

Peria School

Analysis of Variance

2025



Curriculum



Environment




Connection



Culture

Annual Aims 2025

	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 akōnga.</p>	<ul style="list-style-type: none"> Strengthening teaching and learning with evidence based pedagogy and practices. 	<ul style="list-style-type: none"> 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. 	
	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"> Ensuring all buildings, bathrooms, interior spaces are renovated as per our 5YA/10YPP. 	<ul style="list-style-type: none"> Providing ongoing and consistent environmental learning opportunities so students can be involved in sustainable practices in school and in the community. 	
	Aim 1	Aim 2	
<p>Hononga / Connection</p> <p>An empowered and engaged school community.</p>	<ul style="list-style-type: none"> Regularly hui with whānau Māori and our community to whakamana their voice and contribution to our kura. 		
	Aim 1	Aim 2	
<p>Ahurea / Culture</p> <p>A welcoming, safe and inclusive culture</p>	<ul style="list-style-type: none"> Provide our students with responsive support and programmes of enrichment. 	<ul style="list-style-type: none"> Ensure at least 80% of Peria School students are attending at least 90% or more of the time. 	

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"> • 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. • 70% working at or beyond their curriculum expectation in Writing. 60% of Māori students are working at or above in writing. • 70% working at or beyond their curriculum expectation in Maths. 60% of Māori students are working at or above in Maths. <p><u>See Student Achievement Results Here with Narrative Analysis of Variance for Achievement Results</u></p>		
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"> • give effect to its obligations in relation to • any foundation curriculum statements, national curriculum statements, and national performance measures; and • teaching and learning programmes; and • monitoring and reporting students' progress 		
2025 Key Actions (what are we going to do?)	2025 Key Outcomes What happened?	Reason for Variance	Evaluation

1) Continue to embed the use of evidence based assessment tools to guide teaching and learning programmes

- 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
- 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.
- c) Term 1 - Literacy Lead to investigate comparative assessments such as DIBELS
- d) Term 2 - All teachers to undertake PD with literacy leads and facilitators to effectively analyse assessment data.



Partially achieved

This goal has been partially achieved.

a) Professional development in literacy assessments
Staff have begun engaging with professional learning to strengthen their understanding of literacy assessments such as Phonics Screening, PAT, and e-asTTle. Some support and discussion has occurred around administering these tools; however, staff confidence and consistency in administering and interpreting the full range of assessments is still developing. Further structured professional learning and opportunities to practise administering and moderating assessments will be needed.

b) Alignment to the Aotearoa New Zealand Curriculum
Teachers are showing growing awareness of the refreshed Aotearoa New Zealand Curriculum and the progress descriptors. Initial conversations and planning adjustments indicate movement toward aligning programmes and making more informed curriculum judgements. However, this work is ongoing and teachers will require continued support to confidently use assessment information alongside the progress descriptors to make consistent and accurate curriculum decisions.

c) Investigation of comparative assessments (Term 1)
The Literacy Lead began exploring additional comparative assessment tools, including DIBELS, to better support early literacy monitoring. This investigation provided useful insights into structured literacy-aligned assessment options. In 2026 we have decided to administer DIBELS across the school for all of our junior students and senior students who are achieving stanine 1-4 in P.A.T's and those identified as targets or needing additional learning support.

d) Professional learning in analysing assessment data (Term 2)
Professional learning focused on analysing assessment data has been initiated but not yet fully embedded. Teachers are beginning to engage with assessment information to identify learner needs and inform teaching, though confidence and depth of analysis varies across staff. Continued support from literacy leadership and facilitators will help strengthen data-informed teaching practices.

Overall:
Progress has been made in building staff understanding of literacy assessment and curriculum alignment; however, further professional development, moderation opportunities, and practical application will be required to ensure consistent practice and confident use of assessment to guide teaching and learning across the school.

2) Hold regular professional development sessions on Literacy and Mathematics and Statistics in staff meetings and with experts to build teacher capability.



- 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.



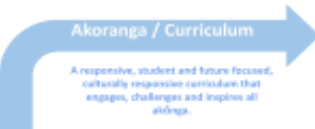
Partially achieved

This goal has been partially achieved.

During the year, staff participated in a significant amount of external professional development, including support through The Learner First Mathematics professional learning, the New Zealand Mathematics Curriculum updates, the wider Curriculum Refresh, and Structured Literacy initiatives. These opportunities supported teachers

			<p>to strengthen their understanding of current curriculum expectations and effective approaches to teaching literacy and mathematics.</p> <p>However, while external expertise was well utilised, there were fewer opportunities for curriculum leads to facilitate professional learning within staff hui than originally intended. As a result, the goal of embedding regular lead-teacher-led professional development and reflective discussion during staff meetings was not fully realised.</p> <p>For 2026, there is a clear intention to strengthen this area by increasing teacher-led professional learning, with curriculum leaders playing a more active role in facilitating staff hui that focus on structured literacy, explicit mathematics teaching, reflection on practice, and collaborative professional dialogue. This will help build internal capability and ensure professional learning is ongoing and embedded within the school.</p>
<p>3) Communicate and share Literacy and Mathematics & Statistics approaches regularly to the school community.</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> Not achieved</p>	<p>This goal was not achieved.</p> <p>While the intention was to regularly communicate literacy and mathematics approaches to the school community through updates, videos, and other information channels, this did not occur to the extent planned. Throughout the year, teachers were working to understand and respond to the significant changes within the Mathematics and Statistics learning area, alongside the introduction of new resources and teaching supports.</p> <p>Staff were still grappling with how to adapt their teaching programmes and build their own understanding of the evolving expectations. In addition, the refreshed curriculum documentation was not finalised and released until late in 2025, which meant teachers were navigating ongoing changes while trying to implement them in practice.</p> <p>As a result, the focus during the year remained on building internal teacher understanding and capability before communicating these approaches more widely to whānau. Moving forward, once teaching programmes and approaches are more settled, the school will be better positioned to share clear information with the community about how literacy and mathematics are being taught and how whānau can support learning at home.</p>
<p>4) Staff set PGC goals around development and capability building in literacy and Mathematics.</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> Partially Achieved.</p>	<p>While the intention was to regularly communicate literacy and mathematics approaches to the school community through updates, videos, and other information channels, this did not occur to the extent planned. Throughout the year, teachers were working to understand and respond to the significant changes within the Mathematics and Statistics learning area, alongside the introduction of new resources and teaching supports.</p>

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<p>5) Structured Literacy and Explicit Mathematics & Statistics approaches to be evidenced throughout each classroom.</p>	<p>a) Every child across the school is explicitly taught through a structured literacy instructional approach (LLLL) and explicit Mathematics approach (TLF & Oxford university press)</p> <p>b) Students with literacy learning needs will be supported through Tier 2 intervention programmes.</p> <p>c) All students will show improvement in assessment results.</p> <p>d) Develop clear progress outcomes for all students of all abilities in structured literacy.</p> <p>e) Term 2 onwards structured literacy will be implemented effectively in all classrooms. Some teachers will require additional support from literacy leads.</p>	 <p>Partially Achieved.</p>	<p>This goal was partially achieved.</p> <p>Staff set Professional Growth Cycle (PGC) goals related to building their capability in literacy and mathematics, and these were discussed with the principal and curriculum leads during the year. However, due to the significant curriculum and practice changes occurring, much of the focus was on building teacher understanding of new approaches rather than fully progressing the goals as originally intended.</p> <p>Progress was made toward implementing structured literacy (LLLL) and explicit mathematics approaches (The Learner First and Oxford University Press resources) across classrooms. However, the introduction of new teaching staff during the year meant time was needed to unpack these approaches and resources together as a staff before consistent implementation could occur.</p> <p>Assessment results across the school were inconsistent, largely due to changing expectations, the evolving curriculum refresh, and uncertainty around teaching practices as government guidance continued to develop. Teachers were working to adapt their programmes while building their own understanding of these new approaches.</p> <p>There were positive developments. The junior classroom successfully implemented structured literacy, and this teacher was able to support colleagues to strengthen their practice. While Tier 2 literacy interventions were planned, they were not implemented in a meaningful way during the year, as the priority was ensuring teachers first developed confidence with the Tier 1 classroom instructional approach.</p> <p>Overall, foundations have been established, and further consolidation and development will continue into the following year.</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"> 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. 		
What do we expect to see by the end of the year?	<ul style="list-style-type: none"> A school wide Te Reo me ona Tikanga Māori strategy is developed alongside whānau, hāpu & the school community with a scope and sequence that teachers are able to easily implement. 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. 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. 		
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"> working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students. 		
2025 Key Actions (what are we going to do?)	2025 Key Outcomes What happened?	Reason for Variance	Evaluation

1. Ensure continuous learning opportunities between kura and Kauhanga Marae continue

- 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.
- b) Wananga are planned for and implemented throughout the year at Kauhanga Marae including a Matariki wananga.
- 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)



Partially Achieved.

This goal was partially achieved.

Peria School continued to maintain and strengthen its relationship with Kauhanga Marae throughout the year. The kura worked alongside the marae in several kaupapa, including supporting the development of the mara kai (gardens) and participating in visits to the marae to contribute to ongoing mahi and support the development of the marae. Teachers also connected with the marae through wai restoration opportunities, strengthening environmental and cultural learning connections.

A particularly special moment for the school community was when precious taonga were returned to the marae, and our kura was invited to participate in the pōwhiri and return of these taonga. This was a meaningful experience for students and staff and reinforced the close relationship between the kura and the marae.

While the intention had been to hold planned wānanga, including a Matariki wānanga, these were not implemented this year. Teachers were heavily engaged in responding to the significant curriculum changes and professional learning requirements, which limited the capacity to organise and attend additional wānanga.

Despite this, the kura continued to work alongside our hapū, maintaining strong relationships and ensuring that connections between the school and Kauhanga Marae remained active and positive.

2. All teachers take part in Te Reo Māori learning through the utilisation of localised resources, whānau, marae and our cultural lead.

- 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.
- b) Cultural lead to share any Te Reo māori courses available for teachers throughout the year.
- c) Work alongside our hapū to ensure that kupu māori are localised.
- d) An expectation of te reo māori use and visual aides across all classrooms.
- e) Opportunities for Kaiawhina (Teacher aides) to increase their Te reo māori use are given throughout the year.




Partially Achieved.

This goal was partially achieved.



During the year, teaching staff continued to grow in confidence in their use of te reo Māori within everyday classroom practice. Karakia, waiata and tikanga were used regularly across the school, becoming a normalised part of daily routines and school culture. Despite the pressures of curriculum changes and limited time, staff maintained a commitment to strengthening their use of te reo Māori within the kura.

Teacher aides also showed increasing confidence in the use of karakia, mihi and waiata, contributing to a shared approach across classrooms and school activities. Expectations for the use of te reo Māori and visual supports in classrooms continued to develop as part of creating an environment where te reo is visible and heard.



The school maintained strong connections with hau kāinga, ensuring that the use of kupu Māori and tikanga remained localised and culturally appropriate. Inquiry learning also incorporated opportunities for students to engage with pepeha and local identity, supporting a stronger sense of

			<p>belonging and cultural understanding.</p> <p>While further structured professional learning opportunities would support continued growth, positive progress has been made in building confidence and normalising the use of te reo Māori me ōna tikanga across the kura</p>
<p>3. To increase kaupapa Māori practices across the school</p>	<p>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.</p> <p>b) Be led by our hāpu on what Tikanga should look like at Peria School.</p> <p>c) Have an expectation of daily tikanga use at Peria School.</p>	 <p>Achieved</p>	<p>This goal was achieved.</p> <p>Kaupapa Māori practices continued to be strengthened across the kura, with tikanga, karakia and waiata embedded as part of daily school life. Staff continued to grow in their understanding and application of these practices, supported through ongoing discussions and guidance within staff hui.</p> <p>The kura remained guided by our hāpu and hau kāinga to ensure that tikanga at Peria School reflects local expectations and practices. As a result, tikanga Māori is now a normalised and visible part of everyday practice across the school.</p>
<p>4. Continue to engage in Kahui Ako and implement Tu Tangata Marama effectively with high level support from our WSL.</p>	<p>a)The WSL to ensure that we are meeting our obligations and achievement challenge goals throughout the year.</p> <p>b) Be clear on what Tu Tangata Marama looks like at Peria School and be able to evidence progress in this area each term.</p> <p>c) Engage in the Kahui hui and Cluster Hui and support the Year 6 wananga preparations at the end of each year.</p>	 <p>Achieved</p>	<p>Evaluation – Engagement with Kāhui Ako and Implementation of Tū Tangata Marama</p> <p>This goal was achieved.</p> <p>The Within School Lead (WSL) provided strong support throughout the year, ensuring Peria School continued to meet its Kāhui Ako obligations and achievement challenge goals. Staff remained engaged with Kāhui Ako kaupapa and participated in relevant cluster and Kāhui hui.</p> <p>Progress in relation to Tū Tangata Marama continued to be strengthened within the kura, with growing clarity about what this looks like in practice at Peria School.</p> <p>The Year 6 wānanga was successfully organised and delivered, with preparations and collaboration across the Kāhui Ako contributing to a smooth and positive experience for students.</p>
<p>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.</p>	<p>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.</p> <p>b) Teachers use Te Whare Tapa in the classroom to build on wellbeing practices and learning opportunities.</p>	 <p>Achieved</p>	<p>This goal was achieved.</p> <p>Te Whare Tapa Whā, as developed by Mason Durie, has been effectively embedded across the kura to support a holistic approach to teaching and learning in te reo me ōna tikanga.</p> <p>The model has been used as a foundation for both Individual Education</p>


			<p>Plans (IEP) and Individual Behaviour Plans (IBP), ensuring that planning for students considers all dimensions of wellbeing — taha wairua, taha hinengaro, taha tinana, and taha whānau. This has supported a more inclusive and responsive approach to meeting the diverse needs of learners.</p> <p>Teachers are consistently using Te Whare Tapa Whā when thinking about individual students, enabling a deeper understanding of each child beyond academic achievement. The model has also been integrated into kaupapa (inquiry) planning, supporting the design of programmes that reflect a holistic and culturally grounded approach to learning.</p> <p>Overall, Te Whare Tapa Whā is now a visible and embedded framework across the kura, guiding both wellbeing practices and teaching and learning design.</p>
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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 did we do?)	2025 Key Outcomes What happened?	Reason for Variance	Evaluation
1. Work with MoE and LM Consulting to complete MoE funded builds - Senior Block	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	 Achieved	<p>This goal was achieved.</p> <p>The Senior Block build was successfully completed in partnership with the Ministry of Education</p>

	<p>classrooms. c)All classroom maintenance completed.</p>		<p>and LM Consulting. The build was delivered to a high specification by J and R Builders, providing a quality learning environment for students and staff.</p> <p>The official opening of the Senior Block was well attended, with a large turnout from the school and wider community, reflecting the significance of this development for the kura.</p> <p>All planned landscaping around the Senior Block and bike track area has been completed, including repositioning to ensure clear sightlines from classrooms. In addition, all classroom maintenance is up to date, ensuring that learning spaces across the school are well maintained and fit for purpose.</p> <p>Overall, this project has significantly enhanced the physical environment of the kura.</p>
<p>2. Continue to develop outdoor spaces to give students interesting, safe and engaging places to learn and play in.</p>	<p>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.</p>	<p> Partially achieved</p>	<p>This goal was partially achieved.</p> <p>Progress was made in strengthening aspects of the school's environmental focus, although the broader enviro plan was not fully realised as intended. Instead, the kura prioritised practical and achievable actions, with a strong focus on the 4 R's (reduce, reuse, recycle, repurpose). This included the development of a greenhouse, composting practices, and ongoing work alongside Kauhanga Marae to support the mara kai.</p> <p>The playground upgrade remains a work in progress. Investigation into options has taken place, and the School Board has been actively exploring funding opportunities to support this development. In the meantime, a playground revitalisation project is underway, led by the caretaker.</p> <p>Current outdoor learning spaces continue to be maintained and utilised, with a renewed focus moving forward. Areas such as the fruit forest, native bush near the bike track, and the apple and mandarin orchard are identified as key spaces for further development to better reflect the cultural and environmental values of the kura.</p> <p>Overall, while the original vision was not fully achieved, important groundwork has been laid to strengthen environmental practices and outdoor learning into the future.</p>
<p>4. Plan for the whole school external paint and colour scheme chosen.</p>	<p>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.</p>	<p> Partially Achieved</p>	<p>Partially Achieved</p> <p>Quotes were gathered and the Contractor chosen to undertake work. Painting to commence in April holidays 2026</p>

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...	Providing ongoing and consistent environmental learning opportunities so students can be involved in sustainable practices in school and in the community.		
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.		
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;		
2025 Key Actions (What did we do?)	2025 Key Outcomes What happened?	Reason for Variance	Evaluation
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.	 Partially Achieved	This goal was partially achieved. While there was intent to develop a comprehensive enviro plan grounded in stakeholder voice and aligned to the school’s strategic vision and values, this was not fully realised during the year. Opportunities to gather voice through whānau, hāpu and the wider community were limited, and a cohesive, documented enviro plan was not completed in partnership with external supports such as Enviroschools and CBEC. Instead, the kura focused on practical environmental actions, including the

<p>2. The enviro plan is consistently monitored by the Enviro lead and opportunities to engage with hāpu and the wider community are regularly sought.</p>	<p>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)</p> <p>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.</p> <p>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.</p>		<p>implementation of the 4 R's (reduce, reuse, recycle, repurpose), development of a greenhouse, composting practices, and ongoing collaboration with Kauhanga Marae through the mara kai. These initiatives reflect strong alignment with environmental values but were not yet brought together into a formalised plan.</p> <p>Monitoring and communication of an enviro plan were also not consistently embedded, as the plan itself was still in development. As a result, regular updates to stakeholders, whānau hui, and Board reporting specific to an enviro plan did not occur as intended.</p> <p>There is, however, growing awareness and commitment across the kura. Staff and students are increasingly engaged in environmental practices, and there is a clear foundation to build on.</p> <p>Next steps will include working more closely with Enviroschools and CBEC, gathering stakeholder voice, and developing a cohesive, documented enviro plan that can be shared, monitored, and owned by the whole school community in preparation for progressing toward the Silver Enviro award.</p>
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<p>Strategic Foci: We aim to have...</p>	<p>Strategic Outcome: So that...</p>		
	<p>Peria School has meaningful, mana enhancing, reciprocal relationships with whānau, hāpu and the wider community.</p>		
<p>Strategic Aim: We do this by...</p>	<p>Regularly hui with whānau Māori and our community to whakamana their voice and contribution to our kura.</p>		
<p>What do we expect to see by the end of the year?</p>	<p>Whānau Māori voice is reflected in all aspects of our kura, including strategic planning, teaching and learning programmes and everyday operations.</p>		
<p>Links to Board Objective in relation to Section 127 Education Act 2020 & Education requirements</p>	<p>127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement;</p> <p>127 (1) (d) the school gives effect to Te Tiriti o Waitangi, including by—</p> <ul style="list-style-type: none"> • working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and • taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and • achieving equitable outcomes for Māori students. 		
<p>2025 Key Actions</p>	<p>2025 Key Outcomes</p>	<p>Reason for variance</p>	<p>Evaluation</p>

(What did we do?)	What happened?		
<p>1. Ask whānau how they would like to engage with our kura. Collect feedback to inform whānau hui strategies.</p>	<p>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.</p>	<div data-bbox="1003 228 1064 288" data-label="Image"> </div> <p data-bbox="987 296 1164 320">Partially Achieved</p>	<p data-bbox="1323 228 1637 252">This goal was partially achieved.</p> <p data-bbox="1323 288 2145 432">Some progress was made in strengthening engagement with whānau, with informal opportunities and existing interactions providing insight into how whānau prefer to connect with the kura. There were opportunities for engagement through school events, communication channels, and ongoing relationships with whānau and hāpu. These interactions supported the building of positive connections and trust.</p> <p data-bbox="1323 469 2145 612">However, a formal and systematic approach to gathering whānau voice (e.g. surveys or structured consultation) was not fully implemented, and as a result, the kura did not develop a coherent, documented plan outlining preferred ways for whānau to engage. Opportunities to consistently use this voice to proactively plan hui and ensure they were seen as meaningful and worthwhile were therefore limited.</p> <p data-bbox="1323 649 2145 729">While relationships with whānau continue to grow, the approach this year was more responsive than strategic, and there is an opportunity to strengthen this moving forward.</p> <p data-bbox="1323 766 1442 790">Next Steps</p> <ul data-bbox="1373 831 2145 1123" style="list-style-type: none"> • Develop and implement a structured process for gathering whānau voice (e.g. surveys, hui, informal feedback opportunities). • Collate and analyse feedback to create a clear engagement plan that reflects whānau preferences. • Increase the range and accessibility of hui opportunities (e.g. at school, at the marae, different times of day). • Ensure feedback from whānau is acted on in a timely and visible way to build trust and partnership. • Continue to strengthen relationships with whānau and hāpu, with a focus on long-term, reciprocal partnerships. <p data-bbox="1323 1160 2145 1216">Overall, while positive relationships are evident, a more intentional and structured approach is needed to fully realise this goal.</p>
<p>2. Use the feedback to plan for whānau hui opportunities in and out of school and develop ways in which we hui with whānau.</p>	<p>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.</p>		

Strategic Foci: We aim to have...

Strategic Outcome: So that...



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

127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement;
 (b) (i) is a physically and emotionally safe place for all students and staff; and
 (c) the school is inclusive of, and caters for, students with differing needs; and
 (d) the school gives effect to Te Tiriti o Waitangi, including by—

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

2025 Key Actions
(What did we do?)

2025 Key Outcomes
What happened?

Reason for Variance

Evaluation

1) Clear IEP / IBP Plans (Whare tapa wha) are in place for all students AR or WB in all curriculum areas.

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.
 b) Those plans are created in a Whare tapa wha framework and in partnership with that students whānau.
 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.
 d) The progress of AR and WB students is monitored and reported to the Principal each term.



Partially Achieved

This goal was partially achieved.

IEP and IBP plans were developed for identified students (At Risk and Well Below), with teachers working alongside the SENCO to create plans within a Te Whare Tapa Whā framework. The referral process was enacted effectively, and plans provided clear guidance for supporting student learning and wellbeing. Teachers regularly discussed target students during SENCO hui within staff meetings, which supported shared understanding and ongoing adjustments to practice.

However, the monitoring and review of At Risk and Well Below students was not as regular or timely as intended, with formal tracking and reporting occurring twice a year rather than termly. While ongoing discussion occurred, the consistency of formal reviews with whānau and structured progress monitoring requires strengthening.

2) Teachers have identified target students throughout the year who are those students working towards curriculum expectation in Reading, Writing and Math.

- a) Teachers use assessment (formative and summative) to identify target students in Reading, writing and Math.
- b) Teachers create goals and progress plans for these students based on their learning needs.
- c) Target student information is shared during staff hui and with the senior leadership team in Professional Growth hui.
- d) The progress of target students is monitored and reported upon to the Principal and BoT each term.



Partially Achieved

This goal was partially achieved.

Teachers identified target students working towards curriculum expectations in Reading, Writing, and Mathematics using a range of formative and summative assessment information. Goals and progress plans were developed to support these learners, and target students were regularly discussed during staff hui and Professional Growth hui, supporting shared understanding across the kura.

However, while identification and discussion of target students occurred, the monitoring and formal reporting of progress was not as consistent or timely as intended. Reporting to the Principal and Board did not occur on a termly basis, and there is a need to strengthen systems to ensure more regular tracking and evaluation of progress.

Next Steps

- Establish a clear termly monitoring and reporting cycle for target students.
- Strengthen the use of assessment data to track progress over time, not just identification.
- Ensure consistent documentation of goals, strategies, and outcomes for target students.
- Align staff hui and Professional Growth discussions with formal tracking systems.
- Report progress to the Principal and Board each term to support oversight and accountability.

Overall, teachers are effectively identifying and supporting target students, with the next step being to increase consistency and rigour in monitoring and reporting processes.

Strategic Foci: We aim to have...

Strategic Outcome: So that...


Ahurea / Culture

A welcoming, safe and inclusive culture

Peria School students are learning in an environment that is responsive to their individual needs.

Strategic Aim: We do this by...

Ensure at least 80% of Peria School students are attending at least 90% or more of the time.

<p>What do we expect to see by the end of the year?</p>	<p>Improvement of attendance as we work towards the goal of 80% of Peria School students attending 90% or more of the time.</p>		
<p>Links to Board Objective in relation to Section 127 Education Act 2020 & Education requirements</p>	<p>127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement; (b) (i) is a physically and emotionally safe place for all students and staff; and (c) the school is inclusive of, and caters for, students with differing needs; and (d) the school gives effect to Te Tiriti o Waitangi, including by—</p> <ul style="list-style-type: none"> • working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and • taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and • achieving equitable outcomes for Māori students. 		
<p>2025 Key Actions (What did we do?)</p>	<p>2025 Key Outcomes What happened?</p>	<p>Reason for variance</p>	<p>Evaluation</p>
<p>1. Create an Attendance strategy based on the MoE STAR (stepped attendance response) and Peria Schools policy and procedures for attendance.</p>	<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. b) Evaluate the effectiveness of our various strategies to support school attendance and students being on time. Do more of what works and less of what doesn't. Senio</p>	<p> Partially Achieved.</p>	<p>This goal was partially achieved.</p> <p>Progress was made in strengthening attendance practices across the kura; however, a fully developed and cohesive attendance strategy aligned to the MoE STAR framework was not completed.</p> <p>Some tracking of attendance occurred, and staff were increasingly aware of students requiring support. Attendance data was used at times to identify concerns, though this was not yet systematic or consistently analysed schoolwide. The intended twice-term tracking and clear use of Attendance Matters data to inform responsive actions was not fully embedded.</p> <p>There were efforts to support attendance through restorative and relational approaches, with a focus on maintaining the mana of students and whānau. Positive relationships with whānau supported engagement, and there was growing awareness of the link between student engagement, teaching practice, and attendance.</p> <p>However, the collection of student and whānau voice to inform attendance strategies was limited, and opportunities to actively promote and celebrate positive attendance habits were not consistently implemented across the school.</p>
<p>2. Actively track class attendance on a twice term basis to determine where support is needed.</p>	<p>a) Literacy leads to incorporating new structured literacy learning into our staff hui and allows for opportunities for further reflection, discussion and new learning.</p>		
<p>3. Use MoE attendance matters data to identify schoolwide trends.</p>	<p>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.</p>		
<p>4. Actively promote and celebrate good attendance habits and students being on time.</p>	<p>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.</p>		

