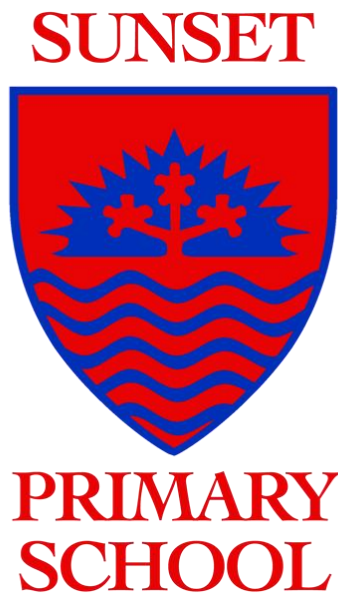


Sunset Primary School

Annual Report 2020



Mā te Mahitahi ka Tutuki

As One we can Achieve

Presented to the Board of Trustees on the 2nd of
December 2020

2020 Highlights and Achievements		2021 New Plans and Goals
Curriculum and Professional Learning	<ul style="list-style-type: none"> • Maths PLD • Kahui Ako – Culturally Responsive and Relational Practice • Rūmaki Support • New learning support initiatives • TKT Oral Language intervention • Introduced the NELI programme • Launched Junior Rūmaki class in term 3 • New reporting to parents format • Additional Learning Support Workers trained in learning intervention programmes • Learning Support Co-ordinator role began 	<ul style="list-style-type: none"> • Ngāti Whakaue Educational Endowment Trust use review • Reading Recovery • Positive Behaviour for Learning (PB4L) • Senior School Vocabulary Inquiry • Develop School wide te Reo and tikanga programme • Assessment and Reporting plans updated – focus on progress reporting • Reading Together • Begin the Study Support Centre (Awhi Kids) • Healthy Active Learning initiative to impact teacher's programmes • Imbedding new Maths learning • Kahui Ako; • Trauma Informed Practice • CR&RP
Property Development	<ul style="list-style-type: none"> • Play Environment <ul style="list-style-type: none"> ◦ Multiuse Field, Bikes, bike shed and Track, Sandpit • Furniture replacement • Complete fit out of Junior Rūmaki with new furniture • Heat pumps • New 10YPP 	<ul style="list-style-type: none"> • Multiuse Court • Modernise Classrooms (FLSs) • Refurbish staff room kitchen and dental clinic • Secure Fencing, Special needs toilet, Visual Highlighting for visually impaired students • Additional small bikes and scooters • Add features and landscaping to field (drinking fountains, seating, 'bus stop')
Equity	<ul style="list-style-type: none"> • Partnership with Rotorua Lakes Council • Lunches every day for all • Nearly all students eating breakfast in class every day • Continue partnership with Rotorua Lakes Council, and work with Malfroy, Aorangi, Selwyn, Kaingaroa Forest who are joining the Equity programme 	<ul style="list-style-type: none"> • Continue partnership with Rotorua Lakes Council, and work with Malfroy, Aorangi, Selwyn, Kaingaroa Forest • Continue to provide breakfast and lunch, and continue to review their impact. • Board funded teacher is keeping classroom numbers very low.
Sport and Culture	<ul style="list-style-type: none"> • Secured more funding for kaiwhakahaere • Miniball • Ukulele Orchestra • Swimming • Touch • Robotics • Digital Natives Academy • Kapa Haka • Bike Events • Rotomaths • New Sports Uniforms Funded and sourced. 	<ul style="list-style-type: none"> • Join Waka Ama • Kapa Haka uniforms upgraded • Maintain current levels of events entered, and reach more students. • Secured more funding for kaiwhakahaere • Improve Rotomaths competitiveness
Management Professional	<ul style="list-style-type: none"> • Performance Management process revamped • Māori Achievement Collaborative • Work with Tony Burkin – Performance Management • Professional mentoring/supervision 	<ul style="list-style-type: none"> • Positive Behaviour for Learning (PB4L) • Kahui Ako; • Trauma Informed Practice • CR&RP • Formalise assessment timetable and requirements
Board of Trustees	<ul style="list-style-type: none"> • Discontinued Strategic Advisor • Reviewed Policy and Procedure Structure 	<ul style="list-style-type: none"> • NZSTA Training • NZSTA Conference (July)

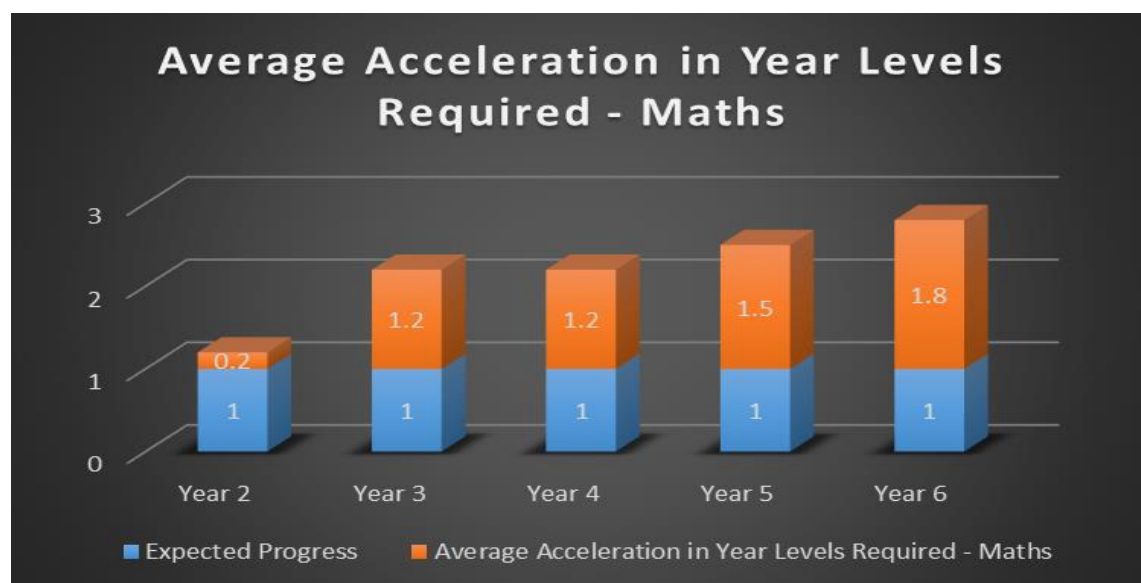
Sunset Primary School Annual Targets

Target for Raising Student Achievement – MATHEMATICS

Summary of Need

The graph below shows average scores for each cohort year level, indicating how many year levels behind each cohort is. The blue section shows how much progress is expected for students, and the orange section shows how much accelerated progress is required to catch up to achievement expectations.

Our initial assessments of Sunset Primary School students found some gaps in their learning and this is where teachers must start from. The effect of this though is that our achievement looks very low.



Targets that Will Depict Improvement / Progress

There are a number of gaps in student learning that need to be addressed and as they are students will make good progress. But we cannot accept students making 1 year of progress across the year when acceleration is required.

	Expected Progress	Additional Acceleration (in Year Levels) Required to reach expectation	Target increase in achievement (measured in year levels)
Year 2	1	0.2	1.2
Year 3	1	1.2	1.8
Year 4	1	1.2	2.0
Year 5	1	1.5	2.0
Year 6	1	1.8	2.0

How Will Improvements be Achieved

In 2020 our main pedagogical focus for professional learning is in Maths. We are developing a school-wide systematic approach to planning, assessing and teaching the mathematics curriculum.

Teachers are engaging in huge improvements in their content knowledge – what are the skills and concepts students need, as well as in the order that students should

Target for Raising Student Achievement – MATHEMATICS

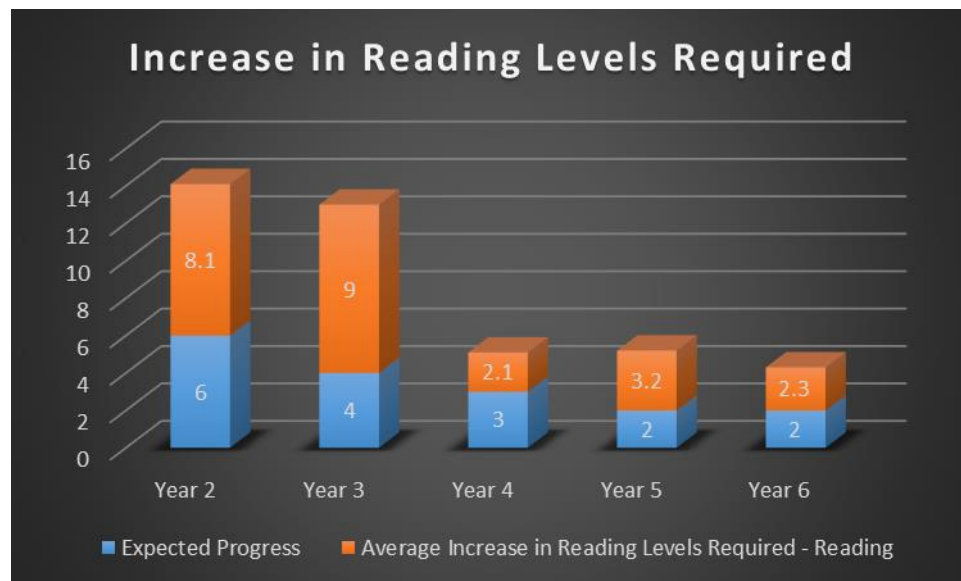
	develop mathematics skills and concepts. Furthermore there is extensive modelling available (in person and online) in how to teach specific skills.				
Who Will Lead Improvements	Bruce Moody Eden Chapman	Costs and Resourcing	120 Hours PLD supplied through Ministry of Education Seed Learning Website \$320		
Summary of Results		Expected Progress	Additional Acceleration (in Year Levels) Required to reach expectation	Target increase in achievement (measured in year levels)	Actual Increase in Year Levels
	Year 2	1	0.2	1.2	0.4
	Year 3	1	1.2	1.8	1.1
	Year 4	1	1.2	2.0	1.5
	Year 5	1	1.5	2.0	1.6
	Year 6	1	1.8	2.0	1.4
	<p>Despite the disruptions to the school year the impact of the PLD on maths achievement has been very significant. Teachers have embraced the changes and have learned a tremendous amount around mathematical curriculum content knowledge as well as developments in pedagogical skill and awareness.</p> <p>At the start of the year assessment of student’s levels the average across the school was that students were 2.1 year levels (more than a whole curriculum level) below where they should have been achieving. At the end of the year the average across the school has reduced markedly to only 0.9 year levels below.</p> <p>Average acceleration across the school was 1.2 years, meaning that an additional 0.2 year’s progress was achieved beyond expectation.</p>				
Conclusion	<p>All things considered the progress has been outstanding. A further opportunity to target maths across the school in 2021 will have 2 main advantages;</p> <ul style="list-style-type: none">• Further narrowing or eliminating the gap between ideal and actual student achievement.• Providing teachers with an opportunity to embed improvements in practice and continue momentum in mathematical improvement.				

Target for Raising Student Achievement - READING

Summary of Need

It is important to point out that the assessment information presented here relates to reading levels, rather than year levels as with the maths targets. Student's progress through reading levels starting with Level 1 when they are in Year 0/1, and ideally reaching level 30 in Year 6. The number of levels students are expected to progress through reduce as they get older, with 12 levels to progress through in Year 1, and only 2 levels to progress through at year 6.

The graph below shows average scores for each cohort year level, indicating how many *reading levels* behind each cohort is. The blue section shows how much progress is expected for students, and the orange section shows how much accelerated progress is required to catch up to achievement expectations.



Targets that Will Depict Improvement / Progress

	Expected Reading Levels to Progress	Additional Acceleration (in reading levels) Required to Reach Expectation	Target Increase in Achievement (measured in reading levels)
Year 2	6	8.1	10
Year 3	4	9	7
Year 4	3	2.1	4
Year 5	2	3.2	3
Year 6	2	2.3	3

How Will Improvements be Achieved

Expected progress will not result in our students achieving at an appropriate level by the time they leave year 6 - we must plan and teach for acceleration.

Teachers prioritise reading in classes and carry out quality diagnostic formative assessment with students.

We will work with Wendy Johnstone (Reading Recovery Tutor) to develop assessment of reading.

The New Entrant's Learning Initiative will support children entering the school to

Target for Raising Student Achievement - READING

develop their oral language, letter and sound knowledge in a small group setting.

Reading Together will upskill and support parents in sharing the joy of reading with their children.

The board have committed funds to keep class sizes small.

Who Will Lead Improvements

All Teachers

Costs and Resourcing

New Reading Resources \$4500

Work with Wendy Johnstone (Reading Recovery Tutor) to develop assessment of reading

New Entrant's Learning Initiative programme \$20,000 (NWEET)

Reading Together (Ministry of Education funded)

Board Funded Teacher (\$20,000)

Summary of Results

	Expected Reading Levels to Progress	Additional Acceleration (in reading levels) Required to Reach Expectation	Target Increase in Achievement (measured in reading levels)	Actual Increase in Year Levels
Year 2	6	8.1	10	6.7
Year 3	4	9	7	4.6
Year 4	3	2.1	4	2.5
Year 5	2	3.2	3	2.6
Year 6	2	2.3	3	2.6

Despite the disruptions to the school year the improvement in reading levels has been slightly better than expected progress. Acceleration targets were not met.

At the start of the year assessment of student's reading levels the average across the school was that students were **7.2 reading levels** below expectation. At the end of the year the average deficit across the school has halved to only **3.5 reading levels below**.

Average acceleration across the school was **3.8 reading levels**.

Conclusion

I am satisfied that students made slightly better than expected progress in reading under the circumstances. Reading was not a particular focus so this shows that the reading pedagogy across the school is operating well.

We still have an on-going issue with reading achievement in general and also a high number of children showing dyslexic tendencies in school-wide screening, so it will be good to have reading recovery in 2021, and I am going to spend some time investigating structured literacy as a potential significant PLD in 2022.

SUNSET PRIMARY SCHOOL ANNUAL PLAN OUTCOMES EVALUATION

Board of Trustees Aims	Intended Outcomes	Progress
Ensuring the school curriculum is responsive to the needs of the student community	Teachers engage in high quality professional learning in mathematics teaching and give effect to changes	<p>The PLD has been of high quality and has contributed a great deal to teachers in terms of mathematics content knowledge, as well as improvements to pedagogical awareness.</p> <p>Of particular value is the clear steps, and order that mathematics stages are taught in.</p> <p>We have used approximately 120 hours of our allocation of 150 and the remainder will be used in the first term of 2021.</p> <p>Following this 2-3 terms with no new curriculum based PLD will allow teachers some time to embed new practices.</p> <p>The results in student achievement are very encouraging with students making accelerated progress, and gaps in their learning and understanding being addressed.</p>
The Principal and Management are supported to deliver the Board of Trustees' expectations.	Increase leadership capacity of the principal and DP	<p>I have had 5 professional supervision sessions. These sessions have been quite useful but these can't continue in 2021 due to a change in the supervisor's circumstances.</p> <p>I have an option to change people for 2021 but I have also joined a national Professional Learning Group) PLG group. This group may go a long way towards meeting my needs.</p> <p>Prue and Eden regularly met with Tony Burkin to discuss research around effective performance management in a school setting. I will work towards developing a structure for staff to consult on in term 1 2021.</p>
Teaching staff are provided with suitable opportunities to grow in their profession	Teachers will co-construct a performance management process that supports their own development	<p>Teachers have completed several self-assessment/teaching inquiries based on their approach to teaching and learning this year.</p> <p>These self-assessment activities practice the skills required to engage in the new performance management approach from next year.</p>
	Sunset Primary School ability to cater for student's needs in a culturally responsive manner is developed through engaging with the MAC and Te Maru o Ngongotahā Kahui Ako.	The teachers were assessed in how they teach in a culturally responsive and relational way by some of Te Maru o Ngongotahā Kahui Ako across school leaders. Using the 'Rongohia te Hau' walkthrough tool all teachers were assess and found to be operating at a very high level.

Board of Trustees Aims	Intended Outcomes	Progress
	Teachers are planning and delivering high quality PE and Health lessons	This has not progressed as planned. The support we are supposed to have is more limited than promised, and with our year severely impacted by interruptions due to Covid-19 we needed to drop a few goals, and this was one.
	Teacher's curriculum strengths are supported by developing school-wide strategies in PB4L to support student behaviour and engagement	We have committed to Tier 2 Positive Behaviour for Learning (PB4L) in 2021. Prue and Willow have attended one Positive Behaviour for Learning (PB4L) session with the Ministry of Education so far this year. They have a number of items to develop with staff.
Sunset Primary School has a knowledgeable Board of Trustees governing the school.	The board's governance supports and monitors Sunset Primary School's progress.	Progress made by the Board of Trustees has resulted in the Ministry of Education revoking the Statutory Intervention order. This is a great step forward for the school!
Children and staff have a safe and attractive environment in which to learn and play.	Add a bike track and a school set of bikes to the school field to provide students with another active option.	We have taken the bikes into the forest on numerous occasions. The bike shed is now in full operation. There is a small workbench, and we now need hooks to store bikes and reinforcing wire under the skylights. The bikes are extremely popular and have added a great deal to student's activity levels at school, along with the new playground.
	Get funding in place to add a hard court area to the field in 2021	This has not progressed as expected. Contractors and funding are very hard to come by as a result of Covid-19.
	Update and modernise teaching spaces and furniture.	Our new 10YPP is awaiting final Ministry of Education approval. Rūmaki has been set up with all new furniture. The junior Rūmaki are the envy of the rest of school! The Board of Trustees allocated \$42,000 of funding to the rest of the school at the end of 2020 to fit out their classrooms with new furniture. The RPIDCT has moved out of the old dental clinic which has freed up some much needed space for us to redevelop into learning spaces. It will be fantastic to have the additional rooms. We will use some of our SIP money to repurpose these spaces alongside the staffroom.

Board of Trustees Aims	Intended Outcomes	Progress
	Teachers and students are able to work in rooms where temperatures are able to be kept in a suitable range	Heat Pumps are all in place and teachers and students are getting accustomed to operating them to maximise comfort in the classrooms.
	Fencing is in place to protect our students and play resources	This project is now fully funded and a contractor has been engaged. All paperwork is completed and we now await a start date.
	Renovate staffroom and surrounds	Our project manager has been in to look at our kitchen to assess the damage and we discussed plans to renovate and develop the staff room space.
	Improve branding in and around the school including signage, staff uniforms	<p>Funds have been budgeted in the capital items for 2021 for a more professional roadside sign to replace the existing.</p> <p>We have been quoted \$8,000-\$10,000 for a 5-metre high sign for in front of the school.</p> <p>Staff shirts are very popular.</p>

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$ 1,699.44 (excluding GST).

The funding was spent on new balls and equipment, supporting students to travel to regional sporting events and paying entry fees. The number of students participating in organised sport has increased outside of school hours significantly in Netball, Miniball and participation in the local Touch competition

School roll and days open

The school roll at:	1 March 2020	30 November 2020	The school will be open for:	2020
	100	127		380 half days

Members of the Board of Trustees

Name	Position	How position on Board gained	Term expired/expires
Rachel Tatton	Parent rep, Chairperson	Elected 2019 Elected Chair 10 September 2020	February 2021 (resigned)
Eden Chapman	Principal	Appointed January 2019	
Prue Nikora	Staff rep	Elected June 2019	June 2022
Veena Kameta	Parent rep	Elected June 2019	June 2022
Fender Leathers	Parent rep	Elected June 2019	June 2022
Karen Quinlan	Member	Co-opted July 2019	June 2020 (resigned)