

PERIA SCHOOL CHARTER 2017



For a brighter future

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Mission Statement

We will support and inspire our children to develop holistically and achieve academically to their highest potential using a curriculum that recognises the diversity of their interests and talents, that develops their creativity and ability to lead the way in sustainable practices and that engages each child and the school community with their learning.

Vision

Each child working in harmony to learn, create and grow.

Our Core Values

I care - kaitiakitanga - I care and have respect for myself, for others, for our school, our community and for our global environment

I have courage - whakamanawanui - I have courage to try new things, to strive for excellence, to stand up for what I believe in, to think for myself and have confidence in myself.

We work together - Manaakitanga / Ako - We can work as a team, communicate clearly with each other, use empathy and compassion to support each other and learn together

Peria School Graduates:

- are creative, reflective critical thinkers
- know how to make their voices heard and can be agents of change
- are learners, leaders and helpers within our school and wider community
- are resilient problem solvers who are confident in being able to embrace and work through difficulty
- are confident and prepared for their future
- understand their physical needs and how to take care of themselves and keep themselves safe

Whakamohio ~ Description

Peria School is a Full Primary Yr 1 – 8.

Peria School is located in an area of significant historical importance to both local iwi and early European settlers. Long ago the area from Taipa through to Oruru and further up the valley (later called Peria), was densely populated by people from the Ngati Kahu tribe. When referring to the people of the district in Maori oratory it is quoted, “Maungataniwha is the mountain, Ngati kahu is the tribe, Mamaru is the canoe, Taipa is the place where they landed and Oruru is the home of the people”. The proximity to food resources of the bush, river and sea made it an ideal place to live and horticulture flourished in the rich valley floor soil.

In 1866 land was given for a church, marae and school from Rangatira Papahia and his tribe. Lessons were given to children in the church until the school was opened opposite the church in 1873. The marae built nearby to the school took its name Kauhanga from the never conquered Kauhanga Pah at Peria. Peria School was the first public Māori school in the north, students were instructed in a wide variety of skills including the finer points of grafting and budding fruit trees and how to attract and keep native bees.

From 1860–1880 Peria was a lively gum digging and timber felling area. Local land known as Kaurinui was said to contain the best area of Kauri trees in the north, these were felled, pulled out by draft horses and bullock teams and floated down the Oruru river to the coast.

Over the years the school has had grown and had many improvements to its facilities. The local community has seen farming take over as the main land use and then a lot of farmland being split up into lifestyle blocks. Farming, forestry, horticulture, sustainable living and bee keeping remain the main land uses and Peria also supports an active community of creative artists and musicians. The facilities at school have been developed over the years with the help of the community to provide students with an engaging, creative, productive and sustainable environment. The current Peria School utilises three classrooms, an Art room, Library and Hall and shares the site with a Playcentre for preschoolers.

Recognising our Cultural Diversity and Taha Māori – the unique position of Māori

Peria School, as appropriate to its community, will develop procedures and practices that reflect New Zealand’s cultural diversity and the unique position of Māori culture. An open inclusive culture operates in the school. People are valued and respected. The unique perspectives of our diverse Peria community will be valued and integrated into our curriculum.

The Board strongly encourages initiatives supporting the unique position of Māori culture within New Zealand and within our local area. The establishment of cultural identity is important in this process, provision will be made for pupils to learn and understand the Māori language and its culture and heritage. The curriculum will include turangawaewae, history, whakapapa, and the geographical features of Peria. This

will promote knowledge of the Tikanga of Peria. Marae experiences and kapa haka will be important parts of the curriculum and will be included whenever possible.

NATIONAL PRIORITIES

The school will incorporate national and local priorities into its strategic plan.

The national education goals are currently determined to be:

NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

Local priorities will be identified through:

- The school's programme of self-review;
- Analysis of the school's assessment data
- Community consultation

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework

Community Partnership and Consultation Procedure

- *Communication by fortnightly school newsletters, newspaper briefs and other media.*
- *At the end of the financial year an annual report, consistent with the Government Annual Reporting Guidelines and a financial statement, duly audited, shall be tabled and made available for public scrutiny at the school's office or at any other appropriate local places.*
- *Seek community consultation regarding new policy development.*
- *The monthly meeting of the Board of Trustees shall be open to the public and parents shall be encouraged to attend. Dates of meetings will be published in school newsletters.*
- *A copy of the goals which have been prepared by the Board of Trustees prior to each financial year shall be tabled, copies being available at the school's office and other appropriate places.*
- *The Board of Trustees shall consult with the community in general as well as the Māori community concerning the School Charter. Community feedback and input will be used in reviewing the school's vision, mission, values, and strategic goals.*
- *Parents will be encouraged to participate in all school activities.*
- *An annual plan will be tabled at the December meeting of the Board of trustees. Copies of this plan will be available to the community via the school office.*

<i>GROUP</i>	<i>DETAILS</i>	<i>DATES</i>
<i>Whole school community</i>	<i>Review of our goals and Strategic Plan Venue: Peria School</i>	<i>Terms 1 & 4</i>
<i>Wider local Maori Community</i>	<i>Aspirations for their children plus a review of our goals and Strategic Plan Venue: Kauhanga Marae</i>	<i>Term 2</i>

Long Term Strategic Plan



Mission Statement

We will support and inspire our children to develop holistically and achieve academically to their highest potential using a curriculum that recognises the diversity of their interests and talents, that develops their creativity and ability to lead the way in sustainable practices and that engages each child and the school community with their learning.

Vision: Each child working in harmony to learn, create and grow.

<p>Domains of organisational influence on student achievement</p> <p>Selected indicator goals</p>	<p>Core Strategies (practices) and strategic goals to successfully impact on student achievement</p> <p>2016</p>	<p>2017</p>	<p>2018</p>
<p>Responsive curriculum, effective teaching and opportunity to learn</p> <p>Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum</p> <p>Students have effective, sufficient and equitable opportunities to learn</p> <p>Effective and culturally responsive pedagogy supports and promotes student learning</p>	<p>Strategic Goal: ACHIEVE</p> <p>We will provide and monitor a quality learning programme as outlined in the NZC in order to enable all students to progress and achieve to their full potential.</p> <p>Strategic Goal: INTEREST</p> <p>We will use participation in; art, drama, music, speaking, science, inquiry and technology to enhance students' creativity, their holistic development and their achievement of the fundamental skills of reading, writing and mathematics.</p>	<p>Strategic Goal: ACHIEVE</p> <p>We will provide and monitor a quality learning programme as outlined in the NZC in order to enable all students to progress and achieve to their full potential.</p> <p>Strategic Goal: INTEREST</p> <p>We will use participation in; art, drama, music, speaking, science, inquiry and technology to enhance students' creativity, their holistic development and their achievement of the fundamental skills of reading, writing and mathematics.</p>	<p>Strategic Goal: ACHIEVE</p> <p>We will provide and monitor a quality learning programme as outlined in the NZC in order to enable all students to progress and achieve to their full potential.</p> <p>Strategic Goal: INTEREST</p> <p>We will use participation in; art, drama, music, speaking, science, inquiry and technology to enhance students' creativity, their holistic development and their achievement of the fundamental skills of reading, writing and mathematics.</p>

<p>Effective assessment for learning develops students' assessment and learning to learn capabilities</p>			
<p>Educationally powerful connections and relationships</p> <p>Learning centred relationships effectively engage and involve the school community</p> <p>Communication supports and strengthens reciprocal, learning centred relationships.</p> <p>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support</p> <p>Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners.</p>	<p>STRATEGIC GOAL: CONNECT</p> <p>We will utilise real world learning opportunities both out in the community and within the school environment. We will be the school of choice in our area and we will foster community, family and whānau involvement with the school and its students.</p>	<p>STRATEGIC GOAL: CONNECT</p> <p>We will utilise real world learning opportunities both out in the community and within the school environment. We will be the school of choice in our area and we will foster community, family and whānau involvement with the school and its students.</p>	<p>STRATEGIC GOAL: CONNECT</p> <p>We will utilise real world learning opportunities both out in the community and within the school environment. We will be the school of choice in our area and we will foster community, family and whānau involvement with the school and its students.</p>
<p>Stewardship</p> <p>The board of trustees scrutinises the work of the school in achieving valued student outcomes</p> <p>The board of trustees effectively meets statutory requirements</p>	<ul style="list-style-type: none"> ➤ Student Achievement Reporting schedule is finalised and carried out in a timely manner throughout the year, this leads to rigorous, honest monitoring of progress and evaluation of effectiveness in improving student outcomes. ➤ Resourcing is used strategically to support improvement. ➤ The board of trustees effectively manages the performance of the principal, linking the school's strategic direction, goals, priorities and targets; appraisal goals; and appropriate professional learning and development opportunities. ➤ Policy framework is current, coherent and fit for purpose. Monitoring and review schedule is completed each year as per triennial review schedule. ➤ The school complies with curriculum, human resource, health 	<ul style="list-style-type: none"> ➤ Student Achievement Reporting schedule is finalised and carried out in a timely manner throughout the year, this leads to rigorous, honest monitoring of progress and evaluation of effectiveness in improving student outcomes. ➤ Resourcing is used strategically to support improvement. ➤ The board of trustees effectively manages the performance of the principal, linking the school's strategic direction, goals, priorities and targets; appraisal goals; and appropriate professional learning and development opportunities. ➤ Policy framework is current, coherent and fit for purpose. Monitoring and review schedule is completed each year as per triennial review schedule. ➤ The school complies with curriculum, human resource, health and safety, 	<ul style="list-style-type: none"> ➤ Student Achievement Reporting schedule is finalised and carried out in a timely manner throughout the year, this leads to rigorous, honest monitoring of progress and evaluation of effectiveness in improving student outcomes. ➤ Resourcing is used strategically to support improvement. ➤ The board of trustees effectively manages the performance of the principal, linking the school's strategic direction, goals, priorities and targets; appraisal goals; and appropriate professional learning and development opportunities. ➤ Policy framework is current, coherent and fit for purpose. Monitoring and review schedule is completed each year as per triennial review schedule. ➤ The school complies with curriculum, human resource, health and safety, financial, property and administration requirements.


<p>The board of trustees evaluates the effectiveness of board performance in its governance and stewardship role</p>	<p>and safety, financial, property and administration requirements.</p> <ul style="list-style-type: none"> ➤ Review and reflect on board performance and effectiveness in terms of the school vision, values, strategic direction, goals and priorities ➤ Ensure ongoing improvement in the effectiveness and efficiency of governance and stewardship, through induction and ongoing training, the distribution of tasks and succession planning. 	<p>financial, property and administration requirements.</p> <ul style="list-style-type: none"> ➤ Review and reflect on board performance and effectiveness in terms of the school vision, values, strategic direction, goals and priorities ➤ Ensure ongoing improvement in the effectiveness and efficiency of governance and stewardship, through induction and ongoing training, the distribution of tasks and succession planning. 	<ul style="list-style-type: none"> ➤ Review and reflect on board performance and effectiveness in terms of the school vision, values, strategic direction, goals and priorities ➤ Ensure ongoing improvement in the effectiveness and efficiency of governance and stewardship, through induction and ongoing training, the distribution of tasks and succession planning.
<p>Leadership of conditions for equity and excellence</p> <p>Leadership establishes and ensures an orderly and supportive environment conducive to student learning and wellbeing</p> <p>Leadership collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence</p> <p>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</p>	<p>Strategic Goal Two: WELL BEING</p> <p>We will provide a school environment that lets each child feel secure, valued and catered for with regard to their strengths, interests and challenges. We will monitor and improve student engagement and enthusiasm.</p> <ul style="list-style-type: none"> ➤ Leadership actively seeks the perspectives and aspirations of students, parents, families and whānau as part of the development of the school's vision, values, strategic direction, goals and priorities ➤ Leadership sets priority goals and targets to accelerate the learning of students at risk of underachievement ➤ Leadership is actively involved in the planning, coordination and evaluation of curriculum, teaching and learning. ➤ The school curriculum is coherent, inclusive, culturally responsive and clearly aligned to The New Zealand Curriculum and Te Marautanga o Aotearoa. ➤ The school curriculum responds to and engages all students and allows sufficient opportunity to learn. ➤ NZC PD is carried out involving all teaching staff and resulting in a unique Peria School curriculum 	<p>Strategic Goal Two: WELL BEING</p> <p>We will provide a school environment that lets each child feel secure, valued and catered for with regard to their strengths, interests and challenges. We will monitor and improve student engagement and enthusiasm.</p> <ul style="list-style-type: none"> ➤ Leadership actively seeks the perspectives and aspirations of students, parents, families and whānau as part of the development of the school's vision, values, strategic direction, goals and priorities ➤ Leadership sets priority goals and targets to accelerate the learning of students at risk of underachievement ➤ Leadership is actively involved in the planning, coordination and evaluation of curriculum, teaching and learning. ➤ The school curriculum is coherent, inclusive, culturally responsive and clearly aligned to The New Zealand Curriculum and Te Marautanga o Aotearoa. ➤ The school curriculum responds to and engages all students and allows sufficient opportunity to learn. 	

<p>Leadership promotes and participates in a coherent approach to professional learning and practice</p> <p>Leadership builds relational trust and effective participation and collaboration at every level of the school community</p>	<p>planning process and documentation.</p> <ul style="list-style-type: none"> ➤ Leadership ensures alignment between student learning needs, teacher professional learning goals and processes for teacher appraisal and attestation ➤ Organisational structures, processes and practices strengthen and sustain focused professional learning and collaborative activity to improve teaching and learning. ➤ Leadership ensures that community and cultural resources are integrated into relevant aspects of the school curriculum 	<ul style="list-style-type: none"> ➤ NZC PD is carried out involving all teaching staff and resulting in a unique Peria School curriculum planning process and documentation. ➤ Leadership ensures alignment between student learning needs, teacher professional learning goals and processes for teacher appraisal and attestation ➤ Organisational structures, processes and practices strengthen and sustain focused professional learning and collaborative activity to improve teaching and learning. ➤ Leadership ensures that community and cultural resources are integrated into relevant aspects of the school curriculum 	
<p>Professional capability and collective capacity</p> <p>Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the school vision, values, goals and priorities</p> <p>Organisational structures, processes and practices enable and sustain ongoing learning,</p>	<ul style="list-style-type: none"> ➤ The professional community: <ul style="list-style-type: none"> • shares high, clear and equitable expectations for student learning, achievement, progress and wellbeing • gathers, analyses and uses evidence of student learning and outcomes to improve individual and collective professional practice • engages in systematic, evidence-informed professional inquiry to improve valued student outcomes. ➤ Professional learning opportunities: <ul style="list-style-type: none"> • challenge teachers' prior beliefs, engage existing theories and integrate theory and practice ➤ Leaders and teachers: <ul style="list-style-type: none"> • participate in regular, purposeful classroom visits and observations • engage in 'open to learning conversations' as they identify and investigate problems of practice, set goals and develop evidence based 	<ul style="list-style-type: none"> ➤ The professional community: <ul style="list-style-type: none"> • shares high, clear and equitable expectations for student learning, achievement, progress and wellbeing • gathers, analyses and uses evidence of student learning and outcomes to improve individual and collective professional practice • engages in systematic, evidence-informed professional inquiry to improve valued student outcomes. ➤ Professional learning opportunities: <ul style="list-style-type: none"> • challenge teachers' prior beliefs, engage existing theories and integrate theory and practice ➤ Leaders and teachers: <ul style="list-style-type: none"> participate in regular, purposeful classroom visits and observations • engage in 'open to learning conversations' as they identify and investigate problems of practice, set goals and develop evidence based 	

			<p>➤ Professional leaders and teachers engage with, learn through, and use, external evaluation for improvement and innovation.</p>
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Annual Plan

Our Strategic Goals				
<p>Achieve</p> <p>We will provide & monitor quality learning programmes as outlined in the NZC and encompassing a broad range of learning areas. This will enable students to achieve to their highest potential.</p>	<p>Well Being</p> <p>We will provide a school environment that lets each child feel secure, valued and catered for with regard to their strengths, interests and challenges. We will monitor and improve student engagement and enthusiasm.</p>	<p>Interest</p> <p>We will use participation in the areas of; art, drama, music, speaking, science, inquiry and technology to develop students creativity and enhance achievement of the fundamental skills of reading, writing and mathematics.</p>	<p>Nurture</p> <p>We will continue to develop the quality learning environment that we have at Peria School in terms of its capability to provide physical and creative challenge, development and choice. Learning based on our natural environment will be an essential part of our classroom programmes</p>	<p>Connect</p> <p>We will utilise real world learning opportunities both out in the community and within the school environment. We will be the school of choice in our area and we will foster community involvement with the school.</p>
Annual Goals- see below				

	<p>PERIA SCHOOL VISION:</p> <p style="text-align: center;">Each child working in harmony to learn, create and grow.</p>	<p>Strategic Goal One: ACHIEVE</p> <p>We will provide and monitor a quality learning programme as outlined in the NZC in order to raise student achievement in all areas. This will enable students to achieve to their highest potential.</p>
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Baseline Data (evidence to rationalise)	Annual Goals (what you want to achieve)	Actions to Achieve (how will we know)	Lead By / Resources	2017 Tm 1	2017 Tm 2	2017 Tm 3	2017 Tm 4
ERO review highlighted our need for an updated curriculum development process. Community consultation gave strong guidance as to the type of learning experiences that were seen as valuable for our students.	Participate in NZC PLD with John Rutherford to develop our Peria School curriculum. This PD will result in establishing a process and guidance for ongoing curriculum development, implementation and monitoring that will see an engaging, effective curriculum available to our students that is responsive to all student needs and those of the school community. 'Achievement' focussed on for students will encompass a holistic range of skills and attributes.	<p>Complete and implement action plan for Peria School curriculum development.</p> <p>Creating a learning model to introduce whole school - implement (by end of term 1)</p> <p>Develop Careers curriculum for year 7 & 8 that helps support and guide these students to be thinking about the future and to transition to secondary school. By end term 1</p> <p>Tuakana / Teina based activities - all year Whole school activity morning 3x week PAL program with Senior (energize) Buddy Reading - term 2,3,4 Peer mediators - cool schools training, with support from Peach Foundation Program</p>	<p>John Rutherford/ principal/staff</p> <p>John Rutherford/ principal/ staff</p> <p>Yvonne (careers PD)</p> <p>Teachers Students</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are identified as having special educational or behavioural needs and are achieving below or well	Increase the progress and achievement of the group of students with special educational needs and identified as not achieving as expected.	IEPs/classroom planning developed with whānau, RTLB and other agencies where appropriate for all students who are well below or have behavioural or learning issues that impact significantly on their	Staff/principal/RTLB MOE/whānau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



PERIA SCHOOL VISION:

Each child working in harmony to learn, create and grow.

Strategic Goal Two: WELL BEING

We will provide a school environment that lets each child feel secure, valued and catered for with regard to their strengths, interests and challenges. We will monitor and improve student engagement and enthusiasm.

Baseline Data (evidence to rationalise)	Annual Goals (what you want to achieve)	Actions to Achieve (how will we know)	Lead By / Resources	2017 Tm 1	2017 Tm 2	2017 Tm 3	2017 Tm 4
All our teachers are relatively new to Peria School this year and we also have new children. Responsive and reciprocal relationships important for student development and achievement.	For all teaching staff to know each student well (home environment, strengths, interests and challenges in terms of learning and development).	Use learning opportunities within the class to find out about students. Encourage students to bring in items from home to share	Teachers / all staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ensure student voice effects curriculum development and teacher reflection	Evidence of student voice in curriculum planning and teacher r Collected in PMI chart Multiple opportunities are provided for students to provide feedback on the quality of teaching and its impact on learning and wellbeing. (See integrated learning plan at the end of each term) Create student council to help promote student voice Introduce the Cool Schools mediation programme into school - from term 2	Teachers / Principal	<input type="checkbox"/> All year	<input type="checkbox"/> All year <input type="checkbox"/>	<input type="checkbox"/> All year	<input type="checkbox"/> All Year



PERIA SCHOOL VISION:


Each child working in harmony to learn, create and grow.

Strategic Goal Three: INTEREST

We will use participation in; art, drama, music, speaking, science, inquiry and technology to develop students creativity and enhance achievement of the fundamental skills of reading, writing and mathematics.

Baseline Data (evidence to rationalise)	Annual Goals (what you want to achieve)	Actions to Achieve (how will we know)	Lead By / Resources	2017 Tm 1	2017 Tm 2	2017 Tm 3	2017 Tm 4
	We are offering our children a range of learning opportunities across a wide range of learning areas to enhance their engagement with learning	<p>There is evidence of incorporating the areas of interest and different learning areas into the three core subjects. This will be seen in teacher planning and in the physical environment of the classroom.</p> <p>Introduce Inquiry Day once a week where students choose a topic they would like to learn about and work through an inquiry process to find out information and present their findings.</p>	<p>Teachers/,principal</p> <p>Teachers to timetable this into their daily timetable \$800 to buy resources/materials</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School concerts/drama would help to incorporate aspects of drama, art, music plus agency by students who could then write a play or script. Plus help with costuming..ect	Focus dance - 2017	<p>Bring in outside expertise to provide regular music tuition within the school environment. Start a school orchestra.</p> <p>Introduce drumming and a choir as an option for students</p>	<p>Outside provider (Jane Hillier) \$2000</p> <p>Funded tutors with the support of Whakaaro Tahi Community Trust</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Dance production	Staff and dance tutor \$1200	<input type="checkbox"/>	<input type="checkbox"/>		
		Year 7&8 to attend Technology at Kaitaia Intermediate school once a fortnight.	Technology teachers in Kaitaia \$420	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Incorporate achievement challenge from Whangaroa Science Network:	<p>Have science leader organise a science experiment/experience for whole school every fortnight - explicit and deliberate teaching of the key competencies, including language symbols and text.</p> <p>Use outdoor space for experiments and trial & error Hands on applications</p>	Science leader - Jarrod/teaching staff / outside experts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<h2 style="margin: 0;">PERIA SCHOOL VISION:</h2> <p style="margin: 0; font-size: 1.2em;">Each child working in harmony to learn, create and grow.</p>	<h2 style="margin: 0;">Strategic Goal Four: NURTURE</h2> <p style="margin: 0;">We will continue to develop the quality learning environment that we have at Peria School in terms of its capability to provide physical and creative challenge, development and choice. Learning based on our natural environment will be an essential part of our classroom programmes.</p>
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Baseline Data (evidence to rationalise)	Annual Goals (what you want to achieve)	Actions to Achieve (how will we know)	Lead By / Resources	2017 Tm 1	2017 Tm 2	2017 Tm 3	2017 Tm 4
Our physical environment within the school is high quality now but involving students in further improvements would give them a sense of ownership and achievement.	Students are involved in the planning of and have hands on learning opportunities involved in improving their school environment. and classroom programme making sure it is responsive to children's needs/interests	Offer students a chance to plan and implement a change to an area (or areas) of the school environment that they would like to improve. Ideally to involve creative, planning, collaborative and practical skills. Complete upgrade of lunch area identified as first project. Design and build of outdoor obstacle course amongst the trees Complete fencing project along stream	Students, Teachers, principal, BOT. \$2000 \$1500 (includes grant from FNDC) for fencing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental sustainability is important to many of our whānau and within our community. Utilising natural resources and themes in our learning gives a sense of shared values between school and home.	Work towards becoming a Silver status Enviro-school.	Work with Julie Holt from Enviro-ed to create and implement a long term programme and scheme for Peria School. Enviro team to be more proactive and vocal - post what they are doing on facebook and our school website	Jarrod – enviro teacher, with support of staff and Julie Holt \$500 initial budget for EnviroSchools based activities.	All year	All year	All year	All year
	Aim towards taking our sustainability learning out into the community and inviting the community into the school to take part in.	Complete 1 community service project out in the community each term Plant trees on/near Marae Restore river/ riparian planting project	Enviro - group, Teachers, principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Have a system for documenting the above things in order to progress towards enviroschools silver status	Enviro - group, Julie Holt, Teachers, principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



PERIA SCHOOL VISION:

Each child working in harmony to learn, create and grow.

Strategic Goal Five: CONNECT

We will utilise real world learning opportunities both out in the community and within the school environment. We will be the school of choice in our area and we will foster community, family and whānau involvement with the school.

Baseline Data (evidence to rationalise)	Annual Goals (what you want to achieve)	Actions to Achieve (how will we know)	Lead By / Resources	2017 Tm 1	2017 Tm 2	2017 Tm 3	2017 Tm 4
Local families choosing to send their children to Peria School is crucial to maintaining our roll at a 3 classroom level.	A range of appropriate and effective communication strategies are used to communicate with and engage parents, families, whānau and community.	Regular updates to website and facebook page. All teaching staff familiar with the process of posting material to the website. Each class adding a post about their activities at least once monthly. Regular newsletters and written communication.	Staff/ PR person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement with the local community is an important part of planning and implementing our curriculum		Consultation evening with local Māori community/ whānau. Organise another marae visit and investigate local waiata and karakia that could be used at school. Have Kapa Haka in school	BOT / Staff/kaumatua		<input type="checkbox"/>	<input type="checkbox"/>	
Families who have entrusted us with their child's education need our school to be attuned and responsive to their child's needs.	Whānau/families feel informed as to their child's progress and achievement.	Student achievement reporting and 3 way interview schedule planned and implemented. Any Year 1-3yr who's birthday is March ,April, May, Aug, Sep, Oct will have a report and meeting on their progress.	Teachers/principal		<input type="checkbox"/>		<input type="checkbox"/>
	Accelerate learning progress and achievement by working with families to provide them with tools and knowledge necessary for them to support the development of their children.	Regular communication with caregivers as to how best to encourage each student's individual achievement where necessary, through class newsletters and email, phone conversations. Reading together program.	Teachers/principal. Principal / Junior teacher	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERIA SCHOOL STUDENT ACHIEVEMENT TARGETS

2017 Targets for raising student achievement in relation to the National Standards are detailed on the following page:

Targets for 2017

1. All students who are WELL BELOW and who also have special learning needs will have IEPs created and their goal will be to progress through their IEP check points,
2. Students in Year 2, 3 and 6 cohorts will make accelerated progress by making more than one year's progress by the end of 2017. Specifically, accelerate 4 Year 2 students; 3 students in Year 3; and 2 students in Year 6 to "AT" by the end of their Year anniversary
3. In Maths, shift 12 students to At or Above by the end of 2017, focussing on Maori and Pasifika students. Accelerated progress is a priority for our Year 2, Year 3 and 5 cohorts.
4. In writing, shift 12 students to AT or ABove by the end of 2017, focussing on Male, Maori & Pacifica students. Accelerated progress is a priority for our Year 2,3 and 6 cohorts.

Baseline data: School wide writing data in December 2016 showed 58% of all students were achieving or exceeding National Standards in Reading, 77% in Maths and 65% in Writing. Analysis of the data identified disproportionate representation by ethnicity and to a lesser degree gender. The percentage of Maori students were roughly double other ethnicities (mainly European) at being below or well below. More males were below or well below than females, except in Maths. When we look at the learners below national standards some significant issues remain for us. e.g. of the 19 students below/well below NS in reading 14 of these are Maori and of those 19 students below/ well below NS in reading 12 are boys.

In our 2016 NS writing data 65% of our learners are at and above NS. Of the 16 learners below/ well below NS in writing, 12 are Maori, 12 are boys

In our analysis of Mathematics, 60% are at/above NS. Of the 18 students below/well below NS 11 are Maori, and 7 are boys

In our analysis of reading data 58% of our learners are at and above NS. Of the 19 learners below/ well below NS in writing, 14 are Maori, 12 are boys

Goal #	Actions to achieve targets	Led by	Budget	Timeframe
1	Create IEP's for students who are "Well Below" and monitor progress against targets. Students with special educational needs will be monitored regularly, progress identified and new learning progressions identified and possible strategies shared between teaching staff	RTLB, principal, teachers		On-going throughout year
1	Create a special needs register for the school. This will updated and monitored at least once a term and also reported at BOT meetings at least 3 times a year. This will include students who are achieving at a level above that expected for their age, and time at school),	Principal, staff		On-going throughout the year
2	Leaders and teachers will use evidence and data to identify key target students (and groups of students) that require acceleration. Links will be made to previous targets, patterns trends and sequential planning for improvement.	All Staff		
2	An inquiry cycle / spiral approach will be used to interrogate and analyse data, in order to be able to identify multiple factors for targeted interventions and prioritised targets.	All staff		On-going throughout the year

2	Consistent monitoring and reviewing involving the students through individual student learning portfolio (assessment for learning model) involving students in the assessment of their reading (co-construct learning intentions, goals, conferencing, plenary, self assessment) Cater for individual needs by regular monitoring (running records, observations, learning journals, conferencing, reflection, reading mileage noted and celebrated)	All staff		On-going throughout the year
2	Purchase suitable texts targeted specifically for boys to hook them in	TIC of literacy budget / principal		When and if possible
2	Use a range of resources and tools (research based) to support the teaching and learning of reading i.e exemplars, Follow the guidelines in Effective Literacy Practice in Years 1 to 4, Effective Literacy Practice in Years 5 to 8 and Literacy progressions, Literacy online, Journal surf	All teachers		On-going throughout year
2,3,4	Teachers to undertake Teaching as Inquiry project focussing on target group in Maths, Reading and Writing and continue this throughout the year.	ALiM lead teacher, classroom teachers		On-going throughout year
2, 4	Discuss, reflect and review twice a term how target groups in Reading, Writing are going in weekly staff meetings, reflecting on student data and work produced by studnets..	Principal, Staff		Start at end of term 1, then on-going
2,3,4	Classroom Teacher Aides funded by BOT - They will be able to available in the classroom during literacy and numeracy time, supporting teachers learning programes	Principal	\$20,000	On-going throughout year
2,3,4	Communicate with parents, whanau of target group students around ways to support students' learning <ul style="list-style-type: none"> - letter/phone call to say they are in a target group and this is what I am doing - Share and send home work/Maths games where appropriate - Hold a Reading Together session for whanau 	Classroom Teachers		Regularly throughout the year
3	Create PLC meeting once a week with staff to monitor target students' progress in Maths with teachers providing samples of students work and progress, with a written summary at the end of each term done by teachers.	Principal, staff		On-going throughout year
3	Effectively use a range of resources and tools (research based) to support the teaching and learning of mathematics (BES, Numeracy Project, TKI NZ Maths, Figure it Out, Numeracy Project Books)	All staff	\$500	On-going
3	Plan mathematics learning experiences that enable students to build on their existing proficiencies, interests, and experiences "understanding in progress"	All staff		On-going
3	Participate in A.L.i.M Year 2 first intake (term 1).	Yvonne, Principal	\$7300	Term 1 & 2 & 3
3	Support students in creating connections between different ways of solving problems, between mathematical representations and topics, and between mathematics and everyday experiences	All staff		On-going
3	Trial the Ministry of Education Progress and Consistency Tool (PaCT)	Principal/Yvonne/staff		Start in term 2
4	Ensure classroom writing is embedded in authentic and real life contexts for the children.	Classroom Teachers		On-going throughout year
4	Writing progressions / learning intentions / goals displayed in classroom/or in student books, in child friendly language so students have ownership (living wall).	Classroom teachers		By term 2
4	Teachers regularly model writing in the classroom, including making mistakes and thinking aloud.	Classroom Teachers		On-going throughout year

4	Student owned print rich environment where students published writing is displayed following writing process (crafting) planning, drafting, conferring, refining, publishing using different medium in context of the writing event.	Classroom teachers/students		On-going throughout the year
	Analyse November achievement data to inform progress and planning for the following year	Principal / staff		November

Expected Outcomes:

<p>Target 1:</p> <ul style="list-style-type: none"> • All students and whanau with special education needs will achieve success at their own rate and at their own ability. • Peria will be seen as an inclusive environment where everyone can learn
<p>Target 2,3,4</p> <ul style="list-style-type: none"> • The collaborative culture of inquiry, high expectation and growth mindset for improvement, permeates the school at all levels (student, teacher, leader and governance) • Staff use a coaching framework to support inquiry for sustained pedagogical improvement. External professional development provides high quality targeted support that is cohesive and future focussed. • Students will make accelerated progress and feel happy and positive about their achievements