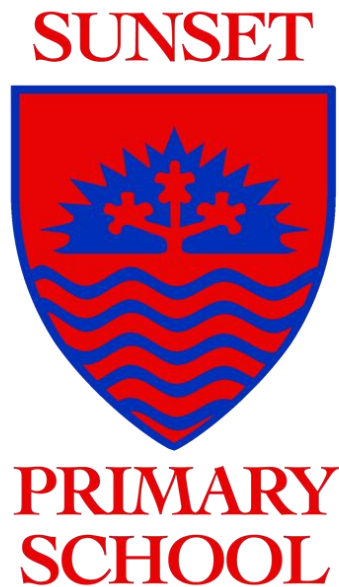


Sunset Primary School

Charter 2022



Mā te Mahitahi ka Tutuki - As One we can Achieve

Ratified

The Board of Trustees ratified this Charter at their meeting 28 February 2022

STATEMENT OF NATIONAL EDUCATION AND LEARNING PRIORITIES

Objective 1		Objective 2		Objective 3		Objective 4
LEARNERS AT THE CENTRE—Learners with their whānau are at the centre of education.		BARRIER-FREE ACCESS—Great education opportunities and outcomes are within reach for every learner.		QUALITY TEACHING AND LEADERSHIP—Quality teaching and leadership make the difference for learners and their whānau.		FUTURE OF LEARNING AND WORK—Learning that is relevant to NZs today and throughout their lives.
1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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	3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>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 diverse ethnic communities, feel they belong</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori medium learning</p>	<p>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> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <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 whānau</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiako to build their understanding of learners' contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>

SUNSET PRIMARY SCHOOL ANNUAL PLAN

	NELP Priority	National Actions	School Specific Actions	Use of Resources
LEARNERS AT THE CENTRE	1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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 diverse ethnic communities, feel they belong	<p>Provide our Learning Support Worker with mobility needs equal opportunities and access to all the same advantages as other Learning Support Workers</p> <p>Students in Emergency Housing get priority for school transport</p> <p>New Junior Playground will also include events designed for the neurodiverse students from Sunset Primary School and Rotorua Specialist School</p> <p>Use the new integrated project planning schoolwide to bring the Sunset Primary School Local Curriculum to life, and in particular our Te Arawatanga and Te Ao Māori Localised Curriculum</p>	<p>Ensure buildings with ramps are easily accessible</p> <p>New Management Unit for Te Ao Māori</p> <p>Budget for Noho and trips to local sites that give life to the Te Arawatanga Curriculum</p> <p>Emergency Housing Transport</p> <p>Grants for Good</p>
BARRIER-FREE ACCESS	3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	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>Free Camp for Year 4-6</p> <p>55 New Chromebooks to purchase in 2022</p> <p>Ensure all school activities are carried out without charge to whānau</p>	<p>Kaiwhakahaere</p> <p>School vans</p> <p>Rotorua Trust</p> <p>The school budget includes an equity fund to ensure that all students have the same opportunities to participate</p> <p>Grants for Good</p>

	4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	Introduced a termly Manākitanga Plan Annual target to accelerate progress in Mathematics	Staff meeting time allocations Zones of Regulation Sunset Primary School Local Curriculum Te Arawatanga and Te Ao Māori Localised Curriculum
QUALITY TEACHING AND LEADERSHIP	5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	Te Ao Māori Lead Teacher to support and upskill teachers Plans and programmes are used in Auraki classes to develop use of te Reo and understanding of tikanga	0.2 Release for Term 1 for our new Te Ao Māori Lead Teacher to plan strategy and support teachers.
	6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support	Rolling out Structured Literacy in the junior team Increasing and embedding teacher content knowledge in mathematics Developing schoolwide maths plans in the senior and junior teams Reviewed use of management units at the end of 2021 and redefined the seven units the school has; SENCO, DP/Senior Team Leader, Junior Team Leader, Numeracy Lead Teacher, ICT Lead Teacher, Te Ao Maori Lead Teacher, Structured Literacy Lead Teacher Writing and updating all job descriptions for management units	New Management Unit for Structured Literacy Signed up to join the Better Start Literacy programme with the Ministry of Education Release time for Unit Holders to carry out responsibilities.

SUNSET PRIMARY SCHOOL ANNUAL TARGETS

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

Summary of Need	<p>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.</p> <p>As a result of the feeling around maths, teachers have decided to dedicate one of our management units 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.</p> <p>Our base achievement is extremely low in comparison to the end of year standards. This is seen most clearly with our students beginning Year 3. The EOY standard for Year 2 is Diagnostic Question (DQ) 18, but our students are starting Year 3 at DQ 7 – way behind the expectation.</p> <p>It is particularly challenging to accelerate students who are behind, but we must continue striving to find a way for our ākonga.</p>																														
Targets that Will Depict Improvement / Progress	<p>We are looking to cause acceleration over and above the expectation of 1 year level. We are aiming for our average result across year levels to be halfway through the appropriate year standard – i.e., the Year 3 standard goes from DQ 20 to 24, so our Year 3 target falls in the middle at DQ 22.</p> <table> <tr> <th></th><th>2022 Cohort Start of 2022 Average Diagnostic Question Mastered</th><th>2022 Cohort End of 2022 Target Average Diagnostic Question Mastered</th><th>End of Year Standard Diagnostic Question</th></tr> <tr> <td>Year 1</td><td>4</td><td>11</td><td>11</td></tr> <tr> <td>Year 2</td><td>7.2</td><td>15</td><td>18</td></tr> <tr> <td>Year 3</td><td>7.3</td><td>22</td><td>24</td></tr> <tr> <td>Year 4</td><td>15.2</td><td>27</td><td>29</td></tr> <tr> <td>Year 5</td><td>18.3</td><td>31</td><td>33</td></tr> <tr> <td>Year 6</td><td>24.3</td><td>37</td><td>40</td></tr> </table>				2022 Cohort Start of 2022 Average Diagnostic Question Mastered	2022 Cohort End of 2022 Target Average Diagnostic Question Mastered	End of Year Standard Diagnostic Question	Year 1	4	11	11	Year 2	7.2	15	18	Year 3	7.3	22	24	Year 4	15.2	27	29	Year 5	18.3	31	33	Year 6	24.3	37	40
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How Will Improvements be Achieved	<ol style="list-style-type: none"> 1. The School Board will employ a Learning Support Worker to support accelerating maths in Year 2 and Year 3. This will pay dividends in years to come. 2. We are using some planning formats design in house specifically for our approach and our learners. 3. 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 develop mathematics skills and concepts. 																														
Who Will Lead Improvements	Willow Wilkie (Lead Teacher) Eden Chapman Learning Support Worker for Maths in Year 2 and 3	Costs and Resourcing	Release for Maths Lead Teacher Seed Learning Website \$320 Learning Support Worker \$30,000																												

**Summary of
Results**

	2022 Cohort Start of 2022 Average Diagnostic Question Mastered	2022 Cohort End of 2022 <i>Target</i> Average Diagnostic Question Mastered	2022 Cohort End of Year <i>Actual</i> Diagnostic Question Mastered	End of Year Standard Diagnostic Question
Year 1	4	11		<i>11</i>
Year 2	7.2	15		<i>18</i>
Year 3	7.3	22		<i>24</i>
Year 4	15.2	27		<i>29</i>
Year 5	18.3	31		<i>33</i>
Year 6	24.3	37		<i>40</i>

Conclusion

Sunset Primary School's commitment to students – Only the Best for Sunset Primary School

This charter 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 is made through the lens of enhancing student outcomes.

It is based on the belief that every child 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

Sunset Primary School is classified as a decile 1a school. The buildings are very traditional and require modernisation to introduce flexible learning spaces 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.

The surroundings and outdoor environment of the school require development and significant maintenance in order to provide students with an attractive, engaging and safe environment.

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. The school has a relatively large outdoor playing space, which is beautifully appointed with attractive fencing, a challenging adventure playground 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 seven full-time classroom teachers, two of whom are partially Board of Trustees funded. Our teaching positions are staffed by both male and female 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 Maori language and special needs.

Other special features of the school include -

- ✓ Public Health Support
- ✓ 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
- ✓ No Fees
- ✓ Ngāti Whakaue programmes supporting literacy.
- ✓ Child Equity Strategy programme with Rotorua Lakes Council
- ✓ Kiwi Can Values programme
- ✓ 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.

