

Peria School

Analysis of Variance

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 an evidence based approach 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	Outcomes - What happened	Variance outcome	Evaluation - Where to next?
<p>1) Continue to embed the use of evidence based assessment tools to guide teaching and learning programmes</p>	<p>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 of 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.</p>	<p>All teachers were exposed to professional development in structured literacy through our Liz Kane PD as well as through working with our literacy lead teacher.</p> <p>2 out of the 4 teachers (our Year 1-3 teachers) are proficient in using the SL assessments now and we have also trained our kaiawhina to understand and administer this assessment as well.</p> <p>As a staff we have continued to attend Professional learning through our kahui ako on assessment for learning. By the end of the year all teachers had received at least 4 PLD sessions on the Aotearoa NZC and we continued to unpack the document throughout the year through our staff hui. This has strengthened the teachers' understanding of the phases and the requirements at each phase for our students.</p> <p>We were unable to devote as much time as we wanted to learning the DIBELS assessment tool. The literacy lead teacher did review and investigate this tool but wasn't able to disseminate that information with the rest of the staff as we hoped due to other priorities.</p>	<p> Partially Achieved.</p>	<p>We have 2 out of our 4 teachers leave at the end of 2024 and so that knowledge of Structured Literacy assessments is very limited for the new staff. The goal is to upskill these teachers as soon as possible to understand the importance of SL and how to administer SL assessments effectively. We have PLD with Adrienne kinder early 2024 and have been approved for SL support from MoE which will start in May 2025.</p> <p>We have employed a new DP and her role in kura will be to understand the DIBELS assessment and be able to support the rest of the staff in understanding and implementing the DiBELS assessment at Peria School.</p> <p>We have a new New entrant teacher who is using the phonics screening test to understand where students are in SL and to ensure they get the foundational skills they need in SL to succeed. The non negotiable is that all students will be screened at 20 weeks and 40 weeks at least.</p>
<p>2) Hold regular professional development sessions about structured literacy in staff meetings and with experts to build teacher</p>	<p>a) Literacy leads to incorporating new structured literacy learning into our staff hui and allows for</p>	<p>All staff had professional development in structured literacy through our staff hui, through PLD providers Liz Kane, including workshops, modelling sessions and online learning.</p>	<p> Achieved</p>	<p>We have employed a new DP and her role in kura will be to understand the DIBELS assessment and be able to support the rest of the staff in understanding and implementing the DIBELS assessment at Peria School.</p>

capability.	opportunities for further reflection, discussion and new learning.	Our Literacy lead teacher supported all classroom teachers with upskilling in structured literacy and had professional goals for all students in this space.		We have a new New entrant teacher who is using the phonics screening test to understand where students are in SL and to ensure they get the foundational skills they need in SL to succeed. The non negotiable is that all students will be screened at 20 weeks and 40 weeks at least.
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.	We held a whānau hui about structured literacy and the importance of it. We regularly shared our structured literacy approaches through our newsletters, teacher correspondence with whānau.	 Partially achieved	Due to a change in staffing we have continued to engage with Liz Kane for Structured literacy Professional Development. We have been approved for structured literacy support through the MoE and our first workshops are in May 2025.
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.	All teachers had PGC goals. The Junior school teachers 1-4 were heavily focused on this goal and the senior teachers goals were more about supporting target students with SL interventions.	 Achieved	As above we have PLD in 2025 to support this as it is new learning for 2 out of our 4 teachers in 2025.
5) Structured literacy to be up in running in every classroom across the school, with intervention group opportunities provided for students who need support.	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.	In years 1-6 we had structured literacy programmes operating successfully for our students. In Years 7-8 we had structured literacy supports in place with targeted support for students that required it in those years. The teacher aides were trained to support students in these year levels.	 Achieved	As above due to new staff in 2025 we need to ensure that an emphasis is put on training these teachers to be able to effectively implement a structured literacy approach into their classrooms. We will do this through PLD in staff hui and support from external providers. Peria School is in a PLD cluster with Pompallier and Paparore school in 2024 and receiving additional SL support from Adrienne Kinder.

Aim 2

Introduce and gradually implement an **evidence based approach** to accelerate and support student **mathematics** achievement across the school.


2024 Key Actions	2024 Key Outcomes	Outcomes - What happened	Variance Outcome	Evaluation -where to next
<p>1)Regular professional development sessions will be provided to introduce staff to evidence based Math pedagogy and practice</p>	<p>a) All staff will have a clear understanding of the CPA model. b)PR1ME Maths and other approaches are investigated and resources are used to deliver effective maths programmes in each classroom. c)External PD support is engaged and a plan for supporting staff in Maths pedagogy and practice is developed.</p>	<p>We undertook intensive professional development in Maths through The learner First. This OLD supported teachers to understand how to diagnostically assess students and to plan and implement effective maths programmes in their classrooms.</p> <p>We undertook PRIME training to explore whether this was the explicit approach we wanted to take with our learners. We attended every webinar that PRIME conducted to support teachers to learn the programme in 2024.</p> <p>External PLD was engaged with TLF and Kahui ako support.</p>	<p> Achieved.</p>	<p>With new staff we must ensure that a solid foundation is in place so as to unpack the professional learning we have already undertaken in Maths, again, with staff as part of our staff hui / professional learning at kura.</p> <p>We are utilising Oxford Press Maths resources as our explicit teaching supports. We are aligning this with our TLF tools and the NZC Maths to ensure that we are meeting the needs of all our learners. We need PLD support in Oxford Press resources.</p>
<p>2)Investigate and develop effective assessment tools to gather data and determine the effectiveness of our pedagogical shift.</p>	<p>a) All staff will have a clear understanding of the CPA model. b) Appropriate Maths resources are used to deliver effective programmes in each classroom. c)External PD supports the analysis of data in relation to the effectiveness of our Maths programme in Peria School. d) The 'Peria School Way' of delivering Maths across the school is collaboratively agreed upon and shared with all stakeholders through a Peria School Math Plan.</p>	<p>We have spent a lot of money on PLD in Maths in 2024. We feel like we are getting closer to a Peria Maths Curriculum being finalised, especially now that we have all of the PLD, resources and tools we need to implement this effectively.</p> <p>Some of our teachers are still trying to understand how the new NZC Maths works in practice and how to plan using this tool.</p>	<p> Partially achieved.</p>	<p>New staff starting in 2025 means we need to ensure that they understand the Peria School Maths Curriculum and how we implement maths at our school and the rationale and evidence for this.</p>




<p>3)Purchase new Math resources and upgrade maths materials for use in classrooms.</p>	<p>a)All classrooms will have sufficient maths equipment to run an effective maths programme. b)All teachers are provided with updated teaching manuals. c)Access to selected Maths programmes hard-copy and online resources is available. d)All students have access to workbooks and tools to meet their individual needs e.g PRIME workbooks if these are to be used, Numicon resources if these are to be used.</p>	<p>A range of maths equipment was purchased in 2024.</p> <p>We received the Oxford Press books in 2025.</p> <p>We have access to a wide range of Maths resources and support through TLF, our kahui ako and Oxford Press online and physical textbooks.</p>	 Achieved	<p>Each classroom is well equipped with Maths resources but individual teachers may have individual needs when it comes to tools they need for implementing effective Maths programmes in 2025.</p> <p>We have allowed for a generous budget to support any resources and tools teachers need for their maths programmes in 2025.</p>
<p>4)Staff set PGC Goals around their development and capacity building in Maths.</p>	<p>Key PGC goals around evidence based Maths pedagogy and practice have been set by the end of Term 2, with regular opportunities for reflection and resetting of goals.</p>	<p>Yes this was implemented and teachers did well in building their capacity across the year in Maths.</p>	 Achieved	<p>We will continue with this goal as part of our PGC in 2025.</p>



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	Outcomes - What happened	Variance outcome	Evaluation - where to next
<p>1) Makerspace is planned and implemented effectively and aligns with Inquiry and classroom teaching and learning outcomes.</p>	<p>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</p>	<p>In 2024 Makerspace was an integral part of our Curriculum at Peria School. We had a teacher who had a LAT that ran Makerspace each afternoon with different classrooms across the year.</p> <p>Makerspace was always aligned to our kaupapa (topic). The facilitator did a wonderful job of this.</p>	 Achieved	<p>At the end of 2024 we had to let go of our Makerspace facilitator due to funding. In 2025 we will look to see how we can continue some of the makerspace learning we started, whether through the classroom.</p>

	<p>planning each term.</p> <p>3) Teachers and facilitators collaborate to ensure that the Makerspace outcomes are integrated into their planning.</p>			
<p>2) All students are engaged in a Makerspace Inquiry process for at least one hour per week.</p>	<p>1) All students have weekly sessions in Makerspace, Junior Tech or learning through play.</p> <p>2) Year 7 & 8 students begin to engage in Makerspace as their tech option. (Removal of external provider by end of 2024)</p>	<p>Makerspace ran throughout the week and each class had at least an hour per week.</p> <p>We decided against removing the external providers after feedback from whānau and students on their enjoyment of having that opportunity available.</p>	 Achieved.	<p>We have limited space and no facilitator budget to have makerspace the way that we were running it in 2024. We will investigate other ways to run this including voluntary support.</p>
<p>3) The Makerspace facilitator is well supported and has adequate PD and resources to undertake their role effectively.</p>	<p>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.</p>	<p>The makerspace facilitator did a lot of PD, investigated makerspace through visiting schools, online support, local community involvement and her own professional learning time.</p>	 Achieved	<p>As above</p>
<p>4) The Makerspace is created and resourcing and funding is in place to support the objectives of this programme.</p>	<p>1) A budget is allocated to Makerspace to ensure its smooth operation.</p> <p>2) The Makerspace facilitator / Principal and building manager work collaboratively to ensure a purpose built Makerspace is created in school.</p>	<p>In 2024 we had our school hall converted into the makerspace space. We purchased tools and resources to support the programme as well as being gifted resources such as the 3D printer.</p>	 Achieved	<p>In 2025 we do not have any free space to run makerspace due to class builds and a classroom in the hall.</p>

Aim 1



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

2024 Key Actions	2024 Key Outcomes	Outcomes - what happened?	Variance outcome	Evaluation - where to next?
<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>Due to various changes within the MoE the process took longer than we expected and so in 2024 we were able to complete all paperwork and get the funding for the new builds.</p>	<p> Partially Achieved</p>	<p>Complete removal of classrooms and new builds in 2025</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>We received funding for tennis court resurfacing and also basketball hoops. Due to installation restraints and whether we have to wait until 2025 Summer to install.</p> <p>We have consulted with a playground manufacturer who stated that our original playground has at least 8 years left in it and suggested we upgrade what we have, add some additional equipment to meet the needs of all age ranges and extend the border where necessary to allow for this. So we will look into a staged plan for how we can do this.</p>	<p> Partially achieved</p>	<p>Create a plan for the playground upgrade including equipment that meets the needs and interests of all students.</p>



Aim 2

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


2024 Key Actions	2024 Key Outcomes	Outcomes - what happened?	Variance outcome	Evaluation - where to next?
<p>1)An enviro plan is co-created and implemented with staff, students and whānau with a focus on environmentally sustainable actions.</p>	<p>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.</p>	<p>We undertook a whānau hui and gathered some voice for our enviro plan but there weren't enough people in attendance to make it a true representation of our whānau, staff.</p> <p>We did not manage to complete an enviroplan, although many enviro initiatives were implemented throughout the year and the enviro leader ensured that students and staff were involved in this process and strategic approach through an enviroplan ensured that the actions taken will be more sustainable.</p>	<p> Partially achieved.</p>	<p>Whānau Hui to gather whānau voices to inform our enviro plan moving forward.</p> <p>Meet with Shoda from Enviro schools and Sharee from CBEC to start to develop what our Peria School Enviro plan will look like.</p> <p>Create an enviro committee - led by the Lead Enviro Teacher to ensure that voice is collected and connections are made with the wider community in this space.</p>
<p>2) Peria ākonga will be involved in school and community-wide environment projects.</p>	<p>a) The enviro plan has key dates and events that students can take part in across the year. b) Opportunities and events are</p>	<p>All of the senior classrooms took part in experiencing marine reserves. We did not participate in as many local community enviro events and initiatives as we have in the past.</p>	<p> Partially Achieved.</p>	<p>Ensure we collaborate with the community, hapū, Iwi more on enviro initiatives and projects.</p>

	<p>selected and the Enviro lead and committee ensure that EOTC documentation is completed so ākongā are able to engage in these opportunities.</p> <p>c) Collaboration with hapū and the local community is initiated to ensure ākongā are involved in local environmental projects.</p>			
3) The greenhouse is built and fit for purpose.	<p>a) A plan for the development of the greenhouse is created.</p> <p>b) A contractor is engaged to undertake the build.</p> <p>c) The greenhouse is built within the allocated budget.</p> <p>d) An opening for the greenhouse takes place to coincide with Matariki (June)</p>	The greenhouse was rebuilt through the support of local grants.	 Partially achieved.	<p>Finish the build (interior)</p> <p>Have an opening of a greenhouse.</p>



Aim 1

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



2024 Key Actions	2024 Key Outcomes	Outcomes - what happened?	Variance outcome	Evaluation - where to next?
1) A reciprocal partnership with our local marae and hapū is established to meet the	<p>a) A creatives in school plan is created and shared with key stakeholders.</p> <p>b) Hui are undertaken with Te Paatu ki</p>	Creatives in Schools was a wonderful success which built a foundation for a strong reciprocal partnership between the	 Achieved	Continue to build on our partnership with the marae. Grow opportunities for the marae to engage with school more and

<p>aims of our Creatives in Schools project.</p>	<p>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.</p>	<p>marae and the school. As can be evidenced by the feature on channel one 'good sorts'. We participated in overnight wananga at Kauhanga Marae and when the weather was good we would walk as a kura to Kauhanga Marae and fix up areas and practice te reo me ona tikanga on the Marae.</p> <p>We created a kura tukutuku panel that is showcased in the hall.</p>		<p>continue regularly visits down the Marae.</p>
<p>2) Opportunities for students, staff and whānau to engage in Te Reo me Ōna Tikanga lessons are made available throughout the year.</p>	<p>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.</p>	<p>Many whānau engaged in our wananga and trips to Kauhanga Marae. Some whānau also led the pōwhiri and whaikorero for the first time on the marae.</p> <p>There were many opportunities for PLD in Te Reo across the year through external organisations. Teachers decided on what suited them and we encouraged this through our kahui ako work.</p>	 Achieved	<p>Continue to build our relationships with our whānau on the Marae and through Māori kaupapa.</p>
<p>3) The diverse language, identity and culture of our Peria School Community are celebrated and integrated into planning throughout the year.</p>	<p>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.</p>	<p>As above our reconnection with Kauhanga has encouraged growth in all areas for our students, whānau and staff.</p> <p>Through kaupapa we have encouraged our whānau, students and hāpu to koha their knowledge, skills and cultural gifts to support our learners and our staff to become increasingly more culturally responsive.</p>	 Achieved	<p>Make the celebration and recognition of the diverse language, identity and culture of our students, staff and whānau a priority in our learning programmes and everyday life at Peria School.</p>



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	Outcomes - what happened?	Variance outcomes	Evaluation - where to next?
<p>1) A clear and concise communication plan is developed and implemented.</p>	<p>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.</p>	<p>We changed SMS providers from Etap to Edge in 2024. We had to upskill ourselves in the use of this SMS system and as part of this we learnt how to use all the communication tools available on there.</p> <p>We have now got our communication systems housed in one system.</p> <ol style="list-style-type: none"> 1. Emails sent through Edge 2. Texts sent through Edge 3. The Ipad at the front office links directly to Edge and updates automatically. 4. Edge app is our main communication tool. We have moved away from skool loop. 	<p> Partially achieved</p>	<p>Work alongside whānau to find out the ways in which they prefer to be communicated to. Start to implement strategies based on the information we get from this.</p> <p>Create a survey on which whānau members use what communication tool.</p> <p>Promote the use of the Edge app to ensure we have at least 90 percent uptake for communication at all events and on enrolment.</p> <p>Change our enrolment, transition systems to make sure that we have relevant information on all students, whānau prior to enrolment.</p>
<p>2) There is clear guidance and expectations around the various platforms for sharing communication, information, student learning and events.</p>	<p>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</p>		<p> Not achieved</p>	<p>We have not managed to create a policy yet as we are just learning the purpose of each communication tool. The next phase will be to create a shared understanding of the different platforms and their purpose with staff, whānau and students.</p>



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.

Aim 1

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




2024 Key Actions	2024 Key Outcomes	Outcomes - What happened?	Variance outcome	Evaluation - where to next?
1) A Relational plan is created in consultation with whānau, staff,	a) Hui are undertaken to share the importance of a relational plan and get feedback on what	As a staff we spent a lot of our time in our staff hui over the year looking at trauma informed practices, relationship based learning and ways to	 Partially Achieved	Work alongside whānau, hāpu, community and students to determine what our Peria School relational plan will look like.

students and the wider community	<p>stakeholders would like to see in the plan.</p> <p>b)The plan is crafted and sent out for consultation</p> <p>c)The relational plan is finalised and shared with stakeholders through our information sharing platforms including school docs.</p>	<p>engage with whānau and students in a positive and reciprocal learning way.</p> <p>We held a whānau hui where we shared our view on behaviour as a need not being met.</p> <p>We have not been able to craft a relational plan as a kura yet and will continue to look at this in 2025.</p>		<p>Craft a plan and send it out for feedback.</p> <p>Implement a plan at Peria School as an alternative to our traditional behaviour plan.</p>
2) All stakeholders are aware of the research and evidence behind a relational plan	<p>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.</p>	<p>We held one whānau hui regarding trauma informed, relational planning.</p>	 Not achieved	See above
3)The relational plan is reviewed for effectiveness and amended as needed on a regular basis.	<p>a)The relational plan is available to be consulted on or reviewed by all stakeholders.</p> <p>b)Once finalised the plan is reviewed regularly by staff to check effectiveness.</p>		 Not achieved	See above



Aim 2

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

2024 Key Actions	2024 Key Outcomes	Outcomes - What happened?	Variance outcome	Evaluation - where to next?
<p>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.</p>	<p>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.</p>	<p>Fitness was made a priority and all classrooms were taking part in fitness for at least 15 minutes each morning.</p> <p>PE lessons were planned for and implemented regularly throughout 2024. As can be noted by teacher planning.</p> <p>Students participated in a variety of events inside and outside of the classroom. We had the highest number of student participation in many of our local sporting events last year including athletics and swim sports.</p>	 Achieved	
<p>2) Peria School will engage in at least 3 x external sporting opportunities / physical activities per year outside of school.</p>	<p>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)</p>	<p>Our sports coordinator did a great job of compiling information on what sporting events were available for our students.</p> <p>She also ran sports practices for any upcoming sporting events that students were taking part in such as soccer, swimming, rippa rugby.</p> <p>The teachers looked at upcoming sporting events and included skills that supported that in their fitness and PE sessions.</p>	 Achieved	<p>Ensure that the progress made continues as we lose our sports coordinator this year. Teachers take on various sporting events during the year and lead them and the practices.</p>
<p>3) Health programmes are integrated into teaching and learning across the school.</p>	<p>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.</p>	<p>Health as part of our overall focus on Te Whare Tapa Wha was implemented across the school through our kaupapa, health and PE lessons.</p> <p>We undertook consultation with our community of the health curriculum and created a health statement that was shared with whānau.</p>	 Partially achieved.	<p>Engage with outside organisations to support the development of our health curriculum.</p>