Sunset Primary School

Annual Report 2025

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

Analysis of Variance

EXCELLENT TEACHING OF LITERACY AND NUMERACY IN ENGLISH AND MĀORI MEDIUM	
Targets	1. **Maintain consistent implementation of the Better Start Literacy Approach (BSLA) across all junior classes.** 2. **Strengthen teacher capability in structured literacy assessment, data tracking, and early intervention.** 3. **Ensure teachers in the rumaki class continue structured te reo Māori literacy development.**
Outcomes	• All classes have continued with the **Better Start Literacy Approach**, with positive progress shown across the school. While full comparative data from previous leadership is not available, teachers report greater consistency, confidence, and accuracy in administering and analysing BSLA assessments. • Attendance challenges have impacted the rate of progress for some students—this has been a recurring theme in 2025. Many children with lower literacy gains have also been identified as having irregular attendance • Sharon Ward has continued leading BSLA implementation and has supported targeted groups, providing professional mentoring to teachers. Her expertise has ensured smooth delivery and improved instructional practice. She finishes at the end of 2025 but will continue to support the school externally. • The structured mathematics programme has continued to show strong impact on student engagement and foundational number knowledge. Teachers are reporting that the structured format has strengthened pacing, problem-solving, and small-group instruction. • Preparation for **Oxford Structured Maths (2026)** has begun, with teachers trialling components and reviewing scope and sequence materials to ensure alignment with our current maths structures.

EXCELLENT TEACHING OF LITERACY AND NUMERACY IN ENGLISH AND MĀORI MEDIUM

Recommendations for 2026

Begin full rollout of the **new English and Mathematics Curriculum** with a clear PLD calendar and in-class coaching support.

Provide the Teacher in Charge of BSLA with a Fixed-Term Management Unit to oversee BSLA and the rollout of the new English curriculum.

Continue the junior interchange model for literacy as it has strengthened consistency and allowed students to access instruction matched more closely to their needs.

Align literacy and mathematics teaching times explicitly within the localised curriculum.

Review and update “diagnostic questions” used in the mathematics programme to ensure alignment with the new curriculum.

Provide induction and intensive coaching for new staff on both BSLA and structured mathematics.

Enrol rumaki teachers in the new te reo Māori structured literacy kaupapa.

PROVIDE REAL WORLD EXPERIENCES THAT DEVELOP CULTURAL COMPETENCIES	
Targets	**1) Increase participation in authentic real-world, local, and culturally grounded learning experiences.** **2) Strengthen connections with local marae, kaumātua, and community groups.** **3) Support teachers to integrate mātauranga Māori meaningfully into inquiry, science, and everyday learning experiences.**
Outcomes	All classes participated in **catfishing**, providing a hands-on, relevant, and highly engaging real-world experience connected to local waterways, sustainability, and hauora. Room 1 visited **Ngongotahā Care Village**, where students spent time with kaumātua and residents. This strengthened intergenerational connections, supported students to practise manāakitanga, and allowed them to experience meaningful service learning within the community. Students continue to learn through visits, local events, and classroom programmes that highlight cultural identity, belonging, and community connection. Teachers are increasingly confident integrating Māori contexts, stories, and concepts into learning programmes, strengthening cultural responsiveness.
Recommendations for 2026	Build on successful experiences by establishing a **local curriculum map** outlining annual cultural and real-world experiences. Provide PLD or collaborative planning time for teachers to develop deeper integration of mātauranga Māori throughout inquiry and science. Explore annual partnerships with Ngāti Whakaue, local marae, and community groups to embed sustainable, long-term cultural connections. Support broader participation in cultural events and festivals (e.g., Rotorua Pasifika Festival) where feasible. Enter a group into the Rotorua Pasifika Festival. For our focus on cultural sites explore the theme of Ngatoroirangi and his journey

PROVIDE OPPORTUNITIES FOR STUDENTS TO ENGAGE IN SPORT, PE AND PLAY	
Targets	**1) Increase participation in school sports teams and inter-school sports events.** **2) Strengthen structured PE lessons across all classes.** **3) Expand opportunities for structured and unstructured play.**
Outcomes	Funding from **Kiwisport** and **Red Stag** enabled the employment of **Anna Paul** as our Sports Coordinator. Anna has been instrumental in organising and coaching students, lifting participation across the school. This year we entered **four touch teams**, **six basketball teams**, and participated in several one-off sporting events, including **Legends of the Peak**, which provided rich experiences for fitness, perseverance, and school pride. Break-time sports and fitness sessions led by Anna have been extremely popular and have noticeably increased physical activity levels across the school. Teachers report improved student confidence, enjoyment, and readiness for learning as a result of increased movement opportunities.
Recommendations for 2026	Expand after-school sports options to include netball and soccer to cater to broader student interests. Use funding to subsidise equipment, uniforms, and travel to inter-school events, ensuring equity of access for all ākonga. Continue building the Whānau Group structure to support school-wide competitions, leadership opportunities, team spirit, and inclusive participation. Introduce termly Whānau Group play or sports events to further build hauora and engagement. Establish two new annual sports awards: “Most Improved Sports Boy” and “Most Improved Sports Girl.”

WORK TO IMPROVE ATTENDANCE	
Targets	**1) Begin phased implementation of the Attendance Management Plan (AMP).** **2) Reduce the number of students with *very concerning* attendance (15+ days absence per term) by strengthening early intervention, whānau partnerships, and agency involvement.** **3) Increase whānau engagement with the school regarding absence reporting.** **4) Build staff capability in using attendance data through EDGE and the STAR framework.**
Outcomes	1) Attendance remains a significant challenge for Sunset School. According to the **Every Day Matters** report, regular attendance sits at **just 36%**, far below national targets and highlighting substantial social and economic barriers faced by many of our families Sunset School Attendance Manage... 2) Many of the children with persistent absence also present with high social or wellbeing needs, requiring intensive support. 3) The school van service continues to help some whānau, though barriers remain (e.g., inconsistent routines, illness, lack of transport on non-van days, family circumstances). 4) In 2025 we created a comprehensive **Attendance Management Plan** to be fully implemented in 2026. This includes clear targets, roles, tiered responses, whānau meetings, and board oversight. 5) Teachers and support staff have begun preparing for 2026 implementation by tightening same-day coding, follow-ups, and communication expectations
Recommendations for 2026	Fully implement the Stepped Attendance Response (STAR) framework, ensuring consistent follow-up at 5, 10, and 15+ days of absence. Prioritise Year 1 attendance as data shows this is the group with the greatest barrier to regular attendance. Use weekly and termly attendance data to identify patterns and intervene earlier. Strengthen the role of the **School Liaison** as the trusted point of contact for families. Increase community awareness of the importance of attendance through newsletters, website updates, enrolment meetings, and community hui.

WORK TO IMPROVE ATTENDANCE

Continue working with support agencies, health providers, and the Attendance Service where required.

Aim for incremental improvement toward long-term Government targets (50% regular attendance by 2026 as per the AMP).

Te Tiriti o Waitangi

The School Board continues to give active effect to *Te Tiriti o Waitangi* by embedding the principles of partnership, participation, and protection within all aspects of school governance and practice. Our commitment remains strong and unwavering, even amidst changes in national government direction.

Throughout 2025, the Board has worked to ensure that Māori perspectives, language, and cultural practices are meaningfully incorporated into the educational experience at Sunset Primary. This includes integrating local iwi knowledge and histories into the curriculum, increasing the use of **Te Reo Māori** across classrooms and school events, and upholding **tikanga Māori** in daily routines and schoolwide activities.

We continue to prioritise authentic partnership with our Māori whānau and community. The Board has actively sought their voice in decision-making processes, ensuring that their aspirations for tamariki are reflected in school planning, strategic goals, and cultural initiatives. Engagement has included consultation hui, informal whānau feedback opportunities, and collaborative planning with Māori representatives.

This year, the Board also published our clear direction for giving effect to the Treaty, intentionally reaffirming this commitment despite shifts in national policy. This public statement reinforces our belief that honouring *Te Tiriti o Waitangi* is foundational to providing an inclusive, equitable, and culturally sustaining learning environment for all students.

These ongoing efforts reflect the Board's dedication to nurturing a school culture where Māori identity, language, and culture are valued, visible, and supported, ensuring that all learners thrive.

Kiwisport

Kiwisport is a Government initiative designed to support and increase students' participation in organised sport. In 2025, Kiwisport funding was used to ensure that children from our low socio-economic community had full access to a range of sporting opportunities without financial barriers.

This funding enabled students to participate in **Touch Rugby, Netball, and Basketball**, with costs such as registrations, equipment, and associated expenses fully covered. As a result, many students who would otherwise be unable to afford involvement in sport were able to take part and represent the school.

A portion of the Kiwisport funding was also combined with support from Red Stag to employ a **Sports Coordinator**. This role has been central to strengthening sports participation and organisation across the school. The Sports

Coordinator ensured that all sports teams were well supported, including the coordination of coaches, distribution of uniforms, and provision of sports gear. She has also contributed to building student leadership by mentoring student sports leaders.

In addition, the Sports Coordinator organised a series of whole-school fun days and physical activity events, ensuring that all **161 enrolled students** were engaged in enjoyable and inclusive physical activity opportunities.

Overall, the 2025 Kiwisport funding has significantly enhanced access to organised sport, supported equitable participation, and promoted active lifestyles for all students at Sunset Primary School.

Principal's Wellbeing and Professional Leadership

In 2025 this was not spent due to the resignation of the principal, interim principal and appointment of a new principal.

School roll and days open

The school will be open for 382 Half days in 2025.

Members of the School Board

- Craig McFadyen- Principal
- Prue Nikora- Staff Representative
- Tupou Kaloni-Cook- Elected September 2025
- Jade Rika- Elected September 2025. Presiding Member
- Faith Leathers- Elected September 2025
- Rose Campbell- Elected September 2025
- Mandy Rangiwhetu- Elected September 2025

Good Employer Statement

Our school is committed to being a responsible and equitable employer, and we continue to uphold high standards of staff wellbeing, safety, and professional conduct. We meet all obligations to provide good and safe working conditions by consistently implementing our Health and Safety policies, ensuring that our workplace remains secure, supportive, and compliant with all legislative requirements.

We provide equal employment opportunities to all staff by encouraging and supporting professional development, and by conducting regular performance reviews in accordance with our Personnel Policy, Staff Well-Being and Appreciation Policy, and Appointments Policy. These processes help us recognise strengths, identify growth opportunities, and ensure fairness across all employment practices.

We also maintain a robust and impartial appointment process. Our independent selection committee—delegated by the Board—follows a transparent and merit-based approach to selecting suitably qualified candidates for all positions. This ensures that recruitment decisions are objective, equitable, and aligned with the values and strategic direction of our school.