Sunset Primary School

Strategic Plan 2025-2027

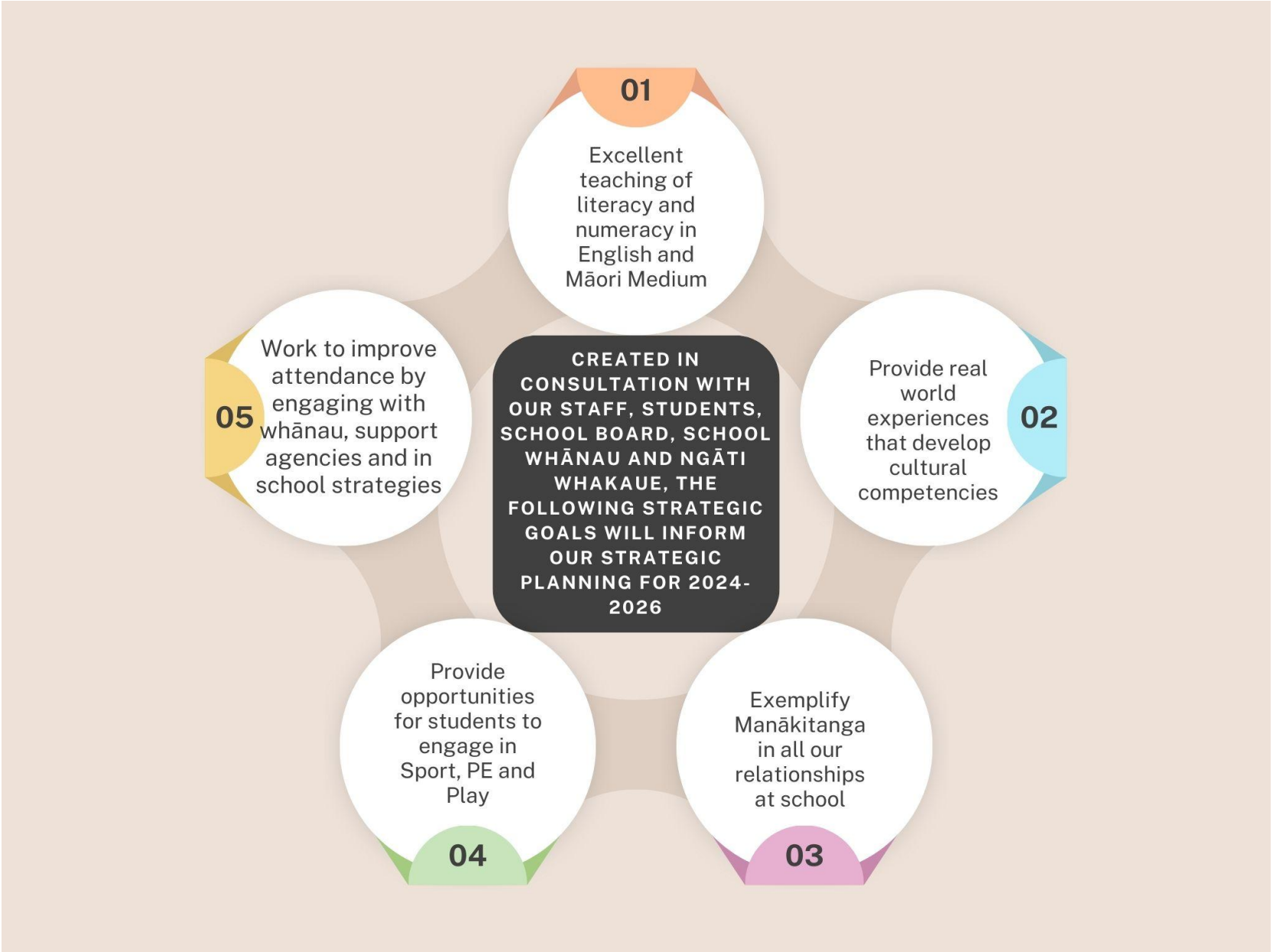
Mā te Mahitahi ka Tutuki - As One we can Achieve

Ratified

The School Board reviewed and ratified this Strategic Plan at their meeting 17 February 2025

STRATEGIC PLAN

2025-2027 STRATEGIC GOALS



ANNUAL IMPLEMENTATION PLAN

SUNSET PRIMARY SCHOOL ANNUAL TARGETS

EXCELLENT TEACHING OF LITERACY AND NUMERACY IN ENGLISH AND MĀORI MEDIUM	
Targets and How Will Targets be Achieved	1. **Full Implementation of the New English and Mathematics Curriculums** • Support staff with professional development to integrate the new curriculums effectively. • 2 mathematics teachers only days in 2025 2. **Deepen the Impact of the Better Start Literacy Approach (BSLA)** • Continue junior class **interchange teaching** to maximise student literacy outcomes. • Strengthen data collection and analysis for board-level decision-making. • Provide the **Better Start Literacy Approach** (BSLA) Lead Teacher with a **Fixed-Term Management Unit** to support implementation and data analysis across all levels. • Increase teacher independence in conducting and reporting BSLA assessments. 3. **Mathematics Programme Realignment & Structured Implementation** • Align **diagnostic questions and assessment methods** with the new mathematics curriculum. • Secure external expertise (e.g., **Bruce Moody** for training and support) to ensure high-quality mathematics instruction. • Ensure 90-minute mathematics blocks are sustained across all year levels. 4. **Support for Rumaki Teachers** • Enrol both rumaki teachers into Rangaranga Reo ā-Tā (Māori Medium Approach to Structured Literacy

Measurable Outcomes	1. Staff are confident with the content and expectations for the phase or phases relevant to their class 2. 80% of students will progress after completing each Taumata. 3. Students at school for 20 and 40 weeks will complete the phonics screening test, and results will be analysed and reported to the school board. 4. Diagnostic Questions for Maths will be reviewed and in use. 5. Rumaki kaiako can gather, share and discuss Rangaranga reo ā-Tā achievement data.		
Who Will Lead Improvements	Principal (Ministry of Education dedicated teacher only days) BSLA Lead Teacher Bruce Moody (External) Rangaranga reo ā-Tā tutors	**Costs and Resourcing**	Release for Rangaranga reo ā-Tā Bruce Moody Fixed Term Unit

PROVIDE REAL WORLD EXPERIENCES THAT DEVELOP CULTURAL COMPETENCIES			
Targets and How Will Improvements be Achieved	**1) Strengthen Māori Cultural Engagement** • Whole school whakatau are maintained. • Organise learning experiences around the theme of Ihenga and his adventures. • Continue annual Noho Marae visits with an emphasis on te Ao Māori. **2) Increase Pasifika Engagement** • Develop a structured plan for Pasifika language weeks, ensuring staff-wide involvement.		
Measurable Outcomes	1) At least one whakatau per term for new students, whānau, and staff. 2) 100% of students participate in marae-based learning experiences. 3) Greater engagement in Pasifika language week celebrations.		
Who Will Lead Improvements	Cultural Lead	**Costs and Resourcing**	Transport Noho Costs Whakatau Kai Prioritise reo course for teachers

EXEMPLIFY MANĀKITANGA IN ALL OUR RELATIONSHIPS AT SCHOOL			
Target and How Will Improvements be Achieved	**1. Expand Whānau Engagement Events** • Build on the success of the Matariki Whānau Hour by holding two whānau events with interactive workshops in 2025. • Introduce a structured teacher-whānau communication plan to celebrate student progress (not just challenges).		
Measurable Outcomes	1. Every student has whānau participate in both whānau hours. 2. All teachers consistently document and track proactive communication with parents to strengthen engagement and support student success.		
Who Will Lead Improvements	All staff	**Costs and Resourcing**	Kai for events

PROVIDE OPPORTUNITIES FOR STUDENTS TO ENGAGE IN SPORT, PE AND PLAY			
Targets and How Will Improvements be Achieved	**1) Diversify and Strengthen After-School Sports** • Expand sports offerings (e.g. netball and soccer) to attract more student participation. • Allocate Red Stag funding towards travel and equipment subsidies for regional sports events. • Stocktake of sports uniforms and replenish stocks, add uniforms if necessary. **2) Enhance Whānau Group Activities** • Increase termly Whānau Group play events such as themed sports days and tabloid sports. **3) Recognise Student Achievement in Sports** • Establish two new sports awards for Most Improved Sports Boy and Girl.		
Measurable Outcomes	1) Two new after-school sports. 2) Increased participation in regional sports events. 3) The school participates in relevant sports events (League 9s, RATs Duathlon, Rippa) 4) At least one after school sport per term available 5) All classes participate in sessions with sports coordinator 6) Regular play activities (tabloids) are engaged in by all classes 7) Play equipment is available to students (e.g., giant Connect 4, Padda tennis)		
Who Will Lead Improvements	Sports Coordinator	**Costs and Resourcing**	Sports Fees and Transport Equipment Sports Coordinator Wages Red Stag Grant

WORK TO IMPROVE ATTENDANCE BY ENGAGING WITH WHĀNAU, SUPPORT AGENCIES AND IN SCHOOL STRATEGIES			
Targets and How Will Improvements be Achieved	**1) Target Attendance for Year 1 Students** 2) Prioritise decreasing unjustified absences in Year 1 by identifying students early and working closely with their whānau. **3) Continue to Reduce the Number of Students with Less Than 75% Attendance** 4) Increase proactive reporting of absences by families via direct communication with van drivers and the office.		
Measurable Outcomes	1) Decrease in the proportion of students with attendance below 75%, improving from 26% in 2024 to 15%. 2) Increase in whānau-initiated absence reporting, reducing the percentage of 'Unknown' absences from 11.79% in 2024 to 7% in 2025. 3) Demonstrated improvement in Year 1 attendance rates compared to 2024, increasing from 63% in 2024 to 70% in 2025.		
Who Will Lead Improvements	Attendance Services Principal Teachers	**Costs and Resourcing**	Kai for open events

PREVIOUS YEAR'S PERFORMANCE

In 2024, Sunset Primary School made significant progress in several strategic areas, particularly in literacy, mathematics, cultural engagement, and attendance initiatives. The **Better Start Literacy Approach (BSLA)** continued to strengthen, with teachers becoming more proficient in **assessing, analysing, and utilising literacy data** to inform instruction. Junior classes successfully implemented **interchange teaching**, improving targeted literacy support for students. However, while teachers have become more confident in administering and discussing assessment data, further development is needed in presenting **schoolwide achievement summaries** to inform board-level decisions.

In **mathematics**, student **engagement and achievement** showed considerable improvement compared to previous years. The introduction of structured **90-minute mathematics blocks** contributed to these gains, with **Year 3 and Year 5 exceeding curriculum expectations for the first time in recent years**. However, there remains a need to **realign diagnostic assessments** with the newly introduced mathematics curriculum to ensure consistency and accuracy in measuring progress.

Cultural initiatives were a **standout success** in 2024, with students participating in **whakatau, noho marae visits, and Pasifika language weeks**. Staff also engaged deeply in **te Ahu o te Reo Māori**, strengthening their knowledge and use of **te reo me ngā tikanga Māori**. However, time constraints due to the demands of **te Ahu o te Reo Māori training** impacted some professional development schedules.

In **attendance**, the school made positive strides, **reducing the number of students with attendance below 70%** and identifying **Year 1 students as the most at-risk group**. There was also a noticeable link between improved **BSLA participation** and better attendance rates among some students. Continued work with **whānau** will be key to sustaining these improvements.

HOW PREVIOUS UNACHIEVED TARGETS WILL BE ADDRESSED

A comparison of the **2024 Annual Report** and the **2024 Strategic Plan** shows that most targets were successfully achieved or have already been addressed in the **2025 Strategic Plan**. However, there are a few areas that require further action beyond what is currently planned. These include **expanding participation in external Pasifika events and improving attendance communication to reduce 'Unknown' absences**.

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1. Expanding Pasifika Engagement Beyond Language Weeks

Unachieved Target:

- The **2024 Strategic Plan** aimed to increase **Pasifika engagement**, and while all classes participated in **Pasifika language weeks**, there was **no participation in external Pasifika events** such as the **Rotorua Pasifika Festival**. The **Annual Report 2024** noted that this was considered but did not occur due to scheduling conflicts and other priorities.

Action Plan for 2025:

- Reassess **school commitments and scheduling** to determine whether **a Pasifika group can be entered into the Rotorua Pasifika Festival**.
- Provide **additional staff support and resources** to ensure **students are prepared** for external Pasifika performances.
- Develop **a structured approach to Pasifika engagement**, ensuring more significant engagement in **Pasifika Language weeks**.

Expected Outcome:

- Sunset Primary School will have **representation at the Rotorua Pasifika Festival** in 2025.
- Increased **engagement in Pasifika cultural activities**, across all classes and strengthening the school's commitment to inclusivity.

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2. Strengthening Proactive Attendance Communication

Unachieved Target:

- While **overall attendance rates improved in 2024**, a **notable proportion of absences (11.79%) were recorded as 'Unknown'**, meaning the school was **unable to determine the reason for the absence**. The **2024 Strategic Plan** focused on reducing unjustified absences but did not specifically address this gap in **communication and reporting**.

Action Plan for 2025:

- Strengthen **proactive communication by whānau** to ensure that **more absences are reported directly by parents** rather than requiring school follow-ups.
- Promoted existing **simplified reporting systems** for whānau, such as a **online reporting form via SKOOL LOOP, and the freecalling option**.
- Increase **van driver communication training**, ensuring that drivers consistently collect and pass on **absence information** when picking up or dropping off students.

Expected Outcome:

- Reduction in **'Unknown' absences**, ensuring that all student attendance data is **accurate and accounted for**.
- **More consistent communication from whānau regarding absences**, reducing the need for school-initiated follow-ups.

Conclusion

While most **unachieved 2024 targets** have been addressed in the **2025 Strategic Plan**, additional efforts will be made to **expand Pasifika participation beyond language weeks** and **improve attendance communication to reduce 'Unknown' absences**. These targeted actions will help **strengthen cultural engagement and enhance student attendance tracking**, ensuring continued progress in 2025.

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 localised and te Awaratanga 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 giving effect to the treaty and to create an inclusive educational environment for all students.

SUNSET PRIMARY SCHOOL'S COMMITMENT TO STUDENTS

ONLY THE BEST FOR SUNSET PRIMARY SCHOOL

This Strategic Plan takes it lead from the whakatauki;

"Me te huruhuru, ka rere to manu" Without feathers, the bird cannot fly.

For this reason, each thought, decision and action are made through the lens of enhancing student outcomes.

It is based on the belief that children should feel safe and engaged at their school and that their hauora is considered a crucial factor in their learning success.

Sunset Primary School students will consider themselves a success, and that success may mean different things to each child, come at different times and in different ways.

Sunset Primary School is committed to developing a welcoming, exciting and beautiful environment for every student to thrive within.

As a learning community we recognise the challenges that our community face and are determined to provide our students with the best possible environment, with teachers who feel supported to deliver outstanding learning programmes resulting in accelerated progress for all learners.

GENERAL DESCRIPTION OF SUNSET PRIMARY SCHOOL

The buildings are very traditional and have been renovated and modernised in 2023, and two rooms have a shared flexible learning space to allow the modern teaching pedagogy delivered by teachers to have full effect.

The school provides a caring, safe and culturally supportive environment where high expectations are the norm. Behavioural issues are quickly dealt with.

Sunset School hosts two Rotorua Specialist School satellite classes, the Essence of the Pacific ECE and the Waikato University Reading Recovery Training Centre. These additional tenants contribute to helping make the school feel like a dynamic campus. There are complex issues created with pressure around car parking and drop offs, as well as questions around how the school is resourced to maintain the property occupied by tenants, as income is minimal.

We have a school hall with a kitchen, half of which is being used as a teaching space in 2024. The school has a relatively large outdoor playing space, which is beautifully appointed with attractive fencing, two challenging adventure playgrounds, a modern basketball/netball court and an asphalt bike track.

The school has a diverse roll. The student roll is 10% Pasifika (Cook Island Maori, Tokelauan, Samoan, Fijian and Tongan) and 95% Maori. The school has students who excel in academic, in sporting and in cultural areas. Most students live within walking distance of the school although many students are transported by car and by the school vans.

Our School is currently staffed by eight full-time classroom teachers, two of whom are partially Board of Trustees funded. Our teaching positions are staffed by teachers who come from diverse backgrounds, supporting our connections with our students and their families. We make use of all available quality educational support in our school and there are numbers of programmes that are run by volunteer agencies and groups. Learning Support Workers are employed for student support and literacy programmes in both the junior and senior area of the school, as well as for Māori language and special needs.

OTHER SPECIAL FEATURES OF THE SCHOOL INCLUDE

- The New Entrant's Learning Initiative to support readiness to school
- Learning support programmes for reading, mathematics and writing
- Fruit trees and vegetable gardens
- Breakfast in classrooms for all kids every day
- Fruit in schools.
- Lunch in Schools
- Free stationery
- Child Equity Strategy programme with Rotorua Lakes Council
- Ngāti Whakaue funding for programmes supporting literacy.
- No Fees
- Public Health Support
- KidsCan support

CULTURAL DIVERSITY AND INCLUSIVE PRACTICE

The Sunset Primary School Board of Trustees embraces New Zealand's cultural diversity and supports inclusive practices in all our practice decisions.

In acknowledging our cultural diversity, we offer Level 1 Māori Rumaki learning using Te Marautanga o Aotearoa to those whānau that wish for their children to be educated in a te Reo Māori immersion setting.

We foster the language and identity of all learners and constantly seek ways to encourage parent participation and high achievement for all.

The Board actively supports and promotes the inclusion of the Essence of the Pacific Early Learning Centre within our school.

Tikanga and te Reo are provided through the mainstream classes.

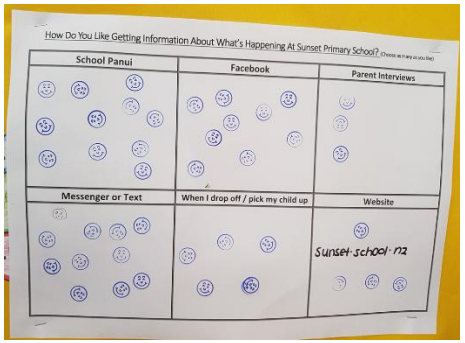
Through inclusive practices we work to ensure success for all students who are enrolled with us and have a history of adaption of resources and of success for students. Our attitude is that we can make a successful place for all.

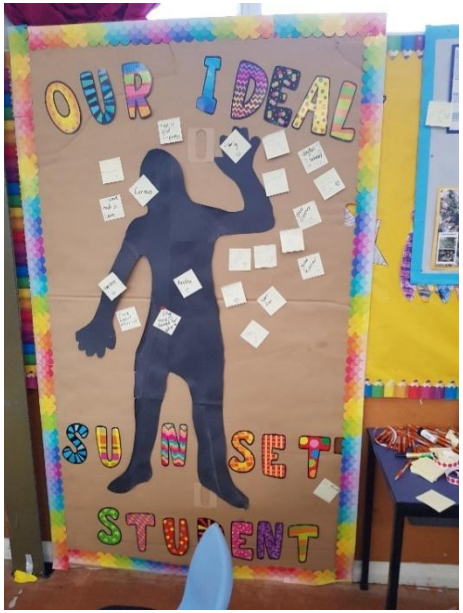
We actively celebrate events of special cultural significance and include activities from these days into our programmes.

Our systems quickly identify students with learning and behavioural needs and we actively work in partnership to address these.

As a school, we access knowledge and skills within our community as well as the Special Education Sector, and the RTLB service (amongst others), to support improved outcomes for all students.

How Our Community Have Contributed to the Strategic Goals





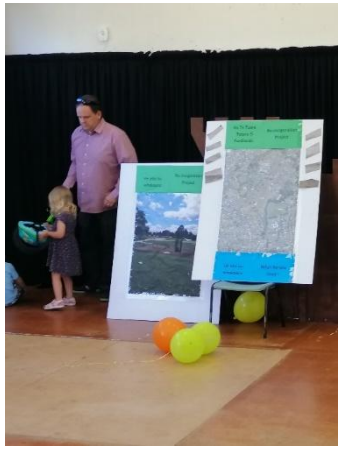
STUDENT INPUT

The most critical student input came from assessment results, although student and feedback were sought, which proved very valuable too (attached below).

Student voice played a very significant part in the selection of strategic goals.

STAFF FEEDBACK

Very much the most important part of the formation of the strategic goals was staff feedback. Several sessions were dedicated to gathering staff ideas for the development of these.



PARENT FEEDBACK

An online parent survey received good engagement, and very strong feedback around provision of sporting opportunities is clearly reflected throughout the strategic plan. Parents were also given opportunities to provide their ideas at school events.

NGĀTI WHAKAUE

The Rotorua Principals' Association provided two opportunities for Ngāti Whakaue as well as various iwi/hapu to share their strategic plans with Rotorua Schools, as well as sharing their aspirations for students at Rotorua Schools. This information was pivotal in the formation of the targets.

STUDENTS' SURVEY

53 Respondents.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am happy at school.	70%	23%	8%	0%	0%
I feel safe at my school.	69%	27%	4%	0%	0%
I have friends.	81%	19%	0%	0%	0%
The teachers care for me.	85%	9%	6%	0%	0%
My principal cares for me.	71%	17%	10%	2%	0%
If I had a major problem, there is an adult at school I could go to for help.	77%	13%	8%	2%	0%
The teachers care about my learning.	83%	13%	4%	0%	0%
My principal cares about my learning.	69%	27%	4%	0%	0%
The teachers want me to do well.	87%	11%	2%	0%	0%

My principal wants me to do well.	88%	10%	2%	0%	0%
School is interesting.	52%	29%	13%	2%	4%
My school is a good place to be.	76%	15%	9%	0%	0%

The good things about my school are:		My school could be improved by:
Bikes/bike track - 11 Breakfast Basketball court Chess - 2 Children are nice - 2 Family - 2 Fitness Food Friends - 16 Games - 3 Laptops Learning - 6 Art - 3 Dear Diary - 1 Language Maths - 5	Reading - 3 Spelling Writing - 2 Playground - 4 Principal - 2 Skatepark Sports - 3 Teachers - 6 Caring Are nice Special mentions! I really, really love it Me! I love it that I have friends I like that I hang out with my friends and walk around the school Van runs	Art room Bike track More ramps More bikes - 2 Children - being nicer Devices - 25 minutes to work on Learning - more of it Library - 2 A bigger one Running - more of it Swimming pool - 7 Trampoline - 3 Trees to climb on Volleyball court - 2 Special mentions! Better cleaning No bugs