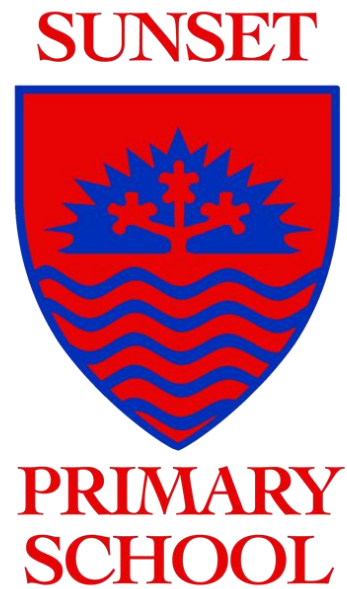


Sunset Primary School

Annual Implementation Plan 2024



ANNUAL IMPLEMENTATION PLAN

SUNSET PRIMARY SCHOOL ANNUAL TARGETS

EXCELLENT TEACHING OF LITERACY AND NUMERACY IN ENGLISH AND MĀORI MEDIUM NELPS 2, 3, 4, 5, 6

Targets	<ol style="list-style-type: none">1. Develop Teacher Capability in Assessment and Analysis in Better Start Literacy Approach2. Revitalise Mathematics Teaching and Learning
How Will Improvements be Achieved	<ol style="list-style-type: none">1) Develop Teacher Capability in Assessment and Analysis in Better Start Literacy Approach<ol style="list-style-type: none">a. Develop and implement a comprehensive professional development program aimed at equipping all teachers with the skills and confidence to independently conduct Better Start Literacy Approach assessments and analyse data.b. Carry out a mid-year review of the Better Start Literacy Approach and design a schoolwide approach to teaching reading and writing.2) Revitalise Mathematics Teaching and Learning<ol style="list-style-type: none">a. Initiate a rigorous review and enhancement of our mathematics curriculum and teaching strategies, focusing on<ol style="list-style-type: none">i. assessing the effectiveness of current approaches,ii. student engagement and progress<p>This target includes adopting innovative teaching methodologies and resources that cater to diverse learning needs and stages, aiming for accelerated progress, engagement and achievement in mathematics.</p><ol style="list-style-type: none">b. Deliver a programme with fidelity across the school, supported by observations with feed forward (by lead teacher) designed for improving teacher delivery.

Measurable Outcomes

1. Staff can comfortably gather, share and discuss Better Start Literacy Approach achievement data
2. The school has a daily literacy plan for what and how literacy is delivered each day across the school
3. Mathematics
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.

	2024 Cohort Start of 2024 Average Diagnostic Question Mastered	2024 Cohort End of 2024 Target Average Diagnostic Question Mastered
Year 1	4	9
Year 2	5	15
Year 3	12	22
Year 4	14	27
Year 5	20	31
Year 6	24	37

Who Will Lead Improvements

Mathematics Lead
Team Leaders/Literacy
Principal (reviews)

Costs and Resourcing

Release for Maths Lead Teacher
Seed Learning Website \$320
Training for assessment of Better Start Literacy Approach

PROVIDE REAL WORLD EXPERIENCES THAT DEVELOP CULTURAL COMPETENCIES

NELPS 1, 2, 3, 4, 5, 6, 7

Targets	<ol style="list-style-type: none"> 1) Increase Participation and Engagement 2) Integrate Mātauranga Māori with Science Education 3) Visit Culturally Significant Sites 4) All teaching staff (and Learning Support Workers that opt in) to complete te Ahu o te reo Māori
How Will Improvements be Achieved	<ol style="list-style-type: none"> 1) Increase Participation and Engagement <ol style="list-style-type: none"> a) Whakatau and pōwhiri ceremonies throughout the year to foster a sense of community and respect for Māori traditions b) Provide twice termly welcoming whakatau for new students and staff, led by our Rūmaki students and staff c) Be ready at all times to carry out a whakatau or pōwhiri to welcome important guests to the school d) Engage with all Pacific Language weeks, where we have any students that whakapapa to that country. 2) Integrate Mātauranga Māori with Science Education <ol style="list-style-type: none"> a) Provide learning opportunities that combine traditional Māori knowledge with science, particularly in areas such as the Great Navigation and environmental science 3) Visit Culturally Significant Sites <ol style="list-style-type: none"> a) Organise trip to Whakaue Marae in Maketu and the Tama-te-Kapua wharenuī aiming for students to demonstrate an understanding of their historical and cultural significance 4) Staff complete te Ahu o te reo Māori <ol style="list-style-type: none"> a) The te Ahu o te reo programme has 6 different levels, and the staff will be able to complete it at a level appropriate to them b) The school programme of meetings and PLD will be altered to allow for this programme to be prioritised.
Measurable Outcomes	<ol style="list-style-type: none"> 1) 100% of students participate in whakatau and pōwhiri ceremonies 2) Students attended noho marae

PROVIDE REAL WORLD EXPERIENCES THAT DEVELOP CULTURAL COMPETENCIES

NELPS 1, 2, 3, 4, 5, 6, 7

3) All teaching staff complete te Ahu o te reo Māori course at their level.

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

NELPS 1, 2, 3, 4, 5, 6, 7

Targets	1) Parental Engagement 2) Community Engagement 3) Teacher and Student Relationships		
How Will Improvements be Achieved	1) Parental Engagement <ol style="list-style-type: none"> a. Increase Parental engagement with learning at school b. Start running regular open afternoons/nights for whānau to see learning in action. 2) Community Engagement <ol style="list-style-type: none"> a. Provide opportunities for the wider community to visit and enjoy the school grounds 3) Teacher and Student Relationships <ol style="list-style-type: none"> a. Foster a school-wide culture of empathy and understanding, where every interaction between teachers and students is guided by manākitanga - compassion, respect, and a sensitivity to individual emotional needs and backgrounds 		
Measurable Outcomes	<ol style="list-style-type: none"> 1) One 'Open Night' style event will be held where parents can visit classes to participate in learning in action. 2) End of Year "Free Gala" and/or graduation day whānau picnic to be held 3) Hold a staff meeting with Jase Williams around trauma, how this effects students at school and how we respond. 		
Who Will Lead Improvements	Jase Williams (PLD Provider) Principal All staff	Costs and Resourcing	Kai for events Funding for the Free Gala

PROVIDE OPPORTUNITIES FOR STUDENTS TO ENGAGE IN SPORT, PE AND PLAY

NELPS 2, 3, 4, 5, 6

Targets	<ol style="list-style-type: none"> 1) Increase opportunities for students to participate in sports events 2) Provide PE lessons for students in all classes 3) Increase opportunities for play 		
How Will Improvements be Achieved	<ol style="list-style-type: none"> 1) Increase opportunities for students to participate in sports events <ol style="list-style-type: none"> a) Sports coordinator to evaluate all sports opportunities and organise students to attend events b) Students can play after school sports 2) Provide PE lessons for students in all classes <ol style="list-style-type: none"> a) All classes are taken for PE by Sports Coordinator 3) Increase opportunities for play <ol style="list-style-type: none"> a) Reinstate house groups throughout the school to allow easy groupings for play opportunities such as tabloid sports. 		
Measurable Outcomes	<ol style="list-style-type: none"> 1) The school participates in relevant sports events (League 9s, RATs Duathlon, Rippa) 2) One after school sport per term available 3) All classes participate in PE lessons 4) Regular play activities (tabloids) are engaged in by all classes 5) Play equipment is available to students (e.g., giant Connect 4, Padda tennis) 		
Who Will Lead Improvements	Lead teacher Sport, PE and Play Sports Coordinator	Costs and Resourcing	Sports Fees and Transport Equipment Sports Coordinator Wages

WORK TO IMPROVE ATTENDANCE BY ENGAGING WITH WHĀNAU, SUPPORT AGENCIES AND IN SCHOOL STRATEGIES

NELPS 2, 3, 4, 7

Targets	1) Decrease unjustified absences in Junior Female students 2) Increase attendance for students with less than 60% attendance		
How Will Improvements be Achieved	1) Decrease unjustified absences in Junior Female students a) Target students will be identified b) plan for increased attendance worked on with whānau c) progress tracked by Junior Attendance Lead d) School Liaison to follow up with target students who are absent (unknown) 2) Increase attendance for students with less than 60% attendance a) Have a trusted school contact (School Liaison) for whānau to confide in b) Increase whānau reporting of absences to the office and van drivers		
Measurable Outcomes	1) Specific targets for attendance for individual target students evaluated 2) Students identified as attending less than 60% of the time will attend 70% for a month after intervention.		
Who Will Lead Improvements	Junior Attendance Lead School Liaison Attendance Services Principal	Costs and Resourcing	Kai for open events

PREVIOUS YEAR'S PERFORMANCE

In the previous year, our primary school has made significant strides in implementing the "Better Start Literacy Approach" and refining our mathematics teaching strategy. Within literacy, most teachers have become proficient at conducting screening assessments, though there's reliance on Learning Support Workers or the Resource Teacher of Literacy (RTLit) for many assessments. While teachers are able to interpret assessment results with RTLit's support, there's room for improvement in summarising and presenting achievement data at a schoolwide level. In mathematics, despite the professional growth in confidence and content knowledge among teachers, the anticipated acceleration in student progress and lifting of achievement towards expected levels have not been realised after three years of implementing our current approach.

HOW PREVIOUS UNACHIEVED TARGETS WILL BE ADDRESSED

Addressing these challenges requires a multifaceted strategy. For literacy, enhancing teacher training to reduce reliance on support staff for assessments and developing a more comprehensive approach for teachers to independently analyse and present achievement data will be pivotal. This includes fostering a culture of continuous professional development and peer learning. For mathematics, a thorough review of our approach is necessary, questioning its effectiveness, our delivery methods, student factors such as attendance and transience, and the adequacy of resources. The review should lead to actionable changes in our programme and delivery methods, possibly integrating innovative teaching tools, more individualised learning plans, and increased engagement with parents and the community to address external factors impacting student learning.