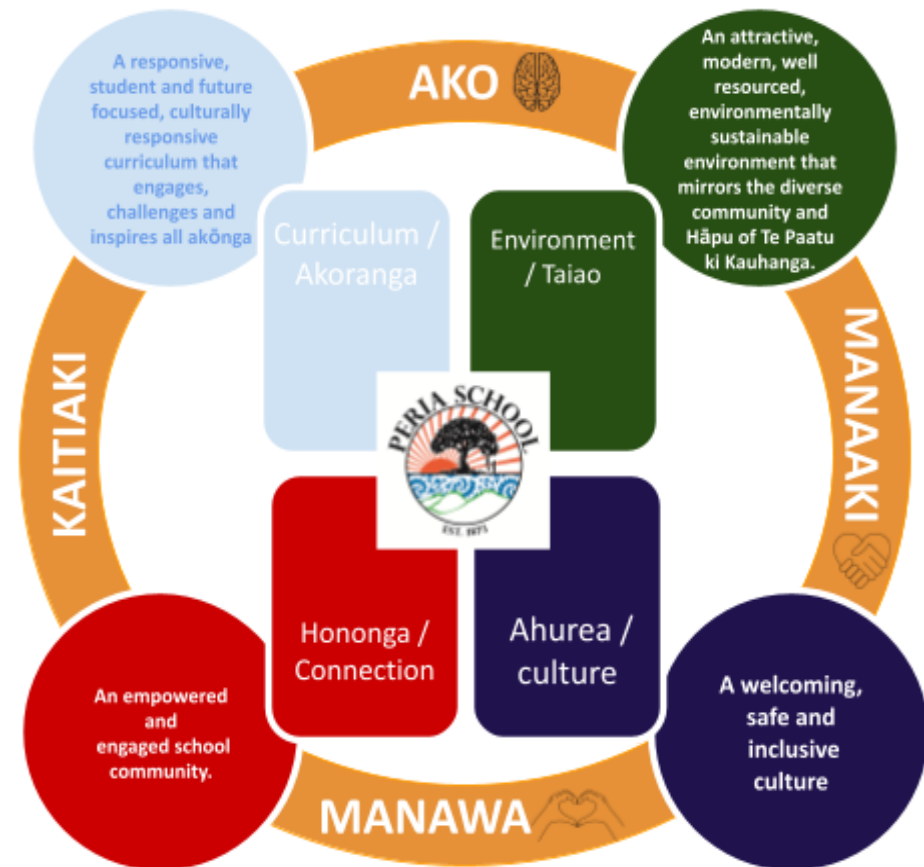


Peria School

Annual Plan

2024



Curriculum



Environment



Connection



Culture

Annual Aims 2024

<p>Akoranga / Curriculum</p> <p>A responsive, student and future focused, culturally responsive curriculum that engages, challenges and inspires all ākonga.</p>	<p>Aim 1</p> <ul style="list-style-type: none"> Consolidate literacy pedagogy and assessment practices to accelerate and support student achievement. 	<p>Aim 2</p> <ul style="list-style-type: none"> Introduce and gradually implement Singapore Maths to accelerate and support student mathematics achievement across the school. 	<p>Aim 3</p> <ul style="list-style-type: none"> Makerspace is fully embedded into our Teaching and Learning and is our Tech / STEAM / Careers development pathway.
<p>Taiao / Environment</p> <p>An attractive, modern, well resourced, environmentally sustainable environment that mirrors the diverse community and Hāpu of Te Paatu ki Kauhanga.</p>	<p>Aim 1</p> <ul style="list-style-type: none"> Continue to improve and modernise the physical buildings and outdoor learning spaces. 	<p>Aim 2</p> <ul style="list-style-type: none"> Complete and implement a robust Enviro plan that encourages ākonga to take environmentally sustainable action. 	
<p>Hononga / Connection</p> <p>An empowered and engaged school community.</p>	<p>Aim 1</p> <ul style="list-style-type: none"> The diverse culture, language and identity of Peria ākonga, whānau and staff are regularly celebrated and used as inspiration for teaching and learning opportunities. 	<p>Aim 2</p> <ul style="list-style-type: none"> Ensure a clear, concise and timely communication plan is implemented so whānau are aware of events, experiences, opportunities that they are able to be a part of. 	
<p>Ahurea / Culture</p> <p>A welcoming, safe and inclusive culture</p>	<p>Aim 1</p> <ul style="list-style-type: none"> A relational plan is developed and implemented that supports student, staff and whānau relationships and wellbeing. 	<p>Aim 2</p> <ul style="list-style-type: none"> Regular physical activity and health programmes are promoted to support Hauora needs. 	



Aim 1

Consolidate **literacy pedagogy** and **assessment practices** to **accelerate** and support **student achievement**.

2024 Key Actions	2024 Key Outcomes	Who	Timeframe	Review
1) Continue to embed the use of evidence based assessment tools to guide teaching and learning programmes	<ul style="list-style-type: none"> a) All staff to undertake professional development on how to confidently administer assessments to measure progress in structured literacy b) Teachers will show growing confidence in aligning the Science or Reading data with the NZC to be able to make sound and accurate curriculum judgements. c)Term 1 - Literacy Lead to investigate comparative assessments such as DIBELS d)Term 2 - All teachers to undertake PD with literacy lead in staff hui and be able to successfully administer assessments. 	Literacy Lead / Classroom Teachers / Principal	Term 1-4	July / Dec - prior to report writing
2) Hold regular professional development sessions about structured literacy in staff meetings and with experts to build teacher capability.	a)Literacy leads to incorporating new structured literacy learning into our staff hui and allows for opportunities for further reflection, discussion and new learning.	Literacy Lead / Principal /Classroom Teachers	Term 1-4	July / Dec
3) Communicate and share Structured Literacy approaches regularly to the school community.	a)Regular updates, videos, information to be shared in a variety of ways. See communication plan for ways of sharing with our community.	Literacy Lead / Classroom Teachers / Principal	Term 1-4	July / Dec
4) Staff set PGC goals around development and capability building in structured literacy.	a)PGC goal on structured literacy to be set by week 7 with Principal and literacy lead based on next steps.	Literacy Lead / Principal / Classroom Teachers	Week 7 Term 1 - Set Goals Term 1-4	At Least once a term with principal and literacy lead as part of PLG.
5) Structured literacy to be up in running in every classroom across the school, with intervention group opportunities provided for students who need support.	<ul style="list-style-type: none"> a)Every child across the school structured literacy instruction b) Students with literacy learning needs will be supported through Tier 2 intervention programmes. c)All students will show improvement in assessment results. d)Develop clear progress outcomes for all students of all abilities in structured literacy. e)Term 2 onwards structured literacy will be implemented effectively in all classrooms. Some teachers will require additional support from literacy leads. 	Literacy Lead / Principal / Classroom Teachers	<ul style="list-style-type: none"> Term 2-3 Progress outcomes developed Term 2-4 All staff (Kaiawhina) to undertake PD with literacy lead on SL. 	July / Dec



Aim 2

Introduce and gradually implement **Singapore Maths** to accelerate and support student **mathematics** achievement across the school.

2024 Key Actions	2024 Key Outcomes	Who	Timeframe	Review
1)Regular professional development sessions will be provided to introduce staff to Singapore Maths.	a) All staff will have a clear understanding of the CPA model. b)PR1ME Maths resources are used to deliver effective maths programmes in each classroom. c)External PD support is engaged and a plan for supporting staff in PR1ME MATHS is developed.	Literacy Lead / Principal / Classroom Teachers	Week 9 Term 1 - Term 4	July / Dec
2)Investigate and develop effective assessment tools to gather data and determine the effectiveness of our pedagogical shift.	a) All staff will have a clear understanding of the CPA model. b)PR1ME Maths resources are used to deliver effective maths programmes in each classroom. c)External PD supports the analysis of data in relation to the effectiveness of PR1ME MATHS in Peria School.	Literacy Lead / Principal / Classroom Teachers	Term 2 - Term 4	July / Dec
3)Purchase new PR1ME Maths resources and upgrade maths materials for use in classrooms.	a)All classrooms will have sufficient maths equipment to run an effective maths programme. b)All teachers are provided with updated PR1ME teaching manuals. c)Access to PR1ME MATH hard-copy and online resources is available. d)All students have a PR1ME MATHS workbook.	Literacy Lead / Principal / Classroom Teachers	By end of Term 1	End of Term 1 - for purchases and resourcing. July / Dec
4)Staff set PGC Goals around their development and capacity building in Maths.	Key PGC goals around Singapore Maths have been set by the end of Term 2, with regular opportunities for reflection and resetting of goals.	Literacy Lead / Principal / Classroom Teachers	By Week 10 Term 1 Reviewed Termly as part of PGC hui.	Reviewed Termly as part of PGC hui.



Aim 3

Makerspace is fully embedded into our **Teaching and Learning** and is our **Tech / STEAM / Careers development pathway**.

2024 Key Actions	2024 Key Outcomes	Who	Timeframe	Review
1) Makerspace is planned and implemented effectively and aligns with Inquiry and classroom teaching and learning outcomes.	1)The Makerspace facilitator is an integral member of staff and attends all PD, staff hui and planning sessions. 2)The Makerspace facilitator works to ensure that the teaching and learning in Makerspace align with Inquiry planning each term. 3)Teachers and facilitators collaborate to ensure that the Makerspace outcomes are integrated into their planning.	Makerspace facilitator / Principal / Classroom Teachers	Term 1-4	Term 1-4
2) All students are engaged in a Makerspace Inquiry process for at least one hour per week.	1) All students have weekly sessions in Makerspace, Junior Tech or learning through play. 2)Year 7 & 8 students begin to engage in Makerspace as their tech option. (Removal of external provider by end of 2024)	Makerspace facilitator / Principal / Classroom Teachers	Term 1-4 Year 7 & 8 - Term 4	July / Dec
3)The Makerspace facilitator is well supported and has adequate PD and resources to undertake their role effectively.	1) Adequate release and opportunities to engage in Professional learning and visits are available for the Makerspace facilitator to ensure our programme is future proof and meets the legislative requirements of Tech.	Makerspace facilitator / Principal /	Term 1-4	Termly via PGC
4) The Makerspace is created and resourcing and funding is in place to support the objectives of this programme.	1)A budget is allocated to Makerspace to ensure its smooth operation. 2)The Makerspace facilitator / Principal and building manager work collaboratively to ensure a purpose built Makerspace is created in school.	Makerspace facilitator / Principal / funding Manager / BoT / Building Manager.	Term 1-4	July / Dec



Aim 1

Continue to **improve and modernise** the **physical buildings** and **outdoor learning spaces**.

2024 Key Actions	2024 Key Outcomes	Who	Timeframe	Review
<p>1) Work with MoE and LM Consulting to progress new classroom build projects.</p>	<p>a) Plans are confirmed and approval by MoE is received. b) BoT have signed off building plans. c) Classrooms are removed (investigate whānau accessing as first right of purchase) d) New builds commence. e) Class is moved into a temporary space e.g. hall.</p>	<p>Principal / LM Consulting / BoT / LM consulting / Property portfolio holder</p>	<p>Term 1-4</p>	<p>Termly</p>
<p>2) Continue to develop outdoor areas and green spaces to give students interesting, inclusive and safe spaces to play and learn.</p>	<p>a) Tennis court/basketball hoop upgrades investigated and funding sought. b) LTP area upgraded c) Playground upgrade investigated, consultation completed with staff and whānau, funding sourced for upgrades. d) Shade options investigated across the school to support sunsmart outcomes. E.g. pool area, tennis court area.</p>	<p>Principal / LM Consulting / BoT / LM consulting / Property portfolio holder / funding Manager</p>	<p>Term 1-4</p>	<p>Termly</p>



Aim 2

Complete and implement a robust **Enviro plan** that encourages ākonga to take **environmentally sustainable** action.

2024 Key Actions	2024 Key Outcomes	Who	Timeframe	Review
1)An enviro plan is co-created and implemented with staff, students and whānau with a focus on environmentally sustainable actions.	<ul style="list-style-type: none"> a) A whānau hui is undertaken to get feedback on desired enviro outcomes. b)Consultation with local hapū in regards to enviro opportunities to add to enviro plan is undertaken. c)A draft enviro plan is completed and sent out for review and consultation. d)The enviroplan is approved and implementation of the plan begins. e)Create an enviro committee(students, staff, whānau, Iwi, community members) to support the aims of the enviro plan. 	Enviro lead / Principal / Staff / whānau / hapū	<ul style="list-style-type: none"> End of Term 1 - Enviro plan complete Term 2-4 Implementation of Enviro plan 	Termly - Enviro reports to board
2)Peria ākonga will be involved in school and community-wide environment projects.	<ul style="list-style-type: none"> a)The enviro plan has key dates and events that students can take part in across the year. b)Opportunities and events are selected and the Enviro lead and committee ensure that EOTC documentation is completed so ākonga are able to engage in these opportunities. c)Collaboration with hapū and the local community is initiated to ensure ākonga are involved in local environmental projects. 	Enviro lead / Principal / Enviro Committee	Term 1-4	Termly - Enviro reports to board
3)The greenhouse is built and fit for purpose.	<ul style="list-style-type: none"> a)A plan for the development of the greenhouse is created. b)A contractor is engaged to undertake the build. c)The greenhouse is built within the allocated budget . d)An opening for the greenhouse takes place to coincide with Matariki (June) 	Enviro lead / Principal / Enviro Committee	<ul style="list-style-type: none"> End of Term 1 Build complete by Matariki Grand opening - Matariki 	End of Term 1 / Start of Term 2



Aim 1

The diverse **culture, language and identity** of **Peria akōnga, whānau** and **staff** are regularly **celebrated** and used as **inspiration for teaching and learning opportunities**.

2024 Key Actions	2024 Key Outcomes	Who	Timeframe	Review
1) A reciprocal partnership with our local marae and hapū is established to meet the aims of our Creatives in Schools project.	<ul style="list-style-type: none"> a) A creatives in school plan is created and shared with key stakeholders. b) Hui are undertaken with Te Paatu ki kauhanga to establish a reciprocal relationship. c) Our whole school regularly visits Kauhanga marae for teaching and learning opportunities. d) 2 x wananga are organised and attended by our students and whānau at Kauhanga marae. 	Creatives Lead / Principal / Te Paatu ki Kauhanga whānau	Term 1-4	End of Term 1 July / Dec
2) Opportunities for students, staff and whānau to engage in Te Reo me Ōna Tikanga lessons are made available throughout the year.	<ul style="list-style-type: none"> a) Whānau are invited and encouraged to take part in trips to Kauhanga marae and our wānanga throughout the year. b) Support from Mana Ake to run workshops for whānau / staff in this space during the year. c) Staff given opportunities for PD in Te Reo me Ōna Tikanga throughout the year. E.g in school with kaiawhina with Te Reo / Tikanga expertise, Te Hiku Okoro, online courses. 	Staff / whānau / Principal / Kaiawhina / Mana Ake facilitators	Term 1-4	End of each term
3) The diverse language, identity and culture of our Peria School Community are celebrated and integrated into planning throughout the year.	<ul style="list-style-type: none"> a) Whānau, students, Iwi are seen as experts with valuable language, identity and cultural knowledge b) Teachers ensure that the identity, language and culture of all stakeholders are celebrated and highlighted through teaching and learning opportunities. c) Whānau hui are undertaken each term to strengthen reciprocal relationships between home and school. 	Staff / whānau / Principal / Kaiawhina	Term 1-4	July / Dec



Aim 2

Ensure a clear, concise and timely **communication plan** is implemented so whānau are aware of **events, experiences, opportunities** that they are able to be a part of.

2024 Key Actions	2024 Key Outcomes	Who	Timeframe	Review
1) A clear and concise communication plan is developed and implemented.	a) The communication plan is created and has clear and consistent guidelines for communication with all stakeholders including term overviews, teaching and learning programmes for the year, key dates, termly reminders. b) The communication plan is shared with all stakeholders through a variety of platforms e.g. website, skool loop, email etc. c) The communication plan is reviewed regularly.	Principal / Staff / whānau	Term 1-4	Termly
2) There is clear guidance and expectations around the various platforms for sharing communication, information, student learning and events.	a) There is clarity around each platform that is used and what it is to be used for. E.g facebook - important notices but not to be used for sharing photos of students. Seesaw - student learning and individual student progress updates, sharing of individual students photos from trips etc. b) A policy is written and shared on Schooldocs on this topic.	Staff / whānau / Principal / Admin for various platforms / BoT	Term 1-4	End of each term



Aim 1

A **relational plan** is developed and implemented that supports **student, staff and whānau relationships** and **wellbeing**.

2024 Key Actions	2024 Key Outcomes	Who	Timeframe	Review
1) A Relational plan is created in consultation with whānau, staff, students and the wider community	a) Hui are undertaken to share the importance of a relational plan and get feedback on what stakeholders would like to see in the plan. b) The plan is crafted and sent out for consultation c) The relational plan is finalised and shared with stakeholders through our information sharing platforms including school docs.	Principal / Staff / whānau	Term 1-4	Termly
2) All stakeholders are aware of the research and evidence behind a relational plan	a) At each whānau, evidence based pedagogy and practice in relation to trauma, emotions, child development and neuroscience are shared to ensure whānau are on board with our approach to behaviour management.	Principal / Staff / whānau / Mana ake	Term 1-4	At every whānau hui / Staff meetings. At least once per term.
3) The relational plan is reviewed for effectiveness and amended as needed on a regular basis.	a) The relational plan is available to be consulted on or reviewed by all stakeholders. b) Once finalised the plan is reviewed regularly by staff to check effectiveness.	Staff / whānau / Principal /	Term 1-4	End of each term



Aim 2

Regular **physical activity** and **health programmes** are promoted to support **Hauora** needs.

2024 Key Actions	2024 Key Outcomes	Who	Timeframe	Review
1) Regular physical activity is planned for each day for at least 15 minutes and PE at least 2 x 20 minute sessions per week.	<ul style="list-style-type: none"> a) Planning for fitness is done collaboratively by staff. b) Fitness takes place at the same time for all classes. c) PE is planned and implemented effectively based on student need. d) Opportunities to engage in physical activity outside of school is available for students at least 2 x per year. 	Principal / Staff / whānau / Sports lead / Sport Northland	Term 1-4	Termly
2) Peria School will engage in at least 3 x external sporting opportunities / physical activities per year outside of school.	<ul style="list-style-type: none"> a) Have a calendar available of all external sporting / Physical activity events during the year. b) Plan each term what events and which students will attend these activities. c) Ensure that our students are prepared and practised to take part. d) Ensure whānau have ample notice for these events so they can attend if they like (See Communication) 	Principal / Staff / whānau / Sports Lead	Term 1-4	July / Dec
3) Health programmes are integrated into teaching and learning across the school.	<ul style="list-style-type: none"> a) Health and Nutrition are promoted through Inquiry topics. b) Health Curriculum is planned for and implemented for the relevant ages/stages in consultation with whānau. c) Outside experts are utilised to support learning in health and wellbeing. 	Principal / Staff / Te Rangi teacher / whānau	Term 1-4	July / Dec