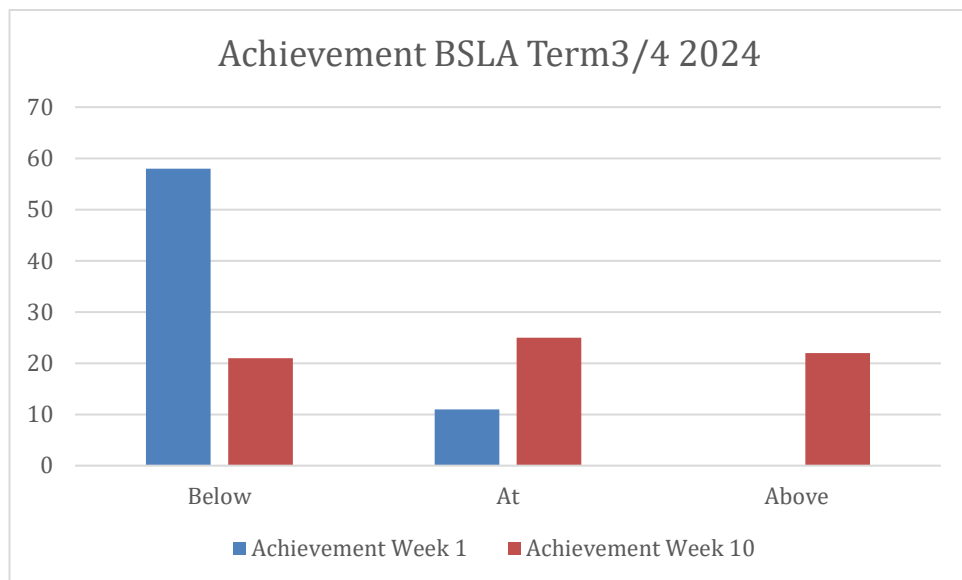
EXCELLENT TEACHING OF LITERACY AND NUMERACY IN ENGLISH AND MĀORI MEDIUM NELPS 2, 3, 4, 5, 6

Targets

1. **Develop Teacher Capability in Assessment and Analysis in Better Start Literacy Approach**
2. **Revitalise Mathematics Teaching and Learning**

Outcomes

- 1.1 Staff have been well supported in carrying out assessment of students in the BSLA programme.
- 1.2 Staff are able to analyse data and make decisions about progress of students and future placement.
- 1.3 Staff are beginning to be able to report results to the board to help inform board level decisions.
- 1.4 Staff have agreed on a literacy timetable across the school and junior classes are working together to teach in an interchange format to better meet the learning needs of ākonga.
- 1.5 Staff can comfortably gather, share and discuss Better Start Literacy Approach achievement data
- 1.6 The Teacher in Charge was able to collate the assessment information and provide the board with a detailed report on student progress.
- 1.7 As seen in the table below the students have made very good progress between terms 3 and 4



- 2.1 Teachers have an agreed time of day that Mathematics is taught, and have increased the time dedicated to Mathematics each day to 90 minutes.

**EXCELLENT TEACHING OF LITERACY AND NUMERACY IN ENGLISH
AND MĀORI MEDIUM
NELPS 2, 3, 4, 5, 6**

- 2.2 Student engagement has continued to be high using our structured maths programme.
- 2.3 Achievement this year is considerably better than the last two years. As seen in the table below all our EOY targets have been **met or exceeded**, and Year 3 and 5 have **exceeded the curriculum levels**, which we have not seen before.

	2024 Cohort Start of 2024 Average Step Mastered	2024 Cohort End of 2024 Target Average Step Mastered	2024 Cohort November Average Step Mastered	End of Year Expectation
Year 1	7	11	14	15
Year 2	11	20	20	24
Year 3	18	27	30	29
Year 4	24	33	33	35
Year 5	24	38	39	38
Year 6	34	43	44	46

Recommendations for 2025

- Major focus on the rolling out of the new English and Maths Curriculums.
- Provide the teacher in charge of BSLA with a Fixed-Term Management Unit, and add responsibility for rolling out the new English Curriculum alongside the SMT.
- Continue with junior classes interchange for the Better Start Literacy Approach, to allow for a greater impact on student achievement.
- Include the literacy and mathematics times in the school localised curriculum.
- Consider the Better Start Literacy Approach report from the TIC and consider strategic targets for 2025.
- Review the 'Diagnostic Questions' in our Structured Mathematics Programme and re-align them with the new mathematics curriculum.
- Invest in Bruce Moody working on a few sessions of refresher work with teachers, and more intensive with our three new hires and our LAT.
- Enrol our rumaki teachers into the new te reo Māori structured literacy kaupapa.

PROVIDE REAL WORLD EXPERIENCES THAT DEVELOP CULTURAL COMPETENCIES


NELPS 1, 2, 3, 4, 5, 6, 7

Targets	<ol style="list-style-type: none"> 1) Increase Participation and Engagement 2) Integrate Mātauranga Māori with Science Education 3) Visit Culturally Significant Sites 4) All teaching staff (and Learning Support Workers that opt in) to complete te Ahu o te reo Māori
Outcomes	<ol style="list-style-type: none"> 1) We were able to hold 3 whakatau throughout the year for new students, whānau and staff. They students were fully engaged participants in the process, and the whānau of new students really appreciated the process. All classes engaged with numerous Pasifika language weeks, in various depths. 2) Mātauranga Māori was integrated into science through thematic units on the Great Navigation and environmental studies. Students explored traditional Māori methods of navigation and compared them with modern techniques, creating a meaningful blend of cultural and scientific knowledge. 3) Students visited Maketū and Whakaue Marae, developing an appreciation for the historical and cultural importance. Activities included workshops on tikanga and kōrero pūrākau (storytelling), which helped students understand the values and traditions of the area. Feedback from students and whānau indicated that these visits were impactful in building cultural awareness and respect. 4) All teaching staff and most support staff enrolled in te Ahu o te Reo Māori, with participation tailored to individual levels. The programme deepened staff understanding of te reo Māori me ngā tikanga Māori, enhancing their ability to incorporate culturally responsive practices in classrooms. It also built the team culture as we were all taking part. This was a very time-consuming programme, with after school, holiday and evening hui to attend, but was well worth it.
Recommendations for 2025	<p>Continue with at least 1 whakatau per term in 2025.</p> <p>Continued engagement in Pasifika language weeks, with opportunities provided for whole team planning for these events.</p> <p>If there isn't a clash with kapa haka, for Sunset to enter a group into the Rotorua Pasifika Festival.</p> <p>For our focus on cultural sites explore the theme of Ihenga and his adventures.</p>



EXEMPLIFY MANĀKITANGA IN ALL OUR RELATIONSHIPS AT SCHOOL

NELPS 1, 2, 3, 4, 5, 6, 7

<p>Targets</p>	<p>1) Parental Engagement 2) Community Engagement 3) Teacher and Student Relationships</p>
<p>Outcomes</p>	<p>1) Teachers have been more proactive with contacting whānau when students are not working (or behaving) to their potential. Whānau have been very responsive, on the whole.</p> <p>2) Hosted Better Start Literacy Approach information sessions for whānau, explaining assessment methods and how they can support their child's learning at home.</p> <p>3) We had a staff meeting early in 2024 to help with planning the 'Matariki Whānau Hour' with Jase Williams.</p> <p>4) We held the 'Matariki Whānau Hour' 'Open Night' style event on a school afternoon, with a hangi dinner fundraiser attached. This was very successful with most ākonga (well over 90%) having at least one parent or significant adult attending.</p>  <p>5) Huge whānau support of our mid-year 'Fun Run'.</p> <p>6) We are planning to have a 'graduation day whānau picnic' after our prizegiving this year.</p> <p>7) Emphasized manākitanga through shared kai at whakatau, allowing students, whānau and teachers to connect beyond the classroom.</p>
<p>Recommendations for 2025</p>	<p>Build on the success of the Matariki Whānau Hour by hosting two events in 2024 that include interactive workshops where whānau can participate in classroom activities.</p> <p>Develop a structured communication plan for teachers to maintain proactive contact with whānau, focusing not only on challenges but also celebrating student achievements.</p> <p>Continue to provide Summer Activations with Rotorua Lakes Council in January</p>

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

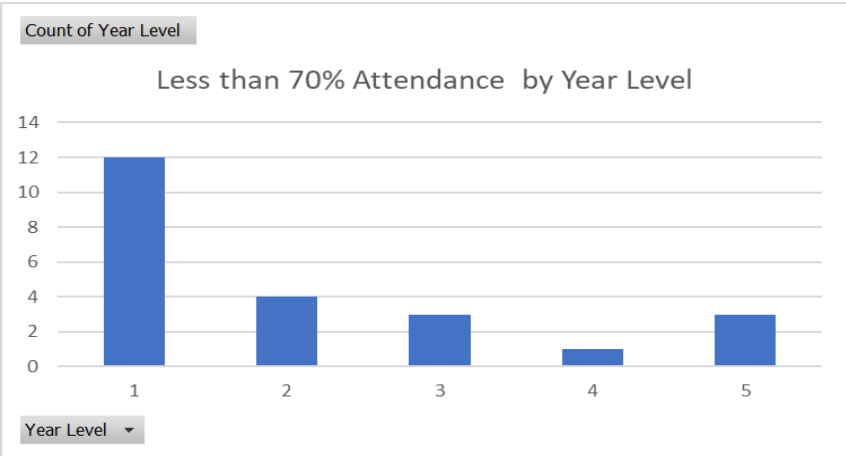
NELPS 2, 3, 4, 5, 6

<p>Targets</p>	<p>1) Increase opportunities for students to participate in sports events 2) Provide PE lessons for students in all classes 3) Increase opportunities for play</p>
<p>Outcomes</p>	<p>1) We ended up needing to replace our sports co-ordinator due to maternity leave and found an excellent replacement</p> <p>2) I secured \$84,000 in funding for 2025 and 2026 for sport and wellbeing from the Phillip Verry Trust.</p> <p>3) There were opportunities to play Miniball and touch after school, and numerous opportunities to attend sports events during school hours. These had parents involved with coaching and managing, which was wonderful.</p> <p>4) The new sports co-ordinator takes sports during morning and afternoon break times, as well as coaching and fitness activities. These are very popular with students and staff.</p> <p>5) House groups have been re-established and renamed Whānau Groups (Ruru, Kereru, Tui and Kea). These are being used for sports and also a variety of other competitions. They are also being used for schoolwide 'points' system.</p>
<p>Recommendations for 2025</p>	<p>Expand the after-school sports programme to include a wider variety of sports, (such as netball, soccer) to cater to more students' interests.</p> <p>Use a portion of the Phillip Verry Trust funding to subsidise travel and equipment costs for students attending inter-school or regional sports events.</p> <p>Continue to strengthen the use of Whānau Groups for tabloid sports and other competitions, promoting teamwork, leadership, and school spirit.</p> <p>Organise termly Whānau Group play events, such as themed sports days or obstacle course challenges, to foster inclusive participation.</p> <p>Ensure there are two sports awards for most improved sports boy and girl on top of the existing sports awards.</p>



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

NELPS 2, 3, 4, 7

Targets	<ol style="list-style-type: none"> 1) Decrease unjustified absences in Junior Female students 2) Increase attendance for students with less than 60% attendance 												
How Will Improvements be Achieved	<ol style="list-style-type: none"> 1) Decrease unjustified absences in Junior students <ol style="list-style-type: none"> a) Target students will be identified b) plan for increased attendance worked on with whānau c) School Liaison to follow up with target students who are absent (unknown) 2) Increase attendance for students with less than 75% attendance <ol style="list-style-type: none"> a) Have a trusted school contact (School Liaison) for whānau to confide in b) Increase whānau reporting of absences to the office and van drivers 												
Outcomes	<ol style="list-style-type: none"> 1) Changed target percentage to 70% due to low numbers below 60% 2) Number of students under 70% attendance in 2024 were 23 (38 in 2023) 3) 11/19 junior students under 70% attendance in 2024 were female (12/20 2023) 4) Clear connecting in progress of Better Start Literacy Approach, which was linked to 50% of those students attending less than 70% of the time. 5) Significant improvement in overall attendance, and the proportion of students who are in the target range is reduced. 6) The number of students with concerning attendance are mainly year 1s. <div style="text-align: center;">  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Less than 70% Attendance by Year Level</caption> <thead> <tr> <th>Year Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>12</td> </tr> <tr> <td>2</td> <td>4</td> </tr> <tr> <td>3</td> <td>3</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>5</td> <td>3</td> </tr> </tbody> </table> </div>	Year Level	Count	1	12	2	4	3	3	4	1	5	3
Year Level	Count												
1	12												
2	4												
3	3												
4	1												
5	3												
Recommendations for 2025	<ol style="list-style-type: none"> 1) Decrease unjustified absences in Year 1 students <ol style="list-style-type: none"> a) Target students will be identified b) Plan for increased attendance worked on with whānau c) School Liaison to follow up with target students who are absent (unknown) 2) Increase attendance for students with less than 75% attendance <ol style="list-style-type: none"> a) Have a trusted school contact (School Liaison) for whānau to confide in b) Increase whānau reporting of absences to the office and van drivers 												

Te Tiriti o Waitangi

The School Board has actively implemented Te Tiriti o Waitangi to foster cultural understanding and equity within the educational framework. By incorporating the treaty's principles, such as partnership, participation, and protection, the board ensures that Māori perspectives are integrated into the curriculum. This includes acknowledging the cultural significance of local iwi, incorporating Te Reo Māori into teaching, and promoting tikanga Māori. Additionally, the board actively engages with the Māori community, seeking their input in decision-making processes. These efforts reflect a commitment to honour the treaty and create an inclusive educational environment for all students.

Report on Special and Contestable Funding

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$ 2396.88 (excluding GST).

The funding was spent on new balls and equipment, supporting students to travel to regional sporting events and paying entry fees.

Principal's Wellbeing and Professional Leadership

In 2024 the fund has been allocated for;

1. a membership to QE Health to prioritise the principal's well-being.
2. A trans-Tasman conference with Senior Leadership Team in Christchurch.
3. Caroline Back for Cognitive Behaviour Therapy and Hypnotherapy around leadership and management of staff and self.

Recognising the demanding nature of the role, this investment aims to enhance the principal's health, resilience, and overall leadership effectiveness within the school community.

\$12,000 was allocated through the Primary Principal's Collective Agreement for 2023 and 2024. So far \$4974 has been used. A balance of **\$7026** will be added to the 2025 budget for Principal's Wellbeing and Professional Leadership.

School roll and days open

	1 March 2024	30 November 2024		2024
The school roll at:			The school will be open for:	
	132	155		384 half days

Members of the School Board

Name	Position	How position on Board gained	Term expired/expires
Fender Leathers	Parent rep, Presiding Member	Elected September 2022 Elected Presiding Member February 2023	June 2025 8 September 2024 (res)
Eden Chapman	Principal	Appointed January 2019	
Prue Nikora	Staff rep	September 2022	June 2025
Naitua Taefu - Kingi	Parent rep Presiding Member	September 2022 Elected Presiding Member 9 September 2024	June 2025
Tupou Kaloni-Cook	Parent rep	September 2022	June 2025
Jade Rika	Parent rep	September 2022	June 2025

Good Employer Statement

Our School met our obligations to provide good and safe working conditions by following our health and safety policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance review in accordance with our Personnel Policy, Staff Well-Being and Appreciation Policy and Appointments Policy. We practise impartial selection of suitably qualified persons for appointment through our independent selection committee that is delegated by the Board.