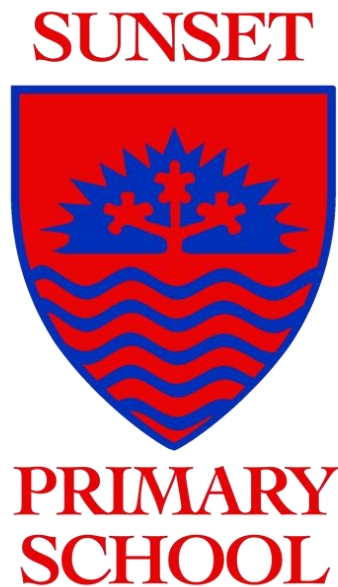


# **Sunset Primary School**

## **Annual Report 2021**



**Mā te Mahitahi ka Tutuki - As One we can Achieve**

Ratified

The School Board accepted this annual report at their meeting 6 December 2021

# SUNSET PRIMARY SCHOOL ANNUAL PLAN OUTCOMES

	NELP Priority	National Actions	School Specific Actions	Progress (New Progress in ' <i>Bold Italics</i> ')
LEARNERS AT THE CENTRE	1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	Review and then publicise to the school community the process for raising concerns with the school.  Positive Behaviour for Learning (PB4L), Incredible Years, Trauma Informed Practice and Zones of Regulation are all in progress.	The Te Maru o Ngongotahā Kahui Ako has begun planning meetings for delivery of PLD hours for Hauora and Trauma Informed Practice.  Te Maru o Ngongotahā Kahui Ako held a staff meeting at Reading Cinemas to show the movie 'Resilience' which is about the need for school systems to be Trauma Informed.  Teachers have received the Zones of Regulation Teacher's Guide  We have two teachers taking part in IYT, and two IYT Māori.  Te Maru o Ngongotahā Kahui Ako has just received 300 hours for PLD in Trauma Informed Practice.  We had three really productive teacher only days on Zones of Regulation, Trauma Informed Practice and Localised Curriculum. All teachers are really enjoying these kaupapa and have asked for additional resources to support their work in classes.
		Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from	Ensure that all students have equal opportunities to participate in school activities  Provide free stationery, breakfast and lunch to all students  Ensure all school activities are carried out without charge to whānau  Increase awareness of how school environment can support Trauma Impacted students.	Using the Ministry of Education's donations scheme allows us to cover fees and transport to extra-curricular activities, as well as free stationery and breakfast.  Lunch is provided through the government's lunch in schools' scheme.

	diverse ethnic communities, feel they belong		A number of new Chromebooks and iPads have been purchased, some funded via Ministry of Education. These have been issued to classrooms.
<b>2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</b>	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	Increase whānau opportunities for positive interactions with school (celebrations, open nights, job fair)	<p>Lots of families joined us at the end of term 1 for a shared kai and disco, as well as a look at the new mural. It was a very positive, informal event.</p> <p>Not many whānau attended the job fair.</p> <p>The end of the year was severely impacted by resurgence of Covid-19 with lockdowns and restrictions meaning that many events were cancelled.</p> <p>Ahurei and prize-giving were cancelled – both activities that our whānau love to engage in.</p>
	Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	<p>Increasing and embedding teacher content knowledge in mathematics</p> <p>Beginning exploration of Structured Literacy kaupapa</p> <p>Reading Recovery, TKT Oral Language Programme and New Entrant's Learning Initiative in place to support learning in the junior school</p>	<p>The staff requested that one of our management units be set aside for continuing momentum in maths, and another one for structured literacy. Teachers have been appointed to these roles.</p> <p>We have completed our PLD hours for Maths.</p> <p>Four teachers and Eden have attended introductions to Structured Literacy.</p> <p>Reading Recovery was delivered throughout the year and staffing has been provided by the Ministry of Education to continue this in 2022.</p> <p>The NELI programme will continue in 2022, but will now be all day instead of only mornings.</p> <p>The TKT programme needs a couple more volunteers to be fully subscribed. We have plenty of students that could benefit from the programme.</p>

BARRIER-FREE ACCESS	<b>3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</b>	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them	<p>Transport provided to school</p> <p>Students in Emergency Housing get priority for school transport.</p> <p>Ngā Tini Whetū programme supporting families</p> <p>Access to free holiday programmes</p> <p>Lots of opportunities to explore the wider curriculum and extra-curricular activities: sports, robotics, chess, waka ama, tikanga</p>	<p>Transport for students is provided for students where getting to school is problematic. Families in emergency housing have had transport provided via a partnership between schools and MSD.</p> <p>We have begun a partnership with Whānau Ora (Ngā Tini Whetū). They have employed a paearahi to work at Sunset Primary School with 10 whānau over a 2-year time period to support them with creating and achieving their dreams. Nga Tini Whetu has a working relationship with 6 families thus far. We are liaising on other families they might engage with</p> <p>Students have taken part in various extra-curricular activities including Digital Natives Academy, Miniball, mini-marathon, cricket and mountain biking events.</p>
		Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whanau	<p>No fees for anything, aside from school uniform</p> <p>Transport provided to events</p> <p>Senior School 1:1 device, free of charge</p> <p>Ensure that all students have equal opportunities to participate in school activities</p> <p>Provide free stationery, breakfast and lunch to all students</p> <p>Ensure all school activities are carried out without charge to whānau</p>	<p>Using the Ministry of Education's donations scheme allows us to cover fees and transport to extra-curricular activities, as well as free stationery and breakfast.</p> <p>Lunch is provided through the government's lunch in schools' scheme.</p> <p>A number of new Chromebooks and iPads have been purchased, some funded via Ministry of Education. These have been issued to classrooms.</p>
	<b>4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</b>	Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking	<p>Positive Behaviour for Learning (PB4L), Incredible Years, Trauma Informed Practice and Zones of Regulation are all in progress.</p> <p>Increasing and embedding teacher content knowledge in mathematics</p> <p>Beginning exploration of Structured Literacy kaupapa</p>	<p>The Te Maru o Ngongotahā Kahui Ako has begun planning meetings for delivery of PLD hours for Hauora and Trauma Informed Practice.</p> <p>Te Maru o Ngongotahā Kahui Ako held a staff meeting at Reading Cinemas to show the movie 'Resilience' which is about the need for school systems to be Trauma Informed.</p>

		additional support from specialists	<p>Reading Recovery, TKT Oral Language Programme and New Entrant's Learning Initiative in place to support learning in the junior school</p> <p>New Assessment Guidelines and Timetable for the School developed</p>	<p>Teachers have received the Zones of Regulation Teacher's Guide</p> <p>We have two teachers taking part in IYT, and two IYT Māori.</p> <p>Te Maru o Ngongotahā Kahui Ako has just received 300 hours for PLD in Trauma Informed Practice.</p> <p>We had three really productive teacher only days on Zones of Regulation, Trauma Informed Practice and Localised Curriculum. All teachers are really enjoying these kaupapa and have asked for additional resources to support their work in classes.</p> <p>All staff have carried out a review of planning formats and assessment processes and there has been significant developments in this area.</p>
QUALITY TEACHING AND LEADERSHIP	<b>5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</b>	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	<p>CRRP work with Te Maru o Ngongotahā Kahui Ako.</p> <p>Building relationship with Ngāti Whakaue and Kuirau Marae (Noho)</p> <p>Noho for some Auraki classes</p>	<p>I have requested support from the Te Maru o Ngongotahā Kahui Ako CRRP team to help plan noho for Auraki classes</p> <p>A huge amount of work has gone into a new localised curriculum for Sunset Primary School. Including a fantastic Te Awaratanga Curriculum.</p> <p>Te Maru o Ngongotahā Kahui Ako has secured funding to develop planning for te Reo in Auraki classes, to support schools to engage with Ngāti Whakaue's He Pataka Korero resource and to developing planning and assessment in rumaki classes.</p> <p>Next year several noho marae are planned, as well as a potential camp and EOTC visits to give life to the Te Arawatanga Curriculum.</p>

<b>6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</b>	Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support	<p>Increasing and embedding teacher content knowledge in mathematics</p> <p>Beginning exploration of Structured Literacy kaupapa</p> <p>Positive Behaviour for Learning (PB4L), Incredible Years, Trauma Informed Practice and Zones of Regulation are all in progress.</p>	<p>The staff carried out a needs assessment for our school's management units. The staff decided that they wanted to use management units for:</p> <ul style="list-style-type: none"> <li>• DP/Team Leader - Prue</li> <li>• SENCO/Lead LSWs - Prue</li> <li>• Junior Team Leader - Darshna</li> <li>• Te Ao Maori - Leilani</li> <li>• Structured Literacy - Trudi</li> <li>• Maths Leadership - Willow</li> <li>• ICT Digital Technologies – Willow</li> </ul> <p>All staff have carried out a review of planning formats and assessment processes and there has been significant developments in this area.</p> <p>The strong focus on maths has had a huge impact on student engagement and teacher confidence in teaching maths. We aren't seeing huge shifts in student achievement as yet, but this kaupapa will continue as the way we do things from now on.</p> <p>Our Learning Support Co-ordinator has instigated a cross sector meeting with Health, RTLb, Ministry of Education, Whānau Ora and Sunset staff to discuss student needs and where additional support can be sought for the student and the whānau.</p>
	Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	<p>Positive Behaviour for Learning (PB4L), Incredible Years, Trauma Informed Practice and Zones of Regulation are all in progress</p> <p>Trauma Informed Practice</p>	<p>The Te Maru o Ngongotahā Kahui Ako has begun planning meetings for delivery of PLD hours for Hauora and Trauma Informed Practice.</p> <p>Te Maru o Ngongotahā Kahui Ako held a staff meeting at Reading Cinemas to show the movie 'Resilience' which is about the need for school systems to be Trauma Informed.</p>

				<p>Teachers have received the Zones of Regulation Teacher's Guide</p> <p>We have two teachers taking part in IYT, and two IYT Māori.</p> <p>Te Maru o Ngongotahā Kahui Ako has just received 300 hours for PLD in Trauma Informed Practice.</p> <p>We had three really productive teacher only days on Zones of Regulation, Trauma Informed Practice and Localised Curriculum. All teachers are really enjoying these kaupapa and have asked for additional resources to support their work in classes.</p>
<p>FUTURE OF LEARNING AND</p>	<p><b>7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</b></p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p>	<p>Job Fair in conjunction with surrounding schools and Rotorua Lakes Council (Child Equity Programme)</p>	<p>The job fair was run at Sunset Primary School by Rotorua Lakes Council. Four schools visited the fair and the whole day was a huge success.</p>

# SUNSET PRIMARY SCHOOL ANNUAL TARGETS

## Target for Raising Student Achievement – MATHEMATICS / PANGARAU (includes Rūmaki)

### Targets that Will Depict Improvement / Progress

We are looking to cause acceleration over and above the expectation of 1 year level **at a rate of 0.5 year** levels.

	2020 Cohort Average in Year Levels	2021 Cohort Target for End of 2021 Average in Year Levels
<b>Year 2</b>	1.1 / 2	1.5
<b>Year 3</b>	1.9 / 3	2.5
<b>Year 4</b>	3.3 / 4	3.5
<b>Year 5</b>	4.3 / 5	4.5
<b>Year 6</b>	4.7 / 6	5.5

### Summary of Results

	2021 Cohort Actual Start of 2021 Average in Year Levels	2021 Cohort Target for End of 2021 Average in Year Levels	2021 Cohort Actual End of 2021 Average in Year Levels	Average Progression in Stages (Diagnostic Questions Learnt)
<b>Year 2</b>	0.67/1	1.5	1.1/2	5
<b>Year 3</b>	1.2/2	2.5	2.1/3	4
<b>Year 4</b>	2.2/3	3.5	3/4	6
<b>Year 5</b>	3.1/4	4.5	4/5	5
<b>Year 6</b>	3.85/5	5.5	5.2/6	5

### Conclusion

The approach to mathematics is having a positive impact on our students learning. Their attitude to maths is much improved as is the attitude and confidence in teachers. As a result of the feeling around maths teachers have decided to dedicate one of our management unit to the mission on maintaining and improving our momentum in Maths. We are also developing maths planning formats to make best use of our current approach to maths teaching.

In order to analyse the results above it is important to recognise the start point (in the left column). Taking Year 3 for example: at the beginning of the year students should be starting at the Year 2 level, but our students are starting near the beginning of the Year 1 level (1.2). In Year 5 they should be starting at the Year 4 level but are actually starting at the beginning of Year 3 (3.1). This pattern persists across all year levels.

Although we were aiming for acceleration at each year level this only occurred at Year 6. It is particularly challenging to accelerate students who are behind, but we must continue striving to find a way for our ākonga.

## Target for Raising Student Achievement - READING

### Targets that Will Depict Improvement / Progress

We are looking to accelerate progress for all students. When tracking reading level progress for Year 2-6 students we are aiming to see an increase for all students (although those reading at above level 27 will be excluded).

	Expected Reading Levels to Progress	Target to Accelerate Progress (measured in reading levels)	Acceleration in Reading Levels
<b>Year 2</b>	6	10	4
<b>Year 3</b>	4	7	3
<b>Year 4</b>	3	5	2
<b>Year 5</b>	2	4	2
<b>Year 6</b>	2	4	2

### Summary of Results

	Expected Progress (in Reading Levels)	Target to Accelerate Progress (measured in reading levels)	Actual Increase in Reading Levels	Acceleration (in reading levels)
<b>Year 2</b>	6	10	11	5
<b>Year 3</b>	4	7	5	1
<b>Year 4</b>	3	5	3	0
<b>Year 5</b>	2	4	3	1
<b>Year 6</b>	2	4	4	2

### Conclusion

Each year level, except level 4 which made expected progress, experienced accelerated progress. Year 2 and Year 6 met or exceeded our aspirational acceleration targets.

Next year we are going to look into working with structured literacy for juniors which should provide more support and structure for those juniors.

Schoolwide mandated planning formats should promote some more consistency of results and help ensure that reading continues to be prioritised. Although this target is about progress and acceleration and has been broadly successful the reading age across the school averages out to being 1-1.5 years behind expectation.

## Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$ 1,782.42 (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 2021	30 November 2021	The school will be open for:	2021
	119	136		380 half days

## Members of the Board of Trustees

Name	Position	How position on Board gained	Term expired/expires
Fender Leathers	Parent rep, Presiding Member	Elected June 2019 Elected Presiding Member February 2021	September 2022
Eden Chapman	Principal	Appointed January 2019	
Prue Nikora	Staff rep	Elected June 2019	September 2022
Veena Kameta	Parent rep	Elected June 2019	September 2022
Tupou Kaloni-Cook	Parent rep	Elected June 2021	September 2022