Peria School

Strategic Plan

2024-2026
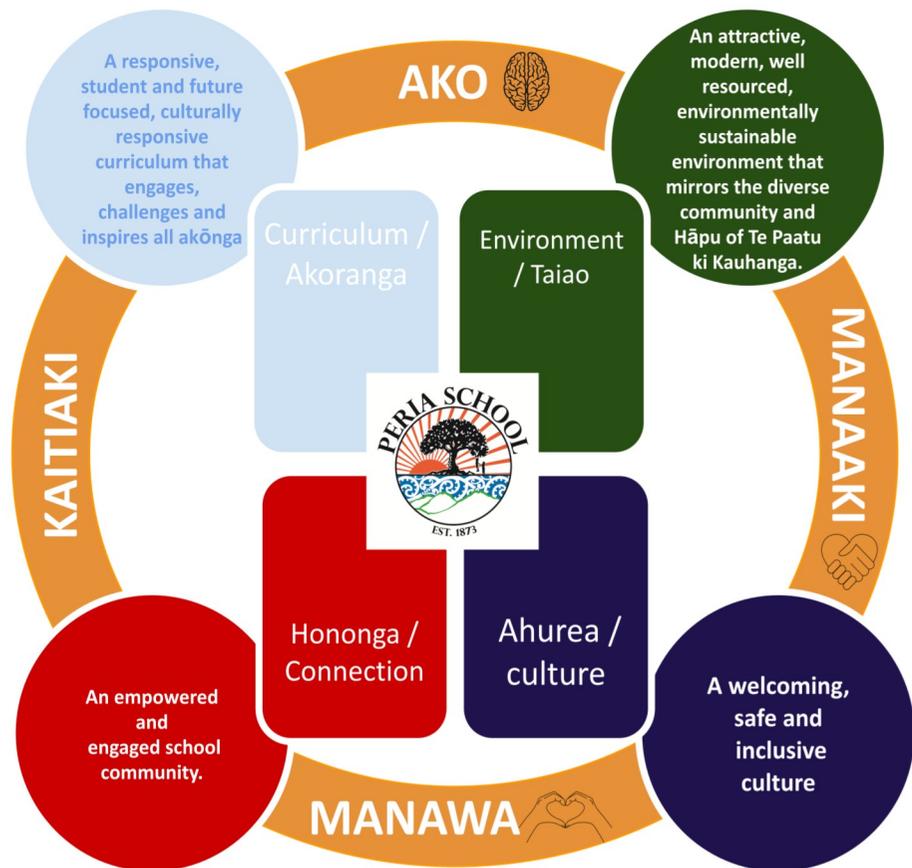
Curriculum   Environment   Connection   Culture

AKO

KAITIAKI

MANAAKI

MANAWA

A responsive, student and future focused, culturally responsive curriculum that engages, challenges and inspires all akōnga

An attractive, modern, well resourced, environmentally sustainable environment that mirrors the diverse community and Hāpu of Te Paatu ki Kauhanga.

Curriculum / Akoranga

Environment / Taiao

PERIA SCHOOL
EST. 1875

Hononga / Connection

Ahurea / culture

An empowered and engaged school community.

A welcoming, safe and inclusive culture

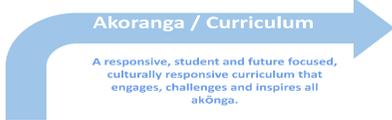Our strategic aims have Peria School ākonga at the centre of every decision we make.

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

Ākonga will have the opportunity to learn in a modern, attractive and engaging environment that is a reflection of our beautiful surroundings and local hapū Te Paatu ki Kauhanga.
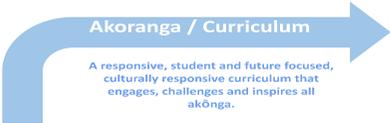
Our whole school community which includes mana whenua will be actively engaged through the development of reciprocal partnerships and relationships.

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

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

Strategic Foci (We aim to have…)	Akoranga / Curriculum	Taiao / Environment	Hononga / Connection	Ahurea / Culture
	A responsive, student and future focused, culturally responsive curriculum that engages, challenges and inspires all akōnga.	An attractive, modern, well resourced, environmentally sustainable environment that mirrors the diverse community and Hāpu of Te Paatu ki Kauhanga.	An empowered and engaged school community.	A welcoming, safe and inclusive culture
Strategic Goals (We do this by)	Strengthening teaching and learning with evidence based pedagogy and practices.	Ensuring all buildings, bathrooms, interior spaces are renovated as per our 5YA/10YPP.	Communicate regularly with our whānau & community using clear, plain language, sharing important information about learning, progress, and school events.	Provide our students with responsive support and programmes of enrichment.
	The Peria School Curriculum reflects the Aotearoa Curriculum updates and our local context.	All exterior spaces (playground, fruit forest, gardens) are developed to be used as outdoor learning spaces.	Regularly hui with whānau Māori and our community to whakamana their voice and contribution to our kura.	Provide students with access to Health, wellbeing and PE programmes that meet their diverse needs.
	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	Providing ongoing and consistent environmental learning opportunities so students can be involved in sustainable practices in school and in the community.	Plan for and celebrate the many cultures within our kura, hāpu and wider community.	Ensure at least 80% of Peria School students are attending at least 90% or more of the time.
Outcomes (So that…)	Peria School students are making consistent progress and achieving within or above their curriculum expectation.	Peria School has high-quality learning spaces where students are comfortable, safe and can learn at their best.	Peria School has meaningful, mana enhancing, reciprocal relationships with whānau, hāpu and the wider community.	Peria School students are learning in an environment that is responsive to their individual needs.

Strategic Rationale

Akoranga / Curriculum A responsive, student and future focused, culturally responsive curriculum that engages, challenges and inspires all akōnga.	Over the past five years, we have experienced varying levels of success in implementing a curriculum that fully meets the needs of all our learners. Our achievement data has been inconsistent, often influenced by individual teachers' content knowledge and understanding of the curriculum. This variability, particularly in literacy and mathematics, has highlighted the need for a more cohesive and aligned approach. To address this, we are committed to adopting consistent, evidence-informed pedagogies grounded in empirical research. These approaches align with current Government educational priorities, including the Science of Learning in literacy, mathematics, and instruction. Our goal is to develop a Peria School Curriculum that not only reflects the hopes and aspirations of our whānau for their children, but also delivers the Aotearoa New Zealand Curriculum in a way that is engaging, coherent, and effective. Central to this journey is our commitment to upholding Te Tiriti o Waitangi. As part of this, we are actively building capacity across our school community - staff, students, and whānau - in te reo Māori and tikanga Māori, to ensure these are authentically woven into our learning environment.
Taiao / Environment An attractive, modern, well resourced, environmentally sustainable environment that mirrors the diverse community and Hāpu of Te Paatu ki Kauhanga.	In the past, parts of our school environment, both inside and out, have not fully supported the kind of teaching, learning, and wellbeing we want for our tamariki. Outdated buildings, tired bathrooms, and underutilised outdoor areas have limited opportunities for rich, engaging learning experiences. Our current strategic goals reflect a shift. We're now focused on upgrading all interior spaces through our 5YA/10YPP plans, so that every space is safe, welcoming, and fit for modern learning. We're also developing our outdoor areas, like the fruit forest, gardens, and playgrounds-as purposeful learning environments that support play, inquiry, and connection to te taiao. We know that when students are part of hands-on environmental learning and sustainability practices, they thrive. These goals are about creating a school where learning happens everywhere, and where every child feels proud of their place and their role in looking after it.
Hononga / Connection An empowered and engaged school community.	In the past, communication with whānau hasn't always been clear or consistent. This has made it harder for families to stay connected to learning and school events. Whānau Māori and our wider community haven't always had regular opportunities to share their voice or feel truly heard and this has led to a sense of division between the kura and our hāpu. While our kura is culturally rich, we haven't always planned intentionally to celebrate that diversity. We're now focused on improving this by sharing plain-English, timely communication, holding regular hui to whakamana whānau voice, and actively celebrating the many cultures that make up our kura. These goals help us build strong, inclusive partnerships where everyone feels valued and informed.
Ahurea / Culture A welcoming, safe and inclusive culture	In the past, not all students at Peria School have had access to the right support, enrichment, or wellbeing programmes to meet their individual needs. Opportunities for extension or targeted help have sometimes been inconsistent, and our Health and PE programmes haven't always reflected the diverse needs of our learners. We've also seen challenges with attendance, with too many students not reaching the levels needed to fully engage in learning and thrive at school. These goals are about changing that. We're committed to providing responsive support and enrichment for all learners, delivering health and wellbeing programmes that support the whole child, and ensuring at least 80% of our students are attending school 90% or more of the time. We know that when students are present, supported, and thriving, they're more likely to succeed.

Te Ao Māori at Peria & our Whakamohio (description)

Peria School, as appropriate to its community, will continue to develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Te ao Māori. An open inclusive culture operates in the school. People are valued and respected. The unique perspectives of our diverse Peria community will be valued and integrated into our curriculum. The Board strongly encourages initiatives supporting the unique position of Māori culture within New Zealand and within our local area. The establishment of cultural identity is important in this process, provision will be made for pupils to learn and understand Te reo Māori me ōna tikanga and the richness of each ākonga language, identity and culture. The curriculum will include turangawaewae, history, whakapapa, and the geographical features of Peria. This will promote knowledge of the Tikanga of Peria. Marae experiences and kapa haka will be important parts of the curriculum and will be a priority. We will continue to build and strengthen our relationship with our local Iwi – Te Paatu ki Kauhanga & Ngāti Kahu and the people of Kauhanga Marae.

Peria School is a Full Primary Years 1 - 8. Peria School is located in an area of significant historical importance to both local iwi and early European settlers. Long ago the area from Taipa through to Oruru and further up the valley (later called Peria), was densely populated by people from the Ngāti Kahu tribe. When referring to the people of the district in Maori oratory it is quoted, "Maungataniwha is the mountain, Ngāti Kahu is the tribe, Mamaru is the canoe, Taipa is the place where they landed and Oruru is the home of the people". The proximity to food resources of the bush, river and sea made it an ideal place to live and horticulture flourished in the rich valley floor soil.

In 1866 land was given for a church, marae and school from Rangatira Papahia and his tribe. Lessons were given to children in the church until the school was opened opposite the church in 1873. The marae built nearby to the school took its name Kauhanga from the never conquered Kauhanga Pa at Peria. Peria School was the first public Māori school in the north, students were instructed in a wide variety of skills including the finer points of grafting and budding fruit trees and how to attract and keep native bees.

From 1860-1880 Peria was a lively gum digging and timber felling area. Local land known as Kaurinui was said to contain the best area of Kauri trees in the north; these were felled, pulled out by draft horses and bullock teams and floated down the Oruru river to the coast.
Over the years the school has grown and had many improvements to its facilities. The local community has seen farming take over as the main land use and then later a lot of farmland being split up into lifestyle blocks. Farming, forestry, horticulture, sustainable living and bee keeping remain the main land uses and Peria also supports an active community of creative artists and musicians. The facilities at school have been developed over the years with the help of the community to provide students with an engaging, creative, productive and sustainable environment.

Our vision
Working in Harmony to Learn, Create and Grow
We will support and inspire our students to: Develop holistically - Achieve academically - Embrace diversity - Encourage sustainability   Below are our School Values:
Pēria Ako   Peria Manawa   Peria Manaaki   Peria Kaitiaki

Te Tiriti o Waitangi at Peria School

Mō tātou, ā, mō ngā uri ā muri ake nei.
For us and the generations that follow

The Education and Training Act 2020 requires boards to ensure, as one of the four primary objectives, that the school gives effect to Te Tiriti o Waitangi 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 te reo Māori and tikanga Māori; and

• achieving equitable outcomes for Māori students.

At Peria School, we give effect to Te Tiriti o Waitangi meaningfully by emphasising the importance of and allowing space and resourcing for the teaching and learning of Tikanga Māori and Te Reo Māori throughout the day. We actively work towards achieving equitable outcomes for all Māori students by using data to inform where our Māori akongā are in their learning and using teaching as inquiry to ensure that those akongā have access to quality teaching and learning programmes to ensure progress across the curriculum at a progression the same or greater than their counterparts . We provide opportunities for our Board of Trustees, students, and staff to learn about Te Tiriti o Waitangi from a mana whenua, hau kāinga perspective, and ensure Māori representation on our Board. Our engagement with hapū and Iwi is integral to our strategic planning and educational programmes. We work towards a reciprocal partnership with Iwi and hāpu. The NELP's are woven throughout our planning and reporting with particular focus on Barrier free access to education for our akongā Māori. We collaborate across kura through our Kahui ako and set goals and targets within our cluster to ensure Matauranga Māori is front and centre in our schools, across our Rohe.

Some resources we use to support this include nzsta resources such as Te Tiriti slides, Ngāti Kahu Histories Course run by Ngāti Kahu, Ka Hikitia & Tātaiako.

Akoranga / Curriculum A responsive, student and future focused, culturally responsive curriculum that engages, challenges and inspires all akōnga.	Peria School provides high quality, evidence based learning programmes where students achievement and progress are a priority. Peria School uses formative, summative and anecdotal assessment data to evaluate our learning programmes to ensure we are meeting the learning needs of all students. At Peria School we have a local curriculum which embraces learning opportunities from the Rohe of Ngāti Kahu and to ensure we are culturally responsive to the diverse needs of our tamariki.	
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; 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 • 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	

Structured Literacy	2024	2025 /2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?
Professional Development	- Continued teacher development in staff hui, PD through external providers, support from PGC Hui and literacy lead. - Teacher Aide (Kaiawhina) PD to enhance support in classrooms. - Parent / whānau hui on structured literacy to share how to support at home. - Structured literacy goal as part of PGC. - Engage in external PD opportunities such as working across schools to get Liz Kane PD (RTLB).	- Continued teacher development in staff hui / PLC Hui. - Continued Kaiawhina PD to strengthen the expert base. - Undertake Professional development from approved Ministry of Education providers. - Complete our professional development support with Liz Kane and ensure all teachers are well equipped to implement effective Tier 1 programmes in their classrooms.	- All teachers are confident in assessing, teaching and reflecting on SL practice and pedagogy. - All classrooms are consistent in their SL approach because all teachers share the same PD in SL.
Planning and Assessment	- All teachers to have a clear understanding of our Peria school scope and sequence in literacy using LLLL and Liz Kane resources - Development of planning templates to ensure consistency across the school - Assessment tools introduced for diagnostic, formative and summative assessment that align with the SL approach and are evidence based. - Tier 2 interventions established to support struggling readers and writers.	- Review and add to Peria School scope and sequence. - Resources continue to be updated, purchased and developed to support the delivery of SL across the school. - Planning templates consistently used across the school. - Assessment tools implemented and used successfully to regularly assess student progress. - Tier 2 interventions continued and more staff aware of how Tier 2 works and how to implement successfully into classroom programmes.	- Planning is consistent across the school. - Assessment practices are consistent across the school. - Teachers are leaders in Assessment practices.

Effective, evidence based Math programme - The learner First & Oxford University Press	2024	2025 /2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?

Professional Development	- Teacher development in staff hui / External PD on evidence based maths pedagogy and practice. - Teacher aide (Kaiawhina) PD on EB Maths pedagogy and practice to be able to support classroom programmes. - Whānau hui on Maths programmes and benefits and evidence of success so whānau can support at home. - Maths pedagogy and practice goal as part of PGC. - Develop a Peria School Math programme with scope and sequence and consistency across the year levels based on evidence based programmes and effective Maths pedagogy and practice.	- Continued Teacher development in staff hui / External PD on evidence based maths pedagogy and practice. (The learner First & Oxford University Press) - Teacher aide (Kaiawhina) PD on EB Maths pedagogy and practice to be able to support classroom programmes. - Practice analysis is regularly undertaken to ensure consistency of practice. - Continue to run whānau hui to engage all stakeholders in the benefits of Peria School Maths programmes. - Align to NZC and understand how to make judgements for planning and reporting. - Utilise our Peria School Math programme across the school and evaluate impact using data.	- All teachers are confident in assessing, teaching and reflecting on Explicit Mathematics practice and pedagogy. - All classrooms are consistent in their explicit Mathematics approaches because all teachers share the same PD in Mathematics and Statistics.
Planning and Assessment	- Review and track coverage of the Peria School maths curriculum. - Complete the assessment to understand where all our Peria school students sit in the scope and sequence to be able to purchase correct resources. - Purchase all appropriate maths resources and books to be able to implement an evidence based Maths programme effectively across the school. - Assessment tools (evidence based) to be introduced and PD be undertaken as to the effective administering of these assessments.	- Continue to review and track coverage of the Peria School maths curriculum. Evaluate effectiveness to ensure successful outcomes for students. - Ensure teachers are equipped with resources and tools to undertake an effective Maths programme with support. - Assessment tools (evidence based) to be used regularly and PD be undertaken as to the effective administering of these assessments. - Analyse Maths data to see trends in data, evaluate outcomes and understand impact of quality teaching on student achievement outcomes e.g. what's working, what's not and why.	- Planning is consistent across the school. - Assessment practices are consistent across the school. - Teachers are leaders in Assessment practices.

Te Reo Māori / Tikanga Māori	2024	2025 / 2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?

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— 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.	• Provide regular opportunities for staff to engage in Te Reo me ōna tikanga PD, through staff hui, external courses, Kahui Ako. • Classroom teachers use kupu o te ra/wiki in class with tamariki. • Continue to expect Te Reo to be used daily, karakia and other tikanga practices. • Encourage the normalisation of swapping out everyday words to māori without translations for staff or students. • Seek support from the wider community and the local hapū to learn the mita of Ngāti Kahu. • Use more Te reo in communications with whānau. • Offer whānau opportunities to learn Te Reo me ōna tikanga.	• Expect that teachers will take on their own professional development in Te Reo through Te Hiku Okoro or similar. One term at least in 2025. • Continue to work with Kahui Ako and Ngāti Kahu to support te reo me ōna tikanga development. • Have our own karakia for Peria School and waiata and all students, staff and whānau to know these off by heart. • Continue to support whānau on their Te Reo / Tikanga journey. • Utilise our Peria School cultural lead to support the implementation of Te Reo me ona Tikanga across the kura.	• The Te Reo curriculum is implemented and being taught. Teachers are confident in teaching this because of the professional development and support they have. • Tikanga practices are normalised and consistent across the kura. • Māori kaupapa is embraced and celebrated.

Curriculum Expertise developed	2024	2025 / 2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?
	• Ensure that Peria School is abreast of any curriculum updates and changes due to change in governance in NZ • Curriculum area statements developed and adapted to suit Peria School. • Updated information in regards to the curriculum shared with whānau. • If UKD continues, ensure planning reflects this model.	• Implement any Curriculum changes and share information in regards to this with staff and whānau. • Curriculum area statements to be completed. • All whānau continue to be informed about changes to curriculum as part of our whānau hui cycles.	• All teachers are knowledgeable in the use of the refreshed curriculum. • Whānau have a growing understanding of the refreshed curriculum as it relates to their children and education.

Innovative, Engaging, future focused teaching programmes implemented.	2024	2025 / 2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?

	• Makerspace is implemented effectively and all classes have at least an hour session per week. • Makerspace pedagogy is evidence based. • The outcomes of Makerspace, learning through play and junior tech are evaluated to ensure positive impact on student learning and engagement through assessment. • Planning for Makerspace is a collaborative effort between all teaching staff.	• Makerspace supports Tech / STEAM / career development pathways available through our teaching and learning programmes. • Students and whānau understand the benefits of Makerspace and the skills developed. • Makerspace outcomes are evaluated. • Makerspace success stories are shared in school and in the community.	• Makerspace is normalised at Peria School and a way to engage and bring the curriculum to life.

Taiao / Environment An attractive, modern, well resourced, environmentally sustainable environme[nt] that mirrors the diverse community and Hāpu of Te Paatu ki Kauhanga.	Peria School has high quality learning spaces where students feel comfortable, safe, included and ready to learn. The School reflects the local community and hapū Te Paatu ki Kauhanga the mana whenua of the land on which the school resides. Peria School utilises practices that teach about and support looking after the environment both now and in the future, in school and out in the community.		
Physical Teaching and Learning Spaces	2024	2025 / 2026	

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
	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;		

	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?

	Property projects - Replacement of Te Moana/Te Awa/Te Awa toilet block - 2 x new builds and toilet block Other projects - Netball court turf - Basketball hoops - Updating of playground - Makerspace outdoor room designed and built. - Wānanga space designed - Learning through play area modernised - Bike shed refurbished. - Shade options investigated Storage solutions - Investigate potential storage solutions onsite e.g. container.	Property projects - Continue build of 2 x classrooms and toilet block - Upgrade of learning through play area - Painting whole school (except new build areas) - Re-roofing where necessary Other projects - Scooter track planned and installed - Wānanga space built - Playground upgrade continued - Makerspace upgrade cont - Learning through play area modernised - Shade options installed Classrooms - Any necessary furniture upgrades made - Install storage solutions	- All MoE funded property projects scheduled and started in 2024 are completed by the end of 2025. - At least three projects per year are completed that are not MoE funded.

Environmental Education	2024	2025 / 2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?
	- A enviro plan is collaboratively developed and implemented in consultation with all stakeholders - Teaching and learning programmes support the successful implementation of the enviro plan outcomes. - Sustainable practices from a Te Aō Māori perspective are implemented into our enviro plan. - An enviro lead effectively delegates tasks from the enviro plan to students, staff, whānau, community and hapū. - Our Peria School Green house is built, fit for purpose. - Our students engage in environmentally sustainable actions in the local and wider community.	- Our Peria School enviro plan is a living document which is continuously referred to and expanded upon. - The outcomes in the enviro plan are being met and celebrations are held to share the successes. - Te Aō Māori sustainable practices are Peria School sustainable practices. - All stakeholders take part in our Peria School environmental education. - Peria School contributes successfully to sustainable environmental projects in the local and wider community. Especially at Kauhanga Marae.	- A Peria School enviro plan is created and implemented effectively - The enviro plan is student /whānau / hāpu forward. - Teaching and learning are integrated with enviro learning and sustainable principles and practices. - Consistent monitoring and reviewing of the enviro plan takes place and progress is reported regularly to all stakeholders.

Hononga / Connection An empowered and engaged school community.	Peria School is the hub of our learning community. Whānau are well-connected because of our excellent communication strategy. We are culturally responsive with strong reciprocal relationships with local hapū, Iwi and other cultures represented in our community. We celebrate and validate the identity, language and culture of each of our ākonga and information that is timely and relevant is shared with whānau about their tamariki and the progress they are making.	

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;
	127 (1) (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.	

Cultural Responsiveness	2024	2025 / 2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?
	- Undertake termly whānau hui on a range of topics to ensure Māori and whānau voice. - Encourage whānau involvement in all areas of schooling including camp, events, learning. - Use Creatives in schools as a way to establish a meaningful reciprocal relationship with Te Paatu ki Kauhanga. - Offer Te Reo me ōna tikanga opportunities for whānau through hui, wānanga and marae visits. - Celebrate and validate the identity, language and culture of all ākonga through the selection of teaching and learning opportunities, special events and inquiry planning.	- Seek feedback on frequency of whānau hui and arrange for more than one a term if interest is there from whānau. - Hold a variety of events, hui, assemblies, visits that encourage Māori whānau to participate and engage meaningfully in school. - Continue meaningful collective engagement with Te Paatu ki Kauhanga and Ngāti Kahu. - Hold hui, assemblies at Kauhanga marae and in the community.	- Whānau hui are undertaken regularly and in ways that meet the needs of all. - Whānau give positive feedback on the whānau hui and there is an increased engagement in each hui (10 percent per hui) - We have a clear identity of who we are, where we came from and where we are going (rebranding) - Te Reo Māori curriculum is being implemented and taught.

Connection to the wider community / Community Events	2024	2025 / 2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?
	Take part in events that align with teaching and learning or our strategic aims in the community.	Continue to take part in events that align with teaching and learning or our strategic aims in the community.	- Peria School takes part in community events at least 2 x per year. - Peria Schools involvement in these

	Plan opportunities throughout the year for ākonga to connect with businesses, community members, experts in the wider community.	Continue to Plan opportunities throughout the year for ākonga to connect with businesses, community members, experts in the wider community.	events is effectively planned well in advance. • Māori whānau / hāpu are represented on the board.

Communication Strategy	2024	2025 / 2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?
	• Create a clear, concise communication plan. • Send out for consultation • Review to see if it is meeting the needs of our whānau and school community. • Ensure details on platform guidelines are shared widely and PD is given to be able to access those platforms e.g. logging into skool loop on your phone. Accessing seesaw.	• Review and consult with whānau to ensure the Communication plan is meeting the needs of our whānau and school community. • Offer learning opportunities for whānau to understand the various communication tools and platforms we use at school. E.g through whānau hui, at events, through communication tools such as newsletters.	• The communication strategy is clear and includes stakeholder voice and feedback. • The communication strategy is easy to understand and written in plain english.

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

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.

Inclusive Education	2024	2025 / 2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?
Extension	• Investigate extension programmes that sit outside of classroom programmes and how	• Provide extension programmes with students with special abilities. This could be accessed	• All students have access to quality teaching and learning programmes that meet their

	we can ensure ākonga have the opportunity to take part in these programmes. ● Investigate how Makerspace can be utilised for extension classes for students with special abilities. ● Continue to cater for students through mindplus. Apply for funding to ensure at least half of the costs can be met by school / RTLB.	through Makerspace / Tech opportunities. ● Continue to cater for students through mindplus. Apply for funding to ensure at least half of the costs can be met by school / RTLB.	individual and diverse needs.
Additional Needs	● Provide Tier 2 support in Structured literacy and maths. ● Refine our special needs register to reflect best practice. ● Ensure IEP / IBP are held in a timely manner. At start and end of year and checkpoints in between to check progress against goals.	● Continue to provide Tier 2 support in Structured literacy and maths. ● Continue to refine and update our special needs register to reflect best practice. ● Continue to ensure IEP / IBP are held in a timely manner. At start and end of year and checkpoints in between to check progress against goals.	● All students have access to quality teaching and learning programmes that meet their individual and diverse needs. ● Individual plans are created with whānau, students, teachers and agencies to support that child's individual learning and / or behavioural needs. ● Te Whare Tapa wha is utilised throughout this process as a framework. ● ORS and High needs students have regular IEP Hui.

Hauora	2024	2025 / 2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?
	● Conduct and analyse a simplified Wellbeing@School Survey. Ensure findings are collated, shared and next steps created. ● Use our learnings from Mana potential / zones of regulation / Pause, breath, smile / trauma informed practices / neuroscience / attachment theory to help create our relational plan. ● Engage with whānau and students to co-create the relational plan so there is buy in	● Conduct and analyse a simplified Wellbeing@School ● Continue to undertake PD on trauma informed practices / neuroscience / attachment theory. ● Refer to the relational plan regularly for strategies to support ākonga, staff and whānau. ● Engage with all stakeholders to review our relational plan to ensure that it is still fit for purpose. ● Ensure regular physical activity is planned and implemented daily to support hauora.	● Wellbeing is a priority and wellbeing practices are utilised throughout the day to support students' needs. As can be evidenced in teacher planning. ● A reduction in Edge behavioural incidences. ● Regular exercise is prioritised and consistent throughout the school. ● Health programmes are developed that meet the needs of all students at Peria School.

| | | from all stakeholders.
● Ensure regular physical activity is planned and implemented daily to support hauora.
● Create a health curriculum plan and consult with whānau on this. | ● Follow up on programmes within the health curriculum plan that need to be implemented into teaching and learning. | |

Attendance	2024	2025 / 2026	
	Capacity Building / Implementation	Implementation / Embedding Practice	How will we measure success?
	● Explicit monitoring of student attendance with Week 5/10 monitoring, follow up and reporting to BoT and whānau. ● Regular communication with the community about the importance of attendance. ● Create a process for when attendance becomes a concern so all staff and whānau understand what to do and when to do it.	● Explicit monitoring of student attendance with Week 5/10 monitoring, follow up and reporting to BoT and whānau. ● Regular communication with the community about the importance of attendance. ● Create a process for when attendance becomes a concern so all staff and whānau understand what to do and when to do it. ● Ensuring at least 80% of Peria School students are attending school 90% or more of the time. ● Improve lateness statistics to ensure that 80% or more of students are on time 90 percent of the time.	● Year by year improvement of overall school attendance. ● An increase in attendance korero amongst students, staff and whānau and the importance of attending regularly and coming to school on time. ● A 10 percent increase of attendance for those students who are currently attending 50% or less. ● We hold regular celebrations and acknowledge effort in attendance and being on time. ● Fewer referrals to the attendance services.