



PERIA SCHOOL

Analysis of Variance 2023

OUR VISION

Working in Harmony to Learn, Create and Grow.

We will support and inspire our students to:

Develop holistically – Achieve academically – Embrace Diversity – Encourage Sustainability

Strategic Goal 1

AKO

To design a responsive Peria School curriculum that engages, challenges and inspires all ākonga.

Strategic Initiatives

- 1a. Use evidence informed approaches to challenge and support all students to reach their full potential in Literacy and Mathematics. (NELPs 2,3,4,6)
- 1b. Create a Student-Centred Localised Curriculum using our Peria School Inquiry Model. (NELPs 2,3,4,5,6)
- 1c. Become digitally fluent and creative users of Technology. (NELP 6)
- 1d. Grow all teachers as learners and leaders. (NELP 6)

Strategic Goal 2

TE TAIAO

To create a positive learning environment that promotes innovation, inclusiveness & sustainable practices.

Strategic Initiatives

- 2a. Plan and implement our Peria School Enviro Strategy – Sustainable practices. (NELPs 1,2,3,6)
- 2b. Successfully implement our Behaviour Management Plan and monitor and evaluate impact. (NELPs 1,2,3,6)
- 2c. Create learning spaces inside and outside of the classroom that reflect and promote innovation & inclusiveness. (NELPs 1,2,3,5)
- 2d. Create a culture of care and focus on ensuring well being needs are met for Staff and Students.(NELPs 1,3)

Success is when...

Our Students are confident, connected learners that challenge themselves to co-design a curriculum that they are inspired and motivated to engage in.

Our Teachers are expert facilitators of learning who ensure that students develop holistically through a well constructed, responsive curriculum.

All ākonga (learners) including - Staff, Students and Whānau can collaborate to design and create safe learning environments that exemplify our Peria School Vision, Values and Priorities.

Our Values







We work together
Manaakitanga / Ako





We show Courage
Whakamanawanui

We Care and show Respect
Kaitiakitanga





AKO - Strategic Goal 1 - To design a responsive Peria School curriculum that engages, challenges and inspires all ākonga.

What did we do?	Outcomes (What happened)	Reason for Variance	Evaluation (Where to next?)
<p>1a. Use evidence-informed approaches to challenge and support all students to reach their full potential in Literacy and Mathematics.</p>	<p>Literacy - Teachers across the school were supported to implement aspects of Structured Literacy into their programme.</p> <p>I appointed a literacy lead (Dominique) who worked alongside staff to teach them the assessment for LLLL and helped to plan for SL for groups of students and whole class support.</p> <p>Resources were bought to support the roll out of SL across the school. At least \$15k worth of readers and teaching supports such as games, teacher manuals.</p> <p>2023 End of Year Reading Data (70 students total) 9/9 Year 1 at or above 6/9 Year 2 at or above 1/6 Year 3 at or above 9/15 Year 4 at or above 4/9 Year 5 at or above 8/13 Year 6 at or above 2/3 Year 7 at or above 5/6 year 8 at or above 63% of students at or above in Reading 67% of students at or above in Writing</p> <p>Assessment For learning</p> <p>All teachers were successful at implementing aspects of AFL across their planning, teaching and learning programmes. The support was consistent from Susan and teachers understood by the end of the year the importance of clarity of what is being taught, how and why. All teachers are using SC and LI in the form of questions in their class.</p>	<p> Partially achieved</p> <p>Some teachers have put more time into implementing SL into their classroom programme. This has impacted on the implementation of SL across the school.</p> <p>Most teachers Years 1-5 have implemented SL successfully into their classrooms. Te Puna and Te Awa have their programmes up and running and functioning well.</p> <p>Te Moana teacher is a PRT so she is working to learn the SL structure and teaching pedagogy and practice.</p> <p>Te Rangi teacher has been learning how to support those seniors who have additional learning needs in literacy and the literacy lead has been supporting this teacher with that.</p> <p>Transference of skills from reading to writing is variable across the school. Professional development in this area is needed to support teacher content knowledge, pedagogy in Reading and writing reciprocity and practice.</p> <p> Achieved</p>	<p>All teachers are to have SL as a teaching and inquiry goal. We will unpack this as part of our PGC and PLG mahi. Teachers are to be held accountable for student progress in SL and planning must be consistent and regularly checked by literacy lead. Data to be collated and shared to improve outcomes for students throughout the year.</p> <p>Teachers to have regular PD on structured literacy from external providers e.g. Liz Kane and in school literacy lead, PLG Hui. Across school PD opportunities will be explored.</p> <p>Staff hui focused on the Science of Reading, the code, the writing revolution and David kilpatrick works throughout the year in 2024. Teachers and kaiwhina learning together.</p> <p>Continue our AFL practices we have learnt throughout the year and make sure that our planning incorporates clarity of learning for students. e.g. sharing planning, co-constructing success criteria / learning intentions.</p>
<p>1b. Create a Student-Centred Localised Curriculum using our Peria School Inquiry Model.</p>	<p>As this is the huge undertaken we committed to some outcomes for this goal including</p> <ol style="list-style-type: none"> 1. Collaboratively planning our inquiry so all teachers are able to support each other with resources, teaching and learning, planning for inquiry topics. 2. All staff members asked students what they would like to learn about each term to gauge interest for various topics. 3. We use the same planning format and simplified it so all teachers felt confident in what they were doing. 	<p> Partially achieved</p> <p>Teachers are still lacking confidence in planning inquiry topics. There is a lack of curriculum coverage across the year so a 3 year curriculum plan is needed.</p>	<p>Engage with other schools, experts to understand how to effectively plan for inquiry. Look at various inquiry planning models and see what would fit our school. Have a curriculum / inquiry plan for the year already mapped out in the year before, which we have already successfully achieved. We need to continue this and make time to get this done at the end of each year.</p>
<p>1c. Become digitally fluent and creative users of Technology.</p>	<p>All students have access to a devices either chromebook / ipad Teachers are growing in confidence in incorporating digital devices and tools into their planning. Our Makerspace was created that will have various digital tools available for students to grow their skills and explore various programmes The Makerspace facilitator is incorporating various tech programmes into the curriculum for students to explore.</p>	<p> Partially achieved</p>	<p>Teachers in Te Puna and Te Awa to model and use elements of digital technology in their curriculum to ensure that digital fluency and digital citizenship are developed from an early age. A rubric to show what students will learn about digital tech to be developed for across the school.</p>

TAIAO - Strategic Goal 2 - To create a positive learning environment that promotes innovation, inclusiveness & sustainable practices.

What did we do?	Outcomes (What happened)	Reason for Variance	Evaluation (Where to next?)
<p>2a. Plan and implement our Peria School Enviro Strategy – Sustainable practices.</p>	<p>A plan was created which was implemented by Te Rangi students across the school.</p> <p>Frances worked with Morag and Shoda on some across school activities such as Kauri VR.</p> <p>Connecting with Nature Students are actively engaged in composting and worm farming activities.</p> <p>Our students are actively involved in seed collecting and propagating cuttings, contributing to the conservation of indigenous flora.</p> <p>Through our vegetable gardens, students learn essential skills in nurturing plants and harvesting produce. The process of creating apple cider vinegar from our own harvests highlights resourcefulness and an understanding of the value of locally sourced goods.</p>	<p> Partially achieved</p> <p>When we evaluated this area at the end of 2023 a few things came up that need to be undertaken to strengthen this area.</p> <ol style="list-style-type: none"> 1. More ownership of this area across the school with all teachers and students not just Te Rangi. 2. A enviro plan needs to be co-constructed with all stakeholders to ensure buy in. 	<p>When we evaluated this area at the end of 2023 a few things came up that need to be undertaken to strengthen this area.</p> <ol style="list-style-type: none"> 1. More ownership of this area across the school with all teachers and students not just Te Rangi. 2. A enviro plan needs to be co-constructed with all stakeholders to ensure buy in.
<p>2b. Successfully implement our Behaviour Management Plan and monitor and evaluate impact.</p>	<p>A bullying audit was completed in 2023.</p> <p>Professional learning took place with teachers on Relational plans, trauma informed practices and neuroscience.</p> <p>A whānau hui was held and part of this was talking about the 3R's from Bruce Perry and how we can foster positive relationships with students and children, what to do when students are dysregulated.</p> <p>The instances of extreme behaviour is very low and all students with ETAP entries were students with IEP / IBP plans or students new to school.</p>	<p> Partially achieved</p>	<p>We need to create our Relational plan based on feedback from teachers, whānau and students. What is best practice and what does the evidence suggest works best.</p> <p>Ensure that the plan is communicated effectively amongst all stakeholders and continue to build knowledge on these key concepts with teachers, students, whānau.</p>
<p>2c. Create learning spaces inside and outside of the classroom that reflect and promote innovation & inclusiveness.</p>	<p>New storage / cabinetry in all classrooms Classrooms have new furniture. So all classrooms now have modern furniture.</p> <p>Shade sails in Te Puna learning through play area Makerspace created in Hall, with technology. Wananga space purchased, needs modernising. The whole school has no leaks, buildings have been fixed, spouting upgraded.</p>	<p> Partially achieved</p>	<p>New builds underway Outside spaces such as netball court, learning through play area still needs upgrading. Shade solutions still required for areas of the school.</p>
<p>Create a culture of care and focus on ensuring well being needs are met for Staff and Students.</p>	<p>Staff satisfaction completed - analysis lead to change e.g better communication and systems for sharing information. Bullying audit completed - information used to in form relational planning. EAP shared widely with staff who have taken on board this invite and said how worthwhile it is.</p>	<p> Partially achieved</p>	<p>Hauora needs to be a key focus for 2024 for everyone. All aspects such as mental, physical, spiritual and whānau (relationships)</p>

TAIAO - Strategic Goal 2 - To create a positive learning environment that promotes innovation, inclusiveness & sustainable practices.

What did we do?	Outcomes (What happened)	Reason for Variance	Evaluation (Where to next?)
<p>Reading: 65% of students reading at or beyond by the end of 2023. All at risk students working towards and supported through structured literacy. All teachers to be able to implement the foundations of SL into their classrooms either through group work or with target students.</p>	<p>65.7% at or above in Reading (70 students) 56.7% of Māori students working at or above in Reading (30 students)</p> <p>17.1% of students At Risk of not achieving curriculum level in Reading (12 students)</p> <p>Structured literacy embedded in Te Puna and Te Awa, developing in Te Moana as PRT Teacher started July 2023 and targeted SL in Te Rangī.</p>	<p>Achieved</p> 	<p>All teachers are to have SL as a teaching and inquiry goal. We will unpack this as part of our PGC and PLG mahi. Teachers are to be held accountable for student progress in SL and planning must be consistent and regularly checked by literacy lead.</p> <p>Teachers to have regular PD on structured literacy from external providers e.g. Liz Kane and in school literacy lead, PLG Hui. Across school PD opportunities will be explored.</p> <p>Focus on priority students / at risk across the school through PGC goal setting / targets.</p>
<p>Writing: 75% of students working at or beyond in Writing. Those students who are at risk or working towards are to be target students or have IEP or IBP programmes in place. Teachers to monitor the progress of these students to show progress if no movement across levels, highlighting movement within levels. Undertake moderation with other schools to ensure consistency of moderation practice.</p>	<p>67.1% at or above in Writing (t20 students) 53.3% Māori students working at or above (total - 30 students)</p>	<p>Partially Achieved</p> 	<p>Focus on the writing revolution and the code to support students in Writing. As part of our PGC / PLG hui.</p> <p>Continue to attend PD in Writing.</p> <p>Teachers PRT, less experienced to visit other schools to see best practice in writing.</p>
<p>Math: 70% of students working at or beyond in Maths. Students to know their stages and next steps using their assessment information. Teachers to collaboratively develop a clear pedagogy statement to support consistency of practice across the school.</p>	<p>62.9% working at or above in Maths. 46.7% Māori students working at or above in Maths.</p>	<p>Not achieved</p> 	<p>PLD required across the school. A clear understanding of the Science of Maths needed. A scope and sequence to be created to ensure that students are exposed to Math concepts in a timely manner for their age, stage which will cumulatively build Math knowledge and strategy knowledge as they progress through the school.</p>
<p>Reading: The 6 year 5 students at the end of 2022 who are at Risk are supported to make progress dependent on their goals and abilities. Teachers closely monitor these students and ensure that IEP/IBP or other supports are in place to support student progress.</p>	<p>4 of the Year 5 students are still at risk of not achieving. 1 of the Year 5 (now year 6 students) is working towards. Although all students have made progress they have not made enough to show in the data.</p>	<p>Not achieved</p> 	<p>These students need to be identified and have tier 2 support put in place and monitoring from teachers and literacy lead. Also to be target students for PGC / PLG groups.</p>