

Peria School

Strategic Plan

2024-2025



Curriculum



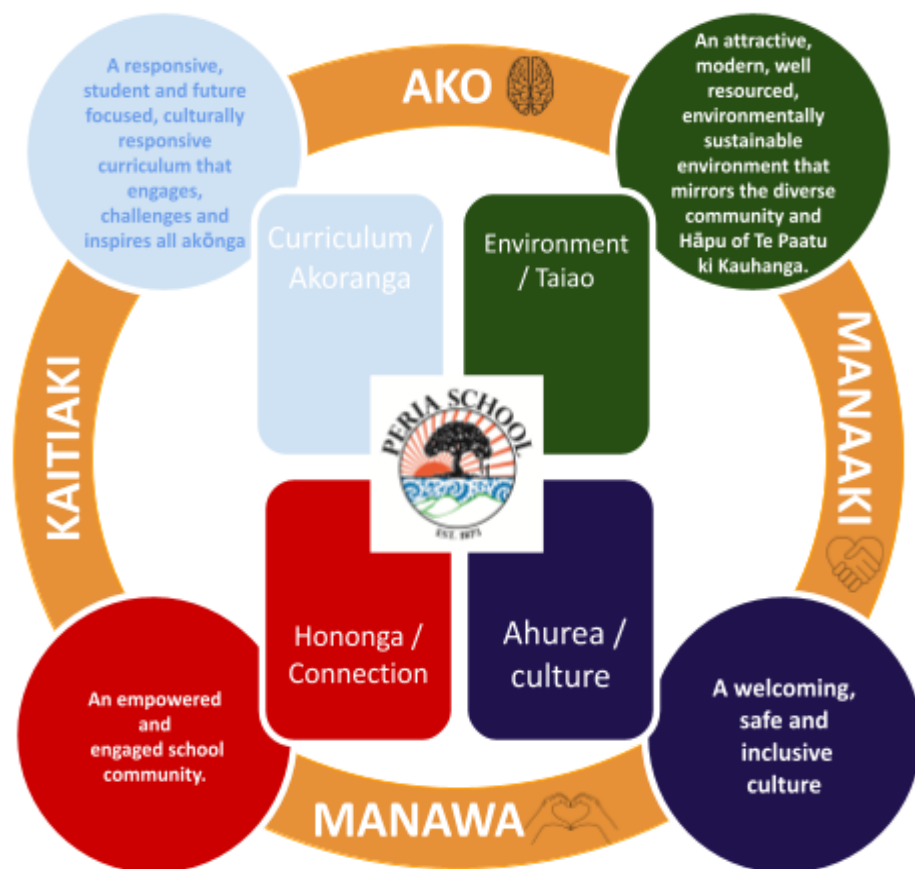
Environment



Connection



Culture



Our strategic aims have Peria School ākonga at the centre of every decision we make.

As we implement these strategic aims, our innovative, inquisitive, creative, reflective and future focused tamariki will experience an engaging **student-centre curriculum** where they **experience success in their learning** as their **language, identity and culture** are celebrated and validated.

Ākonga will have the opportunity to learn in a modern, attractive and engaging environment that is a reflection of our beautiful surroundings and local hapū Te Paatu ki Kauhanga.

Our **whole school community** which includes **mana whenua** will be actively engaged through the development of **reciprocal partnerships and relationships**.

Our **curriculum, teaching and learning** will be **vibrant, future focused and culturally responsive to the needs** of our ākonga. We will ensure that **high-quality learning programmes** are in place and **teaching and learning is fun and engaging** for all tamariki. Knowing that the **wellbeing** of our students is paramount for them to be able to engage in learning, we will ensure their **social, emotional, spiritual and physical needs** are met.

Students will be provided with opportunities to **participate** in a **wide range of activities** and there will be **clear pathways** for students from ECE through to High School. Our programmes will ensure that our students are well supported by their whānau, staff, the school community and local hapū by creating a collective sense of whānau amongst all our various Peria School Community members.

Te Ao Māori at Peria & our Whakamohio (description)

Peria School, as appropriate to its community, will continue to develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Te ao Māori. 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 Te reo Māori me ōna tikanga and the richness of each ākonga language, identity and culture. 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 a priority. We will continue to build and strengthen our relationship with our local Iwi – Te Paatu ki Kauhanga & Ngāti Kahu and the people of Kauhanga Marae.

Peria School is a Full Primary Years 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 Ngāti Kahu tribe. When referring to the people of the district in Maori oratory it is quoted, "Maungataniwha is the mountain, Ngāti 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 Pa 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 grown and had many improvements to its facilities. The local community has seen farming take over as the main land use and then later 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.

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

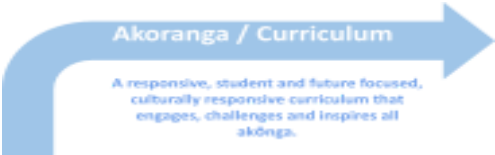
Below are our School Values:

Pēria Ako

Peria Manawa

Peria Manaaki

Peria Kaitiaki


	<p>Peria School provides high quality, evidence based learning programmes where students achievement and progress are a priority. Peria School uses formative, summative and anecdotal assessment data to evaluate our learning programmes to ensure we are meeting the learning needs of all students. At Peria School we have a local curriculum which embraces learning opportunities from the Rohe of Ngāti Kahu and to ensure we are culturally responsive to the diverse needs of our tamariki.</p>	
<p>Structured Literacy</p>	<p>2024</p>	<p>2025</p>
	<p>Capacity Building / Implementation</p>	<p>Implementation / Embedding Practice</p>
<p>Professional Development</p>	<ul style="list-style-type: none"> ● Continued teacher development in staff hui, PD through external providers, support from PGC Hui and literacy lead. ● Teacher Aide (Kaiawhina) PD to enhance support in classrooms. ● Parent / whānau hui on structured literacy to share how to support at home. ● Structured literacy goal as part of PGC. ● Engage in external PD opportunities such as working across schools to get Liz Kane PD (RTLb). 	<ul style="list-style-type: none"> ● Continued teacher development in staff hui / PLC Hui. ● Continued Kaiawhina PD to strengthen the expert base.
<p>Planning and Assessment</p>	<ul style="list-style-type: none"> ● All teachers to have a clear understanding of our Peria school scope and sequence in literacy using LLLL and Liz Kane resources ● Development of planning templates to ensure consistency across the school ● Assessment tools introduced for diagnostic, formative and summative assessment that align with the SL approach and are evidence based. ● Tier 2 interventions established to support struggling readers and writers. 	<ul style="list-style-type: none"> ● Review and add to Peria School scope and sequence. ● Resources continue to be updated, purchased and developed to support the delivery of SL across the school. ● Planning templates consistently used across the school. ● Assessment tools implemented and used successfully to regularly assess student progress. ● Tier 2 interventions continued and more staff aware of how Tier 2 works and how to implement successfully into classroom programmes.

Effective, evidence based Math programme - PR1ME MATHS	2024	2025
	Capacity Building / Implementation	Implementation / Embedding Practice
Professional Development	<ul style="list-style-type: none"> ● Teacher development in staff hui / External PD on PR1ME MATHS. ● Teacher aide (Kaiawhina) PD on PR1ME to be able to support classroom programmes. ● Whānau hui on PR1ME and benefits and evidence of success so whānau can support at home. ● PR1ME goal as part of PGC. 	<ul style="list-style-type: none"> ● Continued teacher development in PR1ME through staff hui, PLC, external PD provision. ● Continued kaiawhina PD. ● Practice analysis is regularly undertaken to ensure consistency of practice. ● Continue to run whānau hui to engage all stakeholders in the benefits of PR1ME and how to support at home. ● Align to NZC and understand how to make judgements for planning and reporting.
Planning and Assessment	<ul style="list-style-type: none"> ● Review and track coverage of the Peria School maths curriculum. ● Complete the assessment to understand where all our Peria school students sit in the PR1ME scope and sequence to be able to purchase correct resources. ● Purchase all PR1ME maths resources and books to be able to implement PR1ME effectively across the school. ● Assessment tools (evidence based) to be introduced and PD be undertaken as to the effective administering of these assessments. 	<ul style="list-style-type: none"> ● Continue to plan and assess mathematics progress using the PR1ME maths resources and assessments. ● Collate data to see trends and patterns to be able to evaluate the effectiveness of PR1ME as a maths programme.


Te Reo Māori / Tikanga Māori	2024	2025
	Capacity Building / Implementation	Implementation / Embedding Practice
	<ul style="list-style-type: none"> ● Provide regular opportunities for staff to engage in Te Reo me ōna tikanga PD, through staff hui, external courses, Kahui Ako. ● Classroom teachers use kupu o te ra/wiki in class with tamariki. ● Continue to expect Te Reo to be used daily, karakia and other tikanga practices. ● Encourage the normalisation of swapping out everyday words to māori without translations for staff or students. ● Seek support from the wider community and the local hapū to learn the mita of Ngāti Kahu. ● Use more Te reo in communications with whānau. ● Offer whānau opportunities to learn Te Reo me ōna tikanga. 	<ul style="list-style-type: none"> ● Expect that teachers will take on their own professional development in Te Reo through Te Hiku Okoro or similar. One term at least in 2024. ● Continue to work with Kahui Ako and Ngāti Kahu to support te reo me ōna tikanga development. ● Have our own karakia for Peria School and waiata and all students, staff and whānau to know these off by heart. ● Continue to support whānau on their Te Reo / Tikanga journey.

Curriculum Expertise developed	2024	2025
	Capacity Building / Implementation	Implementation / Embedding Practice
	<ul style="list-style-type: none"> ● Ensure that Peria School is abreast of any curriculum updates and changes due to change in governance in NZ ● Curriculum area statements developed and adapted to suit Peria School. ● Updated information in regards to the curriculum shared with whānau. ● If UKD continues, ensure planning reflects this model. 	<ul style="list-style-type: none"> ● Implement any Curriculum changes and share information in regards to this with staff and whānau. ● Curriculum area statements to be completed. ● All whānau continue to be informed about changes to curriculum as part of our whānau hui cycles.

Innovative, Engaging, future focused teaching programmes implemented.	2024	2025
	Capacity Building / Implementation	Implementation / Embedding Practice
	<ul style="list-style-type: none"> ● Makerspace is implemented effectively and all classes have at least an hour session per week. ● Makerspace pedagogy is evidence based. ● The outcomes of Makerspace, learning through play and junior tech are evaluated to ensure positive impact on student learning and engagement through assessment. ● Planning for Makerspace is a collaborative effort between all teaching staff. 	<ul style="list-style-type: none"> ● Makerspace supports Tech / STEAM / career development pathways and is our Technology programme. ● Students and whānau understand the benefits of Makerspace and the skills developed. ● Makerspace outcomes are evaluated. ● Makerspace success stories are shared in school and in the community.


 <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>Peria School has high quality learning spaces where students feel comfortable, safe, included and ready to learn. The School reflects the local community and hapū Te Paatu ki Kauhanga the mana whenua of the land on which the school resides. Peria School utilises practices that teach about and support looking after the environment both now and in the future, in school and out in the community.</p>	
<p>Physical Teaching and Learning Spaces</p>	<p>2024</p>	<p>2025</p>
	<p>Capacity Building / Implementation</p>	<p>Implementation / Embedding Practice</p>
	<p><u>Property projects</u></p> <ul style="list-style-type: none"> ● Replacement of Te Moana/Te Awa/Te Awa toilet block ● 2 x new builds and toilet block <p><u>Other projects</u></p> <ul style="list-style-type: none"> ● Netball court turf ● Basketball hoops ● Updating of playground ● Makerspace outdoor room designed and built. ● Wānanga space designed ● Learning through play area modernised ● Bike shed refurbished. ● Shade options investigated <p><u>Storage solutions</u></p> <ul style="list-style-type: none"> ● Investigate potential storage solutions onsite e.g. container. 	<p><u>Property projects</u></p> <ul style="list-style-type: none"> ● Continue build of 2 x classrooms and toilet block ● Upgrade of learning through play area ● Painting whole school (except new build areas) ● Re-roofing where necessary <p><u>Other projects</u></p> <ul style="list-style-type: none"> ● Scooter track planned and installed ● Wānanga space built ● Playground upgrade continued ● Makerspace upgrade cont ● Learning through play area modernised ● Shade options installed <p><u>Classrooms</u></p> <ul style="list-style-type: none"> ● Any necessary furniture upgrades made ● Install storage solutions

Environmental Education	2024	2025
	Capacity Building / Implementation	Implementation / Embedding Practice
	<ul style="list-style-type: none"> • A enviro plan is collaboratively developed and implemented in consultation with all stakeholders • Teaching and learning programmes support the successful implementation of the enviro plan outcomes. • Sustainable practices from a Te Aō Māori perspective are implemented into our enviro plan. • An enviro lead effectively delegates tasks from the enviro plan to students, staff, whānau, community and hapū. • Our Peria School Green house is built, fit for purpose. • Our students engage in environmentally sustainable actions in the local and wider community. 	<ul style="list-style-type: none"> • Our Peria School enviro plan is a living document which is continuously referred to and expanded upon. • The outcomes in the enviro plan are being met and celebrations are held to share the successes. • Te Aō Māori sustainable practices are Peria School sustainable practices. • All stakeholders take part in our Peria School environmental education. • Peria School contributes successfully to sustainable environmental projects in the local and wider community. Especially at Kauhanga Marae.

	<p>Peria School is the hub of our learning community. Whānau are well-connected because of our excellent communication strategy. We are culturally responsive with strong reciprocal relationships with local hapū, Iwi and other cultures represented in our community. We celebrate and validate the identity, language and culture of each of our ākonga and information that is timely and relevant is shared with whānau about their tamariki and the progress they are making.</p>	
Cultural Responsiveness	2024	2025
	Capacity Building / Implementation	Implementation / Embedding Practice
	<ul style="list-style-type: none"> • Undertake termly whānau hui on a range of topics to ensure Māori and whānau voice. • Encourage whānau involvement in all areas of schooling including camp, events, learning. • Use Creatives in schools as a way to establish a meaningful reciprocal relationship with Te Paatu ki Kauhanga. • Offer Te Reo me ōna tikanga opportunities for whānau through hui, wānanga and marae visits. • Celebrate and validate the identity, language and culture of all ākonga through the selection of teaching and learning opportunities, special events and inquiry planning. 	<ul style="list-style-type: none"> • Seek feedback on frequency of whānau hui and arrange for more than one a term if interest is there from whānau. • Hold a variety of events, hui, assemblies, visits that encourage Māori whānau to participate and engage meaningfully in school. • Continue meaningful collective engagement with Te Paatu ki Kauhanga and Ngāti Kahu. • Hold hui, assemblies at Kauhanga marae.

Connection to the wider community / Community Events	2024	2025
	Capacity Building / Implementation	Implementation / Embedding Practice
	<ul style="list-style-type: none"> Take part in events that align with teaching and learning or our strategic aims in the community. Plan opportunities throughout the year for ākongā to connect with businesses, community members, experts in the wider community. 	<ul style="list-style-type: none"> Continue to take part in events that align with teaching and learning or our strategic aims in the community. Continue to Plan opportunities throughout the year for ākongā to connect with businesses, community members, experts in the wider community.

Communication Strategy	2024	2025
	Capacity Building / Implementation	Implementation / Embedding Practice
	<ul style="list-style-type: none"> Create a clear, concise communication plan. Send out for consultation Review to see if it is meeting the needs of our whānau and school community. Ensure details on platform guidelines are shared widely and PD is given to be able to access those platforms e.g. logging into skool loop on your phone. Accessing seesaw. 	<ul style="list-style-type: none"> Review and consult with whānau to ensure the Communication plan is meeting the needs of our whānau and school community. Offer learning opportunities for whānau to understand the various communication tools and platforms we use at school. E.g through whānau hui, at events, through communication tools such as newsletters.



Peria School has ākongā who are able to manage their emotions, and can form positive and productive relationships with others. These skills are explicitly taught through various wellbeing programmes. Our relational plan helps us to ensure that ākongā, staff and whānau feel safe and included in our school. All ākongā with additional needs are identified and supports are in place so they are able to successfully engage in every aspect of school in some way.

Inclusive Education	2024	2025
	Capacity Building / Implementation	Implementation / Embedding Practice
Extension	<ul style="list-style-type: none"> Investigate extension programmes that sit outside of classroom programmes and how we can ensure ākongā have the opportunity to take part in these programmes. Investigate how Makerspace can be utilised for extension classes for students with special abilities. Continue to cater for students through mindplus. Apply for funding to ensure at least half of the costs can be met by school / RTL.B. 	<ul style="list-style-type: none"> Provide extension programmes with students with special abilities. This could be accessed through Makerspace / Tech opportunities. Continue to cater for students through mindplus. Apply for funding to ensure at least half of the costs can be met by school / RTL.B.

Additional Needs	<ul style="list-style-type: none"> ● Provide Tier 2 support in Structured literacy and maths. ● Refine our special needs register to reflect best practice. ● Ensure IEP / IBP are held in a timely manner. At start and end of year and checkpoints in between to check progress against goals. 	<ul style="list-style-type: none"> ● Continue to provide Tier 2 support in Structured literacy and maths. ● Continue to refine and update our special needs register to reflect best practice. ● Continue to ensure IEP / IBP are held in a timely manner. At start and end of year and checkpoints in between to check progress against goals.
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Hauora	2024	2025
	Capacity Building / Implementation	Implementation / Embedding Practice
	<ul style="list-style-type: none"> ● Conduct and analyse a simplified Wellbeing@School Survey. Ensure findings are collated, shared and next steps created. ● Use our learnings from Mana potential / zones of regulation / Pause, breath, smile / trauma informed practices / neuroscience / attachment theory to help create our relational plan. ● Engage with whānau and students to co-create the relational plan so there is buy in from all stakeholders. ● Ensure regular physical activity is planned and implemented daily to support hauora. ● Create a health curriculum plan and consult with whānau on this. 	<ul style="list-style-type: none"> ● Conduct and analyse a simplified Wellbeing@School ● Continue to undertake PD on trauma informed practices / neuroscience / attachment theory. ● Refer to the relational plan regularly for strategies to support ākongā, staff and whānau. ● Engage with all stakeholders to review our relational plan to ensure that it is still fit for purpose. ● Ensure regular physical activity is planned and implemented daily to support hauora. ● Follow up on programmes within the health curriculum plan that need to be implemented into teaching and learning.

Attendance	2024	2025
	Capacity Building / Implementation	Implementation / Embedding Practice
	<ul style="list-style-type: none"> ● Explicit monitoring of student attendance with Week 5/10 monitoring, follow up and reporting to BoT and whānau. ● Regular communication with the community about the importance of attendance. ● Create a process for when attendance becomes a concern so all staff and whānau understand what to do and when to do it. 	<ul style="list-style-type: none"> ● Explicit monitoring of student attendance with Week 5/10 monitoring, follow up and reporting to BoT and whānau. ● Regular communication with the community about the importance of attendance. ● Create a process for when attendance becomes a concern so all staff and whānau understand what to do and when to do it.

National Education Learning Priorities

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>			
<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>Have high aspirations for every learner/ākongā, 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</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs</p>	<p>4</p> <p>Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Ask learners/ākongā, 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/ākongā 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/ākongā 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/ākongā, staff and whānau</p> <p>Identify and respond to learner/ākongā strengths, progress and needs, and learner/ākongā 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/ākongā from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākongā and staff, those with learning support needs, gifted learners/ākongā, and neurodiverse learners/ākongā 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 BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure all learners/ākongā have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākongā 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/ākongā, 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/kaiaako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākongā 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/kaiaako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiaako confidence and competence to teach diverse learners/ākongā with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiaako to build their understanding of learners'/ākongā contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Support learners/ākongā 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/ākongā to succeed in education</p>	
<p><small>2. Bring your own device.</small></p>							

 Actions for schools and kura



National Education Priority Links

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Akoranga / Curriculum</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A responsive, student and future focused, culturally responsive curriculum that engages, challenges and inspires all akōnga.</p>	Peria Ako	<p>Strengthen teaching and learning with evidence based pedagogy and practices</p> <ul style="list-style-type: none"> The Science of learning is embedded as best-practise at Peria School. Science of Reading (Structured Literacy) pedagogy and practices are embedded across the school. Singapore Maths (evidence based pedagogy) has been introduced, developed and embedded across the school. 	<p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> <p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
	Peria Manawa	<p>Te reo Māori & Tikanga Māori</p> <ul style="list-style-type: none"> Teachers and support staff are confident and competent with using Te reo Māori and Tikanga Māori with an emphasis on the mita of Ngāti Kahu. Opportunities for whānau engagement in Te Reo & Tikanga learning is planned for by the school. 	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> <p>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</p> <p>4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
	Peria Ako	<p>Curriculum Expertise is developed</p> <ul style="list-style-type: none"> The NZC (including refreshed NZC) are expertly integrated into all aspects of teaching and learning. Curriculum Legislative requirements are enacted in a methodical and planned manner to support all stakeholders. 	<p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> <p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
	Peria Ako	<p>Innovative and engaging Teaching and Learning approaches are implemented</p> <ul style="list-style-type: none"> Akōnga engage in future focused learning through our Peria School Makerspace and Learning through play. Wānanga practices on and offsite are planned for and embedded in teaching and learning programmes. 	<p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> <p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>

	<p>Peria Kaitiaki</p>	<p>Environmental education</p> <ul style="list-style-type: none"> All ākonga are involved in environmental education around school and the wider Te Hiku region. Peria School has developed and sustained environmental practices as a consequence of a robust Enviro plan. Peria ākonga take care of their immediate and local environment. 	<table border="1"> <tr> <td data-bbox="1361 70 1664 542"> <p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> </td> <td data-bbox="1664 70 1798 542"> <p>2</p> <p>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</p> </td> <td data-bbox="1798 70 1951 542"> <p>OBJECTIVE 4</p> <p>FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> </td> <td data-bbox="1951 70 2172 542"> <p>7</p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p> </td> </tr> </table>	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p>	<p>2</p> <p>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</p>	<p>OBJECTIVE 4</p> <p>FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>
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	<p>Peria Manawa</p>	<p>Cultural Responsiveness</p> <ul style="list-style-type: none"> A reciprocal partnership is developed with Te Paatu ki Kauhanga and Ngāti Kahu. The diverse cultures of Peria ākonga and staff are regularly celebrated and used as inspiration for teaching and learning opportunities. 	<table border="1"> <tr> <td data-bbox="1361 564 1664 724"> <p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> </td> <td data-bbox="1664 564 1798 724"> <p>2</p> <p>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</p> </td> </tr> </table>	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p>	<p>2</p> <p>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</p>
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	<p>Peria Kaitiaki</p>	<p>Connection to the wider community</p> <ul style="list-style-type: none"> Ākonga will have regular planned and empowering experiences in the community. 	<table border="1"> <tr> <td data-bbox="1361 724 1664 884"> <p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> </td> <td data-bbox="1664 724 1798 884"> <p>2</p> <p>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</p> </td> </tr> </table>	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p>	<p>2</p> <p>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</p>
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<p>Peria Manaaki</p>	<p>Community Events</p> <ul style="list-style-type: none"> Regular opportunities are provided for whānau to connect and engage through school wide social and curriculum events. 	<table border="1"> <tr> <td data-bbox="1361 884 1664 1043"> <p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> </td> <td data-bbox="1664 884 1798 1043"> <p>2</p> <p>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</p> </td> </tr> </table>	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p>	<p>2</p> <p>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</p>	
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<p>Peria Manaaki</p>	<p>Communication Strategy</p> <ul style="list-style-type: none"> Peria School provides a variety of ways to connect with the community to share information, learning and pedagogy. Reporting of ākonga progress is clear, useful, timely and accessible to our school community. 	<table border="1"> <tr> <td data-bbox="1361 1043 1664 1190"> <p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> </td> <td data-bbox="1664 1043 1798 1190"> <p>2</p> <p>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</p> </td> </tr> </table>	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p>	<p>2</p> <p>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</p>	
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<p>Ahurea / Culture</p> <p>A welcoming, safe and inclusive culture</p>	<p>Peria Manaaki</p>	<p>Inclusive Education</p> <ul style="list-style-type: none"> Peria ākonga are provided with appropriate support and enrichment programmes. 	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>2 Have high aspirations for every learner/āonga, 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</p>
	<p>Peria Manawa</p>	<p>Hauora</p> <ul style="list-style-type: none"> Programmes are provided to support mental health and wellbeing. A relational plan is developed and implemented that supports student, teacher and whānau relationships and wellbeing. <p>Attendance</p> <ul style="list-style-type: none"> All ākonga are attending Peria School on a regular basis (90%+). Support programmes are accessed and in place for students with poor / irregular attendance. 	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>