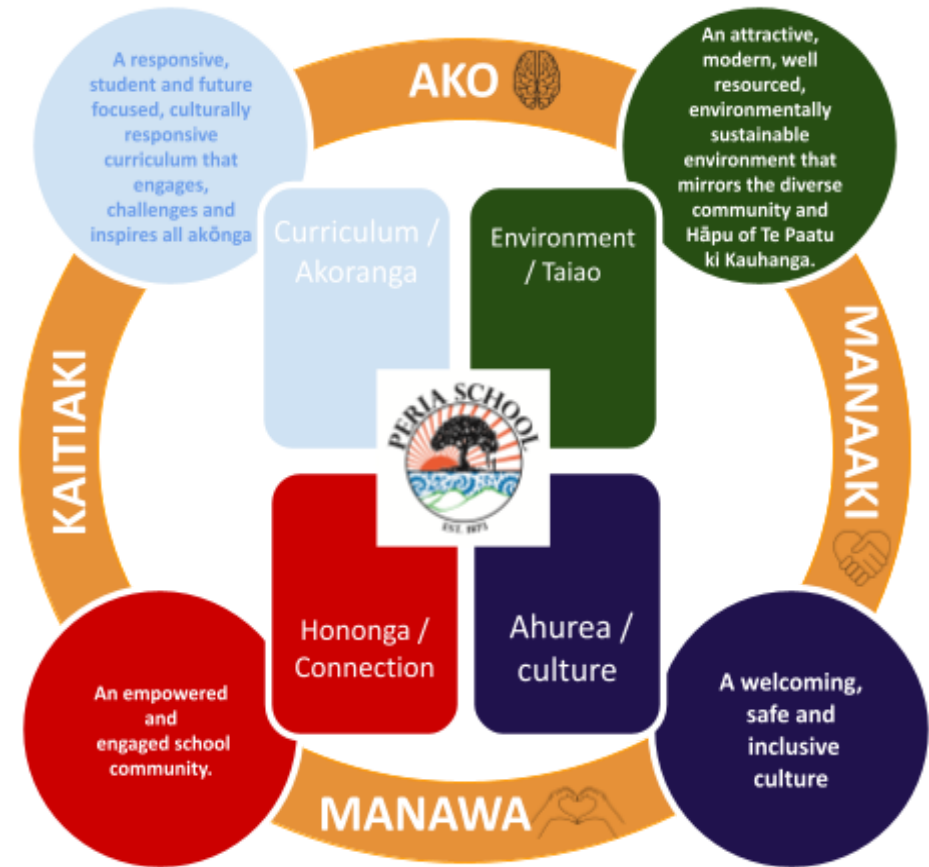


Peria School

Annual Implementation Plan

2026



Curriculum



Environment



Connection



Culture

Annual Aims 2026

	Aim 1	Aim 2	Aim 3
<p>Akoranga / Curriculum</p> <p>A responsive, student and future focused, culturally responsive curriculum that engages, challenges and inspires all ākonga.</p>	<ul style="list-style-type: none"> Enhance consistency and quality of teaching practices across Reading, Writing, and Mathematics. 	<ul style="list-style-type: none"> Develop and implement an integrated, school-wide approach to the refreshed curriculum that ensures depth, alignment, and full coverage across all learning areas. 	<ul style="list-style-type: none"> Strengthen the use of assessment tools and practices to ensure consistency, reliability, and improved tracking of student progress.
	Aim 1	Aim 2	
<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>	<ul style="list-style-type: none"> Develop and implement a clear enviro vision and action plan that guides sustainable practices and environmental learning across the kura. 		
	Aim 1	Aim 2	
<p>Hononga / Connection</p> <p>An empowered and engaged school community.</p>	<ul style="list-style-type: none"> Grow culturally responsive relationships with Māori and Pasifika ākonga, whānau, and the wider community to strengthen engagement and participation in school life. 		
	Aim 1		

<p>Ahurea / Culture</p> <p>A welcoming, safe and inclusive culture</p>	<ul style="list-style-type: none"> Ensure at least 80% of Peria School students are attending at least 90% or more of the time. 		
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Strategic Foci: We aim to have... **Aim 1**

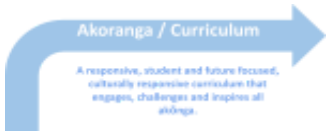
<p>Akoranga / Curriculum</p> <p>A responsive, student and future focused, culturally responsive curriculum that engages, challenges and inspires all ākonga.</p>	<p>Enhance consistency and quality of teaching practices across Reading, Writing, and Mathematics</p>
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2026 Key Actions (what are we going to do?)	2026 Key Outcomes (How are we going to do this?)	Who & Timeframe (Is responsible)	Resources required	Review / Evaluation
<p>1) Develop and agree on clear, schoolwide expectations and progressions for Reading, Writing, and Mathematics aligned to the refreshed NZ Curriculum.</p>	<p>Key Outcome: Consistent teaching expectations across all classrooms, with clear understanding of what achievement looks like at each level.</p> <ul style="list-style-type: none"> Co-construct progressions aligned to the refreshed NZ Curriculum Unpack expectations in staff hui with exemplars Use these to guide planning, teaching, and assessment Ensure visibility of progressions in classrooms and planning documents 	<p>Principal Curriculum Leads Teachers</p> <p>Term 1–2 (development), Term 3–4 (embedding)</p>	<p>NZC refreshed documents, progressions, exemplars, release time for staff hui</p>	<p>End of Term 2, End of Term 4</p>
<p>2) Provide targeted professional learning and coaching to strengthen teacher capability in structured literacy and explicit mathematics teaching.</p>	<p>Key Outcome: Increased teacher capability and confidence in structured literacy and explicit mathematics teaching.</p> <ul style="list-style-type: none"> Deliver ongoing PLD through staff hui and external facilitators Use lead teachers to model effective practice 	<p>Principal, Curriculum Leads, External PLD Facilitators</p> <p>Ongoing across all terms</p>	<p>PLD funding, external facilitators, release time, professional readings</p>	<p>End of each term (PLD impact check)</p>

	<ul style="list-style-type: none"> ● Provide in-class coaching and observation opportunities ● Create space for reflection and professional dialogue (Professional Growth Cycle) 			
3) Implement regular moderation and collaborative planning to ensure consistent teacher judgements and practice across classrooms.	Key Outcome: Improved consistency and reliability of teacher judgements across the school. <ul style="list-style-type: none"> ● Schedule regular moderation sessions (at least twice per term) ● Use agreed assessment tools and shared exemplars ● Plan collaboratively in teams to align teaching approaches ● Use moderation outcomes to inform next teaching steps 	Curriculum Leads, All Teachers Ongoing (minimum twice per term)	Assessment tools (PAT, DIBELS, SMART), moderation exemplars, meeting time	Mid-year (Term 2), End of Year (Term 4)
4) Establish termly data tracking and inquiry cycles to monitor student progress and inform responsive teaching.	Key Outcome: Teaching is responsive to student needs, with clear evidence of progress and acceleration. <ul style="list-style-type: none"> ● Track target and priority learners each term ● Use data to inform teacher inquiry cycles ● Discuss progress in staff hui and leadership meetings ● Report progress to leadership and Board regularly 	Principal, SENCO, Curriculum Leads, Teachers Termly cycles (Terms 1–4)	Student management system (EDGE), assessment data, tracking templates	End of each term (data check and reporting)
5) Strengthen lead teacher roles to model effective practice, support colleagues, and ensure ongoing consistency across the kura.	Key Outcome: Sustainable internal capability with strong leadership driving consistent practice across the kura. <ul style="list-style-type: none"> ● Clearly define roles and expectations for lead teachers ● Allocate time for coaching, modelling, and support ● Use lead teachers to facilitate staff hui and PLD ● Monitor impact of leadership on teaching practice and student outcomes 	Principal, Curriculum Leads (Lead Teachers) Term 1 (role clarity), ongoing implementation	Release time, leadership PLD, clear role descriptions	Review Dates: End of Term 2, End of Term 4

Strategic Foci: We aim to have...


AIM 2



Develop and implement an integrated, school-wide approach to the refreshed curriculum

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
<p>1) Develop a clear, localised curriculum framework that outlines how all learning areas are integrated and taught across the kura.</p>	<p>Key Outcome: A documented Peria School curriculum that reflects local context, ensures coverage across all learning areas, and provides clarity for teachers and whānau.</p> <ul style="list-style-type: none"> • Work with staff, whānau, and hāpu to gather input • Align with refreshed NZ Curriculum expectations • Define what learning looks like at each phase/year level • Document and share the curriculum with all stakeholders 	<p>Principal, Curriculum Leads, All Teaching Staff</p>	<p>Staff meeting time, whānau hui time, NZC documents, facilitation support if required</p>	<p>End of Term 2 (draft), End of Term 4 (final review)</p>
<p>2) Provide professional learning and collaborative planning time for teachers to unpack and implement the refreshed curriculum.</p>	<p>Key Outcome: Teachers have a strong understanding of the refreshed curriculum and confidence in implementing it consistently.</p> <ul style="list-style-type: none"> • Allocate regular staff hui time for curriculum unpacking • Engage in PLD and use internal expertise (curriculum leads) • Provide opportunities for team planning and sharing practice • Use real classroom examples to support understanding 	<p>Principal, Curriculum Lead</p>	<p>PLD funding, staff meeting time, release time for collaboration</p>	<p>Ongoing – reviewed each term</p>
<p>3) Establish consistent planning expectations and templates to ensure alignment and coverage across all learning areas.</p>	<p>Key Outcome: Planning across the kura is consistent, aligned, and clearly shows coverage of all learning areas.</p> <ul style="list-style-type: none"> • Develop and agree on schoolwide planning 	<p>Principal, Curriculum Leads</p>	<p>Planning templates, staff hui time, digital planning platforms</p>	<p>End of Term 1 (implementation), End of Term 3 (review and refine)</p>

	<ul style="list-style-type: none"> templates Clearly outline expectations for planning and documentation Monitor planning through leadership and team discussions Refine templates based on teacher feedback and effectiveness 			
4) Integrate kaupapa (inquiry learning) across the curriculum to support depth, relevance, and student engagement.	<p>Key Outcome: Students experience rich, connected learning that is meaningful, culturally responsive, and engaging.</p> <ul style="list-style-type: none"> Design inquiry units that integrate multiple curriculum areas Incorporate local contexts, te ao Māori, and student voice Support teachers to plan integrated learning experiences Share successful inquiry approaches across the kura 	Teachers, Curriculum Leads	Planning time, local resources, community and hāpu input	Mid-year (Term 2) and End of Year (Term 4)
5) Review and refine curriculum implementation through ongoing reflection, feedback, and student outcomes.	<p>Key Outcome: The curriculum is responsive, effective, and continuously improving based on evidence and feedback.</p> <ul style="list-style-type: none"> Use student achievement data and feedback to evaluate impact Gather teacher, student, and whānau voice Review progress each term at staff and leadership level Make adjustments to curriculum delivery as needed 	Principal, Curriculum Leads, Teachers	Assessment data, survey tools, staff meeting time	End of each term

Strategic Foci: We aim to have...	Aim 3			
	Goal: Strengthen the use of assessment tools and practices			
2026 Key Actions (what are we going to do?)	2026 Key Outcomes (How are we going to do this?)	Who & Timeframe (Is responsible)	Resources required	Review / Evaluation
Develop and implement a schoolwide assessment schedule and clear guidelines for Reading, Writing, and Mathematics.	Key Outcome: Assessment across the kura is consistent, timely, and aligned to agreed expectations. <ul style="list-style-type: none"> ● Develop a clear assessment schedule ● Agree on tools and expectations ● Share and monitor implementation 	Principal (Ari), Curriculum Leads (Literacy & Maths), All Teachers	NZC refreshed documents, agreed assessment tools (e-asTTle, PAT, Phonics checks), assessment schedule template, release time for staff hui	End of Term 1 – Draft schedule and tools agreed End of Term 2 – Implementation check End of Term 4 – Full evaluation of effectiveness
Provide targeted professional learning to strengthen teacher capability in using, analysing, and responding to assessment data.	Key Outcome: Teachers confidently use assessment tools to inform teaching and learning. <ul style="list-style-type: none"> ● Deliver focused PLD sessions ● Use curriculum leads to support staff ● Provide opportunities to practise and reflect 	Principal, Curriculum Leads, External PLD Facilitators	PLD funding, external facilitators, staff hui time, professional readings, release time for coaching/observations	End of each term – PLD impact check (teacher confidence and practice) Mid-year (Term 2) – Review of changes in teacher practice End of Term 4 – Evaluation of impact on student outcomes
Establish consistent moderation and tracking systems to ensure reliable judgements and regular monitoring of student progress.	Key Outcome: Teacher judgements are reliable and student progress is regularly tracked and responded to. <ul style="list-style-type: none"> ● Hold regular moderation sessions ● Use shared tracking systems ● Review data termly to inform next steps 	Curriculum Leads, SENCO, Principal, All Teachers	Assessment tools, moderation exemplars, EDGE/student management system, tracking templates, allocated meeting time	Ongoing – Moderation twice per term End of each term – Data tracking and progress review End of Term 2 & Term 4 – Overall consistency and impact evaluation


Strategic Foci: We aim to have...

Strategic Outcome: So that...




Develop and implement a clear enviro vision and action plan that guides sustainable practices and environmental learning across the kura.

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
<p>1. Develop a shared enviro vision aligned to the kura values</p>	<p>Key Outcome: A clear, culturally grounded enviro vision that reflects the values and aspirations of the kura and community.</p> <ul style="list-style-type: none"> ● Gather voice from students, staff, whānau and hāpu through hui and surveys ● Work alongside Kauhanga Marae to ensure localised and culturally responsive direction ● Co-construct and share the enviro vision with all stakeholders 	<p>LM Consulting / MoE / BoT / Principal</p>	<p>Principal (Ari), Enviro Lead, Cultural Lead, Hāpu/Whānau</p>	<p>End of Term 1&2 – Voice gathered and draft vision developed</p> <p>End of Term 3 – Vision finalised and shared</p>
<p>2. Create and implement a schoolwide enviro action plan</p>	<p>Key Outcome: A cohesive plan that guides sustainable practices and environmental learning across the kura.</p> <ul style="list-style-type: none"> ● Work with Enviroschools and CBEC to develop a structured action plan ● Align actions to existing practices (4 R's, greenhouse, composting, mara kai) ● Define roles and responsibilities for staff, students, and whānau 	<p>Enviro Lead, Principal, Enviroschools (Shoda), CBEC (Sharee), Staff</p>	<p>Enviroschools framework, CBEC support, planning templates, time for collaboration, materials for enviro initiatives</p>	<p>End of Term 2 – Action plan developed</p> <p>End of Term 3 – Implementation check</p> <p>End of Term 4 – Evaluation of progress toward goals</p>
<p>3. Embed environmental practices and learning across the school</p>	<p>Key Outcome: Sustainable practices and environmental learning are visible, consistent, and integrated across the kura.</p> <ul style="list-style-type: none"> ● Integrate enviro learning into kaupapa (inquiry) planning ● Use outdoor spaces (fruit forest, gardens, bush areas) as learning environments ● Regularly review and celebrate progress with the kura and community 	<p>Enviro Lead, All Teachers, Students, Caretaker, Whānau</p>	<p>Outdoor learning spaces (gardens, fruit forest, bush areas), greenhouse, compost systems, teaching resources, student leadership opportunities</p>	<p>Ongoing – Informal monitoring through staff hui</p> <p>End of each term – Progress check</p> <p>End of Term 4 – Whole school evaluation.</p>

Strategic Foci: We aim to have...	Strategic Outcome: So that...			
 <p>Hononga / Connection An empowered and engaged school community.</p>	<ul style="list-style-type: none"> Grow culturally responsive relationships with Māori and Pasifika ākonga, whānau, and the wider community to strengthen engagement and participation in school life. 			
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. Strengthen partnerships with whānau and hāpu	<p>Key Outcome: Whānau and hāpu feel valued, heard, and actively engaged in kura life.</p> <ul style="list-style-type: none"> Hold regular, purposeful hui (at school and marae) that reflect whānau preferences Create multiple ways for whānau to engage (kanohi ki te kanohi, digital, informal) Actively seek and respond to whānau voice in a timely and visible way. 	Principal (Ari), Cultural Lead, All Staff, Hāpu/Whānau	Hui budget (kai/hosting), survey tools, communication platforms (email, apps), release time for engagement	<p>End of Term 1 – Whānau voice gathered</p> <p>End of Term 2 – Engagement opportunities reviewed</p> <p>End of Term 4 – Evaluation of whānau participation and feedback</p>
2. Embed culturally responsive practices across the kura	<p>Key Outcome: Teaching and learning reflect the identities, languages, and cultures of Māori and Pasifika ākonga.</p> <ul style="list-style-type: none"> Integrate te ao Māori and Pasifika perspectives into curriculum planning Strengthen use of te reo Māori me ōna tikanga across the school Provide PLD to support culturally responsive teaching practices 	Principal, Cultural Lead, Curriculum Leads, All Teachers	PLD (culturally responsive practice), localised curriculum resources, time for planning and staff hui, support from hāpu	<p>End of Term 2 – Review of classroom practice and implementation</p> <p>End of Term 3 – Mid-implementation check</p> <p>End of Term 4 – Evaluation of impact on engagement and learning</p>
3. Increase opportunities for whānau and community participation	<p>Key Outcome: Increased whānau and community presence and participation in school activities and learning.</p> <ul style="list-style-type: none"> Invite whānau and community to be part of learning experiences and 	Principal, Staff, Cultural Lead, Community Partners	Event planning budget, transport support if needed, communication tools, community partnerships (marae, local groups)	<p>Ongoing – Monitoring participation at events</p> <p>End of each term – Participation and</p>

	<ul style="list-style-type: none"> school events Partner with local groups (e.g. marae, community organisations) in kura initiatives Celebrate and share student learning and cultural events with the wider community 			<p>engagement review</p> <p>End of Term 4 – Overall evaluation and next steps</p>
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Strategic Foci: We aim to have...	Strategic Outcome: So that...			
 <p>Ahurea / Culture</p> <p>A welcoming, safe and inclusive culture</p>	<ul style="list-style-type: none"> Ensure at least 80% of Peria School students are attending at least 90% or more of the time 			

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. Implement and embed a clear attendance strategy	<p>Key Outcome: A consistent, schoolwide approach to attendance that supports improved regular attendance for all students.</p> <ul style="list-style-type: none"> Embed the attendance flowchart aligned to MoE STAR and school procedures into daily practice Ensure all staff understand and consistently apply roles and responsibilities Regularly communicate the strategy with whānau to build shared understanding and expectations 	Principal (Ari), Attendance Lead/Office Staff, All Teachers	Attendance strategy/flowchart, MoE STAR framework, attendance procedures, communication tools	<p>End of Term 1 – Strategy embedded and understood</p> <p>End of Term 2 – Implementation check</p> <p>End of Term 4 – Evaluation of effectiveness</p>
2. Strengthen monitoring and use of attendance data	<p>Key Outcome: Attendance is regularly tracked, with timely and targeted support provided to students at risk.</p> <ul style="list-style-type: none"> Track attendance data at least twice per term to identify patterns and trends Use Attendance Matters data to inform targeted responses 	Principal, Attendance Lead, SENCO, Teachers	EDGE/student management system, Attendance Matters data, tracking templates, meeting time	<p>Ongoing – Twice per term tracking</p> <p>End of each term – Data review</p> <p>End of Term 4 – Evaluation</p>

	<ul style="list-style-type: none"> Discuss attendance regularly in staff hui and leadership meetings 			of trends and impact
3. Promote and support positive attendance habits	<p>Key Outcome: Improved student attendance through positive, culturally responsive engagement with students and whānau.</p> <ul style="list-style-type: none"> Celebrate and acknowledge positive attendance and punctuality Engage with whānau to understand and address barriers to attendance Use restorative and mana-enhancing approaches to respond to absences 	Principal, Teachers, Cultural Lead, Whānau	Incentives/recognition systems, communication tools, whānau engagement opportunities	<p>Ongoing – Monitoring participation and engagement</p> <p>End of each term – Review of strategies</p> <p>End of Term 4 – Overall evaluation</p>

