

# Peria School

## Annual Implementation Plan 2025



Curriculum



Environment




Connection




Culture

# Annual Aims 2025


	Aim 1	Aim 2	Aim 3
<p><b>Akoranga / Curriculum</b></p> <p>A responsive, student and future focused, culturally responsive curriculum that engages, challenges and inspires all akōnga.</p>	<ul style="list-style-type: none"> <li>Strengthening teaching and learning with evidence based pedagogy and practices.</li> </ul>	<ul style="list-style-type: none"> <li>To give effect to Te Tiriti o Waitangi by ensuring all plans, policies and local curriculum reflect local tikanga, matauranga Maori and te reo Maori through the utilisation of Te Whare Tapa Wha.</li> </ul>	
	<b>Aim 1</b>	<b>Aim 2</b>	
<p><b>Taiao / Environment</b></p> <p>An attractive, modern, well resourced, environmentally sustainable environment that mirrors the diverse community and Hāpu of Te Paatu ki Kauhangā.</p>	<ul style="list-style-type: none"> <li>Ensuring all buildings, bathrooms, interior spaces are renovated as per our 5YA/10YPP.</li> </ul>	<ul style="list-style-type: none"> <li>Providing ongoing and consistent environmental learning opportunities so students can be involved in sustainable practices in school and in the community.</li> </ul>	
	<b>Aim 1</b>	<b>Aim 2</b>	
<p><b>Hononga / Connection</b></p> <p>An empowered and engaged school community.</p>	<ul style="list-style-type: none"> <li>Regularly hui with whānau Māori and our community to whakamana their voice and contribution to our kura.</li> </ul>		
	<b>Aim 1</b>	<b>Aim 2</b>	
<p><b>Ahurea / Culture</b></p> <p>A welcoming, safe and inclusive culture</p>	<ul style="list-style-type: none"> <li>Provide our students with responsive support and programmes of enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure at least 80% of Peria School students are attending at least 90% or more of the time.</li> </ul>	

Strategic Foci: We aim to have...	Strategic Outcome: So that...			
	Peria School students are making consistent progress and achieving within or above their curriculum expectation.			
Strategic Aim: We do this by...	Strengthening teaching and learning with evidence based pedagogy and practices.			
What do we expect to see by the end of the year?	<ul style="list-style-type: none"> <li>We expect to see at least 70% of students working at or beyond their curriculum expectation in Reading. 65% of Māori students are working at or above in Reading.</li> <li>70% working at or beyond their curriculum expectation in Writing. 60% of Māori students are working at or above in writing.</li> <li>70% working at or beyond their curriculum expectation in Maths. 60% of Māori students are working at or above in Maths.</li> </ul>			
Links to Board Objective in relation to Section 127 Education Act 2020 & Education requirements	<p>127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement;  127 (1) (d) achieving equitable outcomes for Māori students.  127 (2) (b) have particular regard to the statement of national education and learning priorities issued under section 5; and</p> <ul style="list-style-type: none"> <li>give effect to its obligations in relation to</li> <li>any foundation curriculum statements, national curriculum statements, and national performance measures; and</li> <li>teaching and learning programmes; and</li> <li>monitoring and reporting students' progress</li> </ul>			
2025 Key Actions (what are we going to do?)	2025 Key Outcomes (How are we going to do this?)	Who & Timeframe (Is responsible)	Resources required	Review / Evaluation
<b>1) Continue to embed the use of evidence based assessment tools to guide teaching and learning programmes</b>	<p>a) All staff to undertake professional development on how to confidently administer assessments to measure progress in literacy - Phonics screening / DIBELS / P.A.T / e-asTTle</p> <p>b) Teachers will show growing confidence in aligning their teaching and learning programmes to the Aotearoa NZC to be able to make sound and accurate curriculum judgements.</p> <p>c)Term 1 - Literacy Lead to investigate comparative assessments such as DIBELS</p> <p>d)Term 2 - All teachers to undertake PD with literacy leads and facilitators to effectively analyse assessment data.</p>	<p>Literacy Lead / Classroom Teachers / Principal</p> <p>Term 1-4</p>	<p>Current assessments purchased and available for teachers to use.</p>	<p>July / Dec - prior to report writing</p>

<p><b>2) Hold regular professional development sessions on Literacy and Mathematics and Statistics in staff meetings and with experts to build teacher capability.</b></p>	<p>a)Curriculum leads to incorporating new structured literacy and explicit Math learning into our staff hui and allows for opportunities for further reflection, discussion and new learning.</p>	<p>Literacy Lead / Principal /Classroom Teachers Term 1-4</p>	<p>PLD providers are utilised, funded by school and MoE.</p>	<p>July / Dec</p>
<p><b>3) Communicate and share Literacy and Mathematics &amp; Statistics approaches regularly to the school community.</b></p>	<p>a)Regular updates, videos, information to be shared in a variety of ways. See communication plan for ways of sharing with our community.</p>	<p>Literacy Lead / Classroom Teachers / Principal Term 1-4</p>		<p>July / Dec</p>
<p><b>4) Staff set PGC goals around development and capability building in literacy and Mathematics.</b></p>	<p>a)PGC goal on Literacy and Mathematics to be set by the end of Term 1 with Principal and Curriculum leads based on next steps.</p>	<p>Literacy Lead / Principal / Classroom Teachers Week 7 Term 1 - Set Goals Term 1-4</p>		<p>At Least once a term with principal and Curriculum lead as part of PLG.</p>
<p><b>5) Structured Literacy and Explicit Mathematics &amp; Statistics approaches to be evidenced throughout each classroom.</b></p>	<p>a)Every child across the school is explicitly taught through a structured literacy instructional approach (LLLL) and explicit Mathematics approach (TLF &amp; Oxford university press) 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.</p>	<p>Literacy Lead / Principal / Classroom Teachers  Term 2-3 Progress outcomes developed  Term 2-4 All staff (Kaiawhina) to undertake PD with literacy lead on SL.</p>	<p>Oxford University press books for students and an online platform operational for all teachers.  All materials required to explicitly teach in each class.</p>	<p>July / Dec</p>

Strategic Foci: We aim to have...	Strategic Outcome: So that...			
	Peria School students are making consistent progress and achieving within or above their curriculum expectation.			
Strategic Aim: We do this by...	<ul style="list-style-type: none"> <li>To give effect to Te Tiriti o Waitangi by ensuring all plans, policies and local curriculum reflect local tikanga, matauranga Maori and te reo Maori through the utilisation of Te Whare Tapa Wha.</li> </ul>			
What do we expect to see by the end of the year?	<ul style="list-style-type: none"> <li>A school wide Te Reo me ona Tikanga Māori strategy is developed alongside whānau, hāpu &amp; the school community with a scope and sequence that teachers are able to easily implement.</li> <li>Classrooms are rich in Te Reo me ona tikanga e.g. Te reo māori enriches all classrooms, visually and orally. Tikanga māori use is normalised and used daily e.g. karakia, waiata, rangatiratanga.</li> <li>Te Whare Tapa wha used as a framework to support all learners e.g. IEP with Te Whare Tapa wha focus, kaupapa (inquiry) rich in the use of TPW to support and engage all learners.</li> </ul>			
Links to Board Objective in relation to Section 127 Education Act 2020 & Education requirements	<p>127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement;  127 (1) (d) the school gives effect to Te Tiriti o Waitangi, including by—</p> <ul style="list-style-type: none"> <li>working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</li> <li>taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</li> <li>achieving equitable outcomes for Māori students.</li> </ul>			
2025 Key Actions (what are we going to do?)	2025 Key Outcomes (How are we going to do this?)	Who (Is responsible)	Resources required	Review
<b>1. Ensure continuous learning opportunities between kura and Kauhanga Marae continue</b>	<p>a) Continue to create learning opportunities alongside Kauhanga Marae that ensure rich relationships between the kura and Marae e.g. Kauhanga Marae are implementing a Mara kai (gardens) and would like to work with Peria School to develop these in 2025.</p> <p>b) Wananga are planned for and implemented throughout the year at Kauhanga Marae including a Matariki wananga.</p> <p>c) Continuous and regular visits to the marae to support any kaupapa they have or any mahi that is needed at Kauhanga (awhi atu, awhi mai)</p>	Cultural lead, teachers, principal.	<p>Hāpu expertise may be drawn upon to support this kaupapa.</p> <p>Budget to implement wananga. (Board funded)</p>	End of Each term
<b>2. All teachers take part in Te Reo Māori learning through the utilisation of localised resources, whānau, marae and our cultural lead.</b>	<p>a)The Cultural lead to gauge current teacher knowledge in relation to Te Reo Māori and support through staff hui the development of Te reo in our kura.</p> <p>b) Cultural lead to share any Te Reo māori courses available for teachers throughout the year.</p> <p>c) Work alongside our hāpu to ensure that kupu māori are localised.</p> <p>d) An expectation of te reo māori use and visual aides across all classrooms.</p>	Cultural lead, teachers, principal.	Professional development opportunities for Cultural lead and teachers were applicable.	<p>Start of Term 2 - CL to assess using a rubric teacher Te Reo knowledge.</p> <p>Review End of Term 2, End of Term 4</p>

	e) Opportunities for Kaiawhina (Teacher aides) to increase their Te reo māori use are given throughout the year.			
<b>3. To increase kaupapa Māori practices across the school</b>	a)The Cultural lead to gauge current teacher knowledge in relation to kaupapa māori practices e.g. Tikanga and support through regular engagement and mini lessons in staff hui. b) Be led by our hāpu on what Tikanga should look like at Peria School. c) Have an expectation of daily tikanga use at Peria School.	Cultural lead, teachers, principal.		Start of Term 2 - CL to assess using a rubric teacher Te Reo knowledge.  Review End of Term 2, End of Term 4
<b>4. Continue to engage in Kahui Ako and implement Tu Tangata Marama effectively with high level support from our WSL.</b>	a)The WSL to ensure that we are meeting our obligations and achievement challenge goals throughout the year. b) Be clear on what Tu Tangata Marama looks like at Peria School and be able to evidence progress in this area each term. c) Engage in the Kahui hui and Cluster Hui and support the Year 6 wananga preparations at the end of each year.	Within School Lead / Cultural lead	Kahui ako supports Kahui across the school lead.	Within school lead to review in staff hui - 1 x each term.
<b>5. Utilise Mason Durie's Te Whare Tapa Wha to ensure the holistic teaching and learning of Te Reo me ona tikanga across the kura.</b>	a)Utilise Te Whare Tapa wha throughout our kura in teaching and learning e.g. as our IEP model and support for our PGC with teachers. b) Teachers use Te Whare Tapa in the classroom to build on wellbeing practices and learning opportunities.	Teachers / senior leadership	Release for SENCo to create frameworks based on Te whare tapa wha.	Start of Term 2, Term 3, Term 4

Strategic Foci: We aim to have...	Strategic Outcome: So that...			
	Peria School has high-quality learning spaces where students are comfortable, safe and can learn at their best.			
Strategic Aim: We do this by...	Ensuring all buildings, bathrooms, interior spaces are renovated as per our 5YA/10YPP.			
What do we expect to see by the end of the year?	Completed senior block and landscaping, All current classrooms are fit for purpose and modernised. The playground has been upgraded and preparation is underway for a whole school repaint.			
Links to Board Objective in relation to Section 127 Education Act 2020 & Education requirements	127 (1) (b) is a physically and emotionally safe place for all students and staff; (c)the school is inclusive of, and caters for, students with differing needs; and (2) (c)perform its functions and exercise its powers in a way that is financially responsible			
2025 Key Actions (what are we going to do?)	2025 Key Outcomes (How are we going to do this?)	Who (Is responsible)	Resources required	Review
<b>1. Work with MoE and LM Consulting to complete MoE funded builds - Senior Block</b>	a)Senior Block completed b)Landscaping in this area is to be completed including moving the bike track container to allow a view for the classrooms. c)All classroom maintenance completed.	LM Consulting / MoE / BoT / Principal	MoE resourcing and funding.	
<b>2. Continue to develop outdoor spaces to give students interesting, safe and engaging places to learn and play in.</b>	a) Align to enviro plan to ensure all outdoor spaces that reflect the diversity and cultural significance of our school and community. b) The playground upgrade is planned and funding is sought to create a safe, engaging and vibrant play space that caters for the needs of all our students. c) Current learning spaces are maintained and utilised effectively e.g. fruit forest - use of fruit for enviro.	BoT / Principal / Funding Manager	Funding for equipment / resources	Start of Term 2 - End of Term 2  1 x Term 3 & 4
<b>4. Plan for the whole school external paint and colour scheme chosen.</b>	a)Work with LM Consulting to create a plan for our whole school repaint. b)Colour schemes decided upon based on our rebrand and feedback from our kaupapa on identity in Term 2 c)Get quotes from contractors for painting.	LM Consulting / MoE / BoT / Principal	Funding for paint contract - Board funded	Term 3 & 4

Strategic Foci: We aim to have...	Strategic Outcome: So that...
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Peria School has high-quality learning spaces where students are comfortable, safe and can learn at their best.

Strategic Aim: We do this by...	Providing ongoing and consistent environmental learning opportunities so students can be involved in sustainable practices in school and in the community.
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What do we expect to see by the end of the year?	A clear and concise Enviro plan is developed which includes multiple voices (students, whānau, staff, hāpu & the wider community) which reflects our mission, vision and values for a sustainable future.
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Links to Board Objective in relation to Section 127 Education Act 2020 & Education requirements	127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement; (c)the school is inclusive of, and caters for, students with differing needs; and (i)is a physically and emotionally safe place for all students and staff;
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2025 Key Actions (what are we going to do?)	2025 Key Outcomes (How are we going to do this?)	Who (Is responsible)	Resources required	Review
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1. An enviro plan is created that includes all stakeholder voice and school strategic mission, vision and values.	a)Stakeholder voice is collected through a variety of platforms e.g. surveys, whānau hui, hāpu engagement, community workshops. b) The enviro lead to work alongside Shoda (enviroschools) and Sharee (CBEC) to create a cohesive Enviro plan that will ensure that our journey is documented in preparation for presenting as evidence to support our Silver Enviro award.	Enviro lead / Principal	Enviro budget to support plan development	Start of Term 2  2 x each term
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2. The enviro plan is consistently monitored by the Enviro lead and opportunities to engage with hāpu and the wider community are regularly sought.	a)The enviro lead to update on progress to the principal (1 x per term) and all stakeholders (at least 1 x per term) and BoT (each board meeting- monthly) b) The enviro lead to share the completed enviro plan with all stakeholders and to hold at least 1 x whānau hui per term on enviro plan and updates. c) Implementation and ownership of the enviro plan to be the whole school. For all staff, students and whānau to feel like they are part of the enviro plan and have roles and responsibilities within the plan to achieve.	Enviro lead / Principal		Termly - at least 2 x per term.  Board updates each month on progress towards the plan.
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Strategic Foci: We aim to have...	<b>Strategic Outcome: So that...</b>			
	Peria School has meaningful, mana enhancing, reciprocal relationships with whānau, hāpu and the wider community.			
Strategic Aim: We do this by...	Regularly hui with whānau Māori and our community to whakamana their voice and contribution to our kura.			
What do we expect to see by the end of the year?	Whānau Māori voice is reflected in all aspects of our kura, including strategic planning, teaching and learning programmes and everyday operations.			
Links to Board Objective in relation to Section 127 Education Act 2020 & Education requirements	<p>127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement;  127 (1) (d) the school gives effect to Te Tiriti o Waitangi, including by—</p> <ul style="list-style-type: none"> <li>• working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</li> <li>• taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</li> <li>• achieving equitable outcomes for Māori students.</li> </ul>			
2025 Key Actions (what are we going to do?)	2025 Key Outcomes (How are we going to do this?)	Who (Is responsible)	Resources required	Review
1. Ask whānau how they would like to engage with our kura. Collect feedback to inform whānau hui strategies.	a) Get feedback from whānau on ways they like to meet with us as a kura e.g. parent interviews, whānau hui in the evenings, morning tea catch ups, at the marae? b) Collate that information to plan for opportunities in a proactive and timely manner.	Cultural lead / Principal	Access to platforms and tools to collect and collate feedback	Start of Term 2 - implement feedback collection  End of Term 2 - Collate feedback and have one strategy implemented
2. Use the feedback to plan for whānau hui opportunities in and out of school and develop ways in which we hui with whānau.	a) use the feedback to create a coherent plan that captures the needs of our whānau for engagement. b) Ensure that the opportunities are seen as 'worthwhile' for whānau, hāpu and our community. c) Build on those relationships and nurture those connections so that we build long standing partnerships. d) Make sure that we act upon any feedback we are given in a timely and proactive manner.	Cultural lead / Principal	Budget for whānau hui including resources / kai	End of Term 2 - Plan for 2 engagements in Term 3 and Term 4 at least.  Review after each engagement.

Strategic Foci: We aim to have...	Strategic Outcome: So that...			
 <p>Ahurea / Culture A welcoming, safe and inclusive culture</p>	Peria School students are learning in an environment that is responsive to their individual needs.			
Strategic Aim: We do this by...	Providing our students with responsive support and programmes of enrichment.			
What do we expect to see by the end of the year?	All students who are at risk of not achieving or working beyond expectation have clear plans in place working within a Te Whare tapa wha framework. Those students working towards their curriculum expectation are target students and teachers have progress plans in place which they review consistently throughout the year.			
Links to Board Objective in relation to Section 127 Education Act 2020 & Education requirements	<p>127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement;</p> <p>(b) (i) is a physically and emotionally safe place for all students and staff; and</p> <p>(c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>(d) the school gives effect to Te Tiriti o Waitangi, including by—</p> <ul style="list-style-type: none"> <li>• working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</li> <li>• taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</li> <li>• achieving equitable outcomes for Māori students.</li> </ul>			
2025 Key Actions (what are we going to do?)	2025 Key Outcomes (How are we going to do this?)	Who (Is responsible)	Resources required	Review
1) Clear IEP / IBP Plans (Whare tapa wha) are in place for all students AR or WB in all curriculum areas.	<p>a) Teachers work alongside the SENCO to create individual plans for those students who are at risk of not achieving curriculum expectation and those students working Well beyond.</p> <p>b) Those plans are created in a Whare tapa wha framework and in partnership with that students whānau.</p> <p>c) The goals and targets for those students are monitored regularly by the teachers and SENCO, with reviews held termly with whānau on progress to date and review of goals.</p> <p>d) The progress of AR and WB students is monitored and reported to the Principal each term.</p>	<p>Teachers / SENCO / Senior leadership</p> <p>Term 1-4</p>	<p>Release for teachers to support plans.</p> <p>Release for SENCO to create plans.</p>	1 x per term

2) Teachers have identified target students throughout the year who are those students working towards curriculum expectation in Reading, Writing and Math.	<p>a) Teachers use assessment (formative and summative) to identify target students in Reading, writing and Math.</p> <p>b) Teachers create goals and progress plans for these students based on their learning needs.</p> <p>c) Target student information is shared during staff hui and with the senior leadership team in Professional Growth hui.</p> <p>d) The progress of target students is monitored and reported upon to the Principal and BoT each term.</p>	Teachers / SENCO / Senior leadership  Term 1-4		<p>Targets selected Term 2 2025</p> <p>Targets are monitored regularly as part of our staff hui. Feedback from teachers at least 3 x per term.</p>
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Strategic Foci: We aim to have...	<b>Strategic Outcome: So that...</b>
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	Peria School students are learning in an environment that is responsive to their individual needs.
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Strategic Aim: We do this by...	Ensure at least 80% of Peria School students are attending at least 90% or more of the time.
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What do we expect to see by the end of the year?	Improvement of attendance as we work towards the goal of 80% of Peria School students attending 90% or more of the time.
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Links to Board Objective in relation to Section 127 Education Act 2020 & Education requirements	<p>127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement;</p> <p>(b) (i) is a physically and emotionally safe place for all students and staff; and</p> <p>(c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>(d) the school gives effect to Te Tiriti o Waitangi, including by—</p> <ul style="list-style-type: none"> <li>• working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</li> <li>• taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</li> <li>• achieving equitable outcomes for Māori students.</li> </ul>
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2025 Key Actions (what are we going to do?)	2025 Key Outcomes (How are we going to do it?)	Who (Is responsible)	Resources required	Review
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1. Create an Attendance strategy based on the MoE STAR (stepped attendance response) and Peria Schools policy and	<p>a) Create a simple attendance strategy (flowchart) with support materials to ensure that all stakeholders have a clear sense of what we are trying to achieve with our attendance, how this will happen and all stakeholders roles and responsibilities.</p> <p>b) Evaluate the effectiveness of our various strategies to support school attendance</p>	Senior leadership Classroom Teachers / Principal	Online resources from MoE on attendance and attendance strategies.	By end of Term 2 - Attendance strategy created and implemented.
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procedures for attendance.	and students being on time. Do more of what works and less of what doesn't. Senio			Review Termly
2. Actively track class attendance on a twice term basis to determine where support is needed.	a) Literacy leads to incorporating new structured literacy learning into our staff hui and allows for opportunities for further reflection, discussion and new learning.	Senior Leads / Principal / Classroom Teachers	Tracking through Edge SMS	2 x Term
3. Use MoE attendance matters data to identify schoolwide trends.	a) Use of attendance matters data is used to identify trends and patterns to ensure that we are responsive to what the data is telling us and use it to inform our Attendance strategy.	Principal / DP		
4. Actively promote and celebrate good attendance habits and students being on time.	a) Gauge restorative and encouraging ways to attend to student absences and lateness that uphold the mana of the child, whānau and staff. b) Get students and whānau voice on what works for them to encourage positive attendance habits. c) Ensure that we listen to student and whānau voices in relation to the connection between teaching, learning and attendance.	Principal / DP / Teachers	Budget for promotion and celebration purposes.	4 x per term



