



ARIA SCHOOL

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R.D.
ARIA**

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I.D. Number 1687

I am forwarding a copy of our school "Charter" for 2023 and would welcome your feedback.

Pam Voyce
Principal Aria School

Aria School Charter (Planning and Reporting Document 2023)

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Mission Statement
(Tauaki taketake)

"Be the Best We Can Be"

Whaia te iti kahurangi, ki te tuohu koe me maunga teitei



Vision
(Te Tumanako)

Aria School will be a place where.....

- *Students realise their full potential in all aspects of school life.*
- *Learning is a partnership between family, school and community.*
- *Students have the opportunity to develop skills and attitudes to become confident, well-rounded individuals.*



Values
(Nga Uaratanga)

- A ttitude**
 - I always do my best.
- R esilience**
 - I am motivated and confident.
- I ntegrity**
 - I am honest, kind and caring. I treat all people with respect even when they are different from me.
- A ccept responsibility**
 - I am organised and on task.
 - I am an ARIA student



Key Competencies
(Nga Kaikatanganga)

Participating & Contributing

Thinking

Relating to Others

Managing Self

Using language, symbols, text



Learning Areas
(Te Marau Matauranga)

English

Maths & Statistics

The Arts

Technology

Science

Social Sciences

Health & Physical Education

Learning Languages

Notes

“Whaia te iti kahurangi, ki te tuohu koe me maunga teitei”

Pursue that which is precious and do not be deterred by anything less than a lofty mountain.

A proverb which encourages us to strive, to set goals, to persevere by setting our sights high and to not give up on them for anything.

“Tu tonu”

Stand firm

There is no Maori equivalent to the idea of standing proud as an individual. “Kaore te kumara e korero mo tona ake reka” - The kumara does not speak of its own sweetness. Instead, many whakatauki enhance the values of kotahitanga (unity), mahitahi (working together) such as the following;

“Ehara taku toa i te toa takitahi. Engari, he toa takitini.”

My strength is not the strength of one. It is the strength of many.

“Ma tini ma mano ke rapa te whai”

Many hands make light work. Unity is strength.

Procedural Information

- The Board will consult with the wider school community on a **formal** basis each year (survey monkey, google forms, hardcopy)

Less formal consultation occurs through our weekly newsletter, email, Skool Loop app, Facebook page, curriculum meetings, during Parent/Teacher interviews once/term, and at school activity days such as Pet Day, Swimming Sports etc as well as other casual social contact.

In order to receive closer to a 100% response we phone all our caregivers to either collect feedback or remind about meetings and interviews etc. We have found this to be very successful.

- Consultation with our Māori community is most successful if carried out in an informal way. Feedback from questionnaires etc is best collected by phone calls as attendance at community meetings can be poor. Valuable consultation also occurs through kapa haka practices, our Māori Enrichment programme, and casual social contact.
- All planning will be from January to December and all reports and the updated charter will be lodged with the Ministry of Education by the **1st March** each year.

General Description of the School Community...

The Aria School community covers a wide area geographically and centres on the Aria Village where there is our school, a Cosmopolitan Club and a District Multi-Cultural Hall. Ethnic composition is mixed; mainly NZ European and Māori descendants with a sprinkling of American, Australian, English and other ethnicities (often on a short-term basis) as they are employed by the local dairy farms.

There is a wide range of parental employment with almost 50% being farm related. Older people retire and move away, leaving the area comprised mainly of younger to middle aged families with an average spread of income.

43% of our students travel to school daily on the MOE funded Mokauiti bus which arrives at school around 8:10am with some children leaving from home well before 7:30am each morning.

43% of our students are driven to school by the school funded mini-van or staff transport as there is no bus service available for them.

The remainder are transported privately.

The school day commences at 9am, with one morning break 11:15-11:30am and lunch 12:45-1:30pm. We have an exercise break at 10:00am each day followed by a quick snack/drink before class resumes. Afternoon school finishes at 3pm. One staff car departs at 2.45 to meet the Piopio College buses at 3 pm. The school mini-van departs at 3.10pm and the Mokauiti bus departs around 3.25pm.

Almost half of our students live outside of the Aria community (Piopio area). Aria is a generous and supportive community with high expectations from its school. It is also very self-reliant, which is evident from the wide range of facilities available. School and community relations are very positive with strong support for events such as sports days, pet day, cultural and musical productions etc. Parents and community members are willing to assist with transport, attending school camps and day trips, fundraising (annual two-day bike-ride), working bees and other activities as requested. Their expectations are high and these include a community newsletter on a weekly basis, regular reporting on student progress, regular consultation which includes parent curriculum meetings, and an "Open Door" policy at the school.

Most people believe that Aria is a good place to bring up children.

Strengths Identifiable in our Community are:

1. People are very proud of their school.
2. Parents have high expectations of their school, staff and their children.
3. There is a high level of community identification with the school and a reasonably high level of parent involvement in such things as school trips, parent interviews or consultation.
4. Strong whole school Te Ao Māori programme.

General Description of the School

Aria School is one of the oldest schools in the district beginning in 1908 with 11 pupils. The first building was erected in 1909 and still stands today and serves as the Aria Playcentre. The school has three permanent classrooms with an Administration Office, Principal's Office, Staffroom, Kitchen, Resource room, Art classroom and large Library attached.

We are well equipped with digital devices, which we are constantly upgrading. All students have access to PCs, Chrome Books or i-pads within their classroom. The three classes each have an A frame teaching station, which includes a 42-inch screen.

All devices are internet capable.

We have wireless capability throughout the school.

The school has a strong I.C.T. and e-learning focus as an integral part of the teaching process.

A large playground includes concrete areas, a 12 metre shade area, a large covered outdoor learning space, a large fixed adventure play area, a fenced turf surfaced tennis/netball court, covered sandpit, solar heated and covered swimming pool with shade area and a rugby / soccer / hockey field with a fitness/obstacle trail around it. Extensive gardens and a native tree area add to a great rural school setting. Roll for starting 2023 is...36 students.

Staffing... Aria School has a professional and highly motivated staff who strive to give the best education possible. In 2023 the school will be staffed by...2 x full-time teachers, a 27.5 hours/week Office Manager, 30 hours/week Teacher Aide, a cleaner, lawn mowing contractor and 2 hour/week grounds person.

Cultural Perspective

The school's curriculum values the unique position of Māori in New Zealand by providing a variety of programmes and opportunities that develop an awareness of all things Māori and the Māori Language. Parents and staff work together in supporting an agreed culture of oneness within the community. Marae trips, the whole school "Te Reo me Tikanga Māori" programme and the work of our Māori support teachers all contribute to developing student understanding and awareness of the Māori language and culture. Our children participate in an annual Whikoi mo te Reo event where all children have a chance to speak publicly in te reo.

All reasonable steps will be taken to provide instruction in Tikanga Māori and te reo Māori for fulltime students and for parents who ask for it.

Our Kapahaka group focuses on festival appearances as they occur during the year. Kapahaka is part of our Arts programme and is offered to all children. Aria School participates every second year in the local Te Nehenehenui Tribal Festival kapahaka competition alongside other local schools in the Primary section. The Maniapoto School's kapahaka festival is usually held in alternate years.

Consultation with our Māori community occurs regularly as all Parent/Caregiver consultation does.

Our Māori community feels strongly about not being identified as a "special" group.

We believe our learning programmes are meeting the educational needs of our Māori (50%) students. As a staff we continue to develop and refine our teaching pedagogy to support our Māori learners.

Multi-Cultural Perspective

The school's curriculum values the multi-cultural composition of its wider community by providing opportunities that develop an awareness and appreciation of non-Māori / New Zealand European cultures for all students.

We are confident that **all** students at Aria School are receiving a balanced overview of the richness of our New Zealand heritage.

Supporting Education Success as Maori (Refer Ka Hikitia Accelerating success 2013-2017)

Tataiako – Culturally Responsive Practice

Competency	Key ideas/elements	What does it look like at Aria school?
Āko	Practice in the classrooms and beyond , all of us taking responsibility for our own learning and that of Māori learners.	<ul style="list-style-type: none"> • Tikanga Māori Implementation plan is continuously being developed. • Regular consultation with Māori community & local iwi regarding appropriateness of content etc. • Engagement of parents and whānau is encouraged, to promote and support learning of students.
Wānanga	Communication, problem solving, innovation- we all participate with learners and communicate in robust dialogue for the benefit of Māori learners' achievement.	<ul style="list-style-type: none"> • Authentic contexts for learning. • Great respect is placed on being Māori. • Te Reo is used daily in classrooms. • Daily 15 minute Māori language lessons. • Daily 15 minute waiata. • Weekly whole school sessions in library - karakia, waiata, pōwhiri, mihi.
Manaakitanga	Values – integrity, trust, sincerity, equity, - we demonstrate integrity, sincerity and respect towards Māori beliefs, language and culture.	<ul style="list-style-type: none"> • Whole school kapahaka programme. • Unique School pātere / waiata • Visits to local landmarks mentioned in school pātere – Taumatini mountain, Kahuwera etc. • Children with Māori names are pronounced correctly.
Tangata Whenuatanga	Place based, socio economic awareness and knowledge – we affirm Māori learners as Māori – provide contexts for learning where their identity, language and culture and whanau is affirmed.	<ul style="list-style-type: none"> • Main school events (prizegiving) opened with appropriate karakia (senior leaders) • Whakapapa research – mihi (all) • Year 6 speeches presented half in Māori (choice) • Te Tiriti o Waitangi – what it means, senior school visit to Waitangi during year 4-6 class. • Culturally relevant activities and initiatives – marae visits, sleepovers, whikoi mo te reo, Te Nehenehenui Tribal Festival, Maniapoto Festival....
Whanaungatanga	Relationships – students, schoolwide and community, with high expectations – we actively engage in respectful working relationships with Māori learners, parents, whanau, hapu and Māori community.	<ul style="list-style-type: none"> • Culturally respectful practices e.g. not sitting on desks. • Cultural and historical connections are broadened to include other hapu, iwi etc. • We have an open-door policy which is totally inclusive and encourages whanau to visit at any time.

Priority Strategic Goals for Learning and Achievement at Aria School

At Aria School we aim to...

1. Provide a **safe and positive learning environment** with an holistic approach to health and well-being. *NELP Objective 1 (1)*
Kaahui Ako Achievement Challenge "Develop Wellbeing and Healthy Learners"
2. Through programmes of work promote all school **values** including;
 - building high levels of **respect**, honesty, self-discipline and self-esteem
 - encouraging high levels of creative, critical and reflective thinking
 - striving for excellence in achievement. *NELP Objective 3 (6)*
3. Provide **excellence** in all classroom programmes using effective assessment practices.
NELP Objective 2 (4) NELP Objective 3 (6)
Kaahui Ako AC "Build Successful Communicators".
4. Create a culture of **inclusive** education ensuring the provision of strong support for children with **special needs/learning challenges**.
NELP Objective 2 (3) Kaahui Ako AC "Build Successful Communicators".
5. Develop plans and targets for improving achievement and success of **all** students from **all** cultures, in consultation with **Māori**, other cultures and the wider community. Meaningfully incorporate te reo Māori and tikanga Māori in everyday learning. *NELP Objective 1 (2) NELP Objective 3 (5)*
Kaahui Ako AC "Establish a Contributing Community".
6. Engage in and develop a productive **partnership with the community** maximising the use of community resources. *NELP Objective 1 (2)*
Kaahui Ako AC "Establish a Contributing Community".

ARIA SCHOOL CURRICULUM GOALS FOR PERIOD 2023-2025

Area	Goals	What are we going to do?	How will we monitor / report progress?
1. Health and wellbeing / Hauora <i>Strategic Goal 1</i>	To develop self-awareness and ability to manage / regulate / identify own emotions.	<ul style="list-style-type: none"> ● Explicit teaching of self-management tools including using programmes such as The Zones of Regulation, Pause, Breathe, Smile, Te Whare Tapa Wha. 	OTJs, student voice / feedback. Formative assessment tool to be developed.
2. Literacy <i>Strategic Goal 3</i>	All students achieving at or above the appropriate level in Reading and Writing. Priority students (SWANs) reaching potential.	<ul style="list-style-type: none"> ● Continue structured literacy as needed across the school. ● Continue with relevant PD. Staff meeting PD ongoing. ● Pam to review current “Action Plan for Growing Literacy” plan 2023. ● Parent Support sessions to be promoted. ● Teina/Tuakana, Buddy Spelling or Buddy Reading programmes as needed. ● Intervention programmes – as needed. 	OTJs, asTTle, Running Records, STAR, PATs, moderation. Report to Board as scheduled.
3. Numeracy <i>Strategic Goal 3</i>	All students achieving at or above appropriate level in Maths. Priority students reaching potential.	<ul style="list-style-type: none"> ● Staff to lead focused PD (relevant readings, practice and pedagogy) to review, refine and strengthen current practice. ● Review of school wide “Numeracy Programme”. ● Basic Facts/Maths workshops for parents as required – explore zoom/online option. 	OTJs, asTTle, PATs, JAM, GLOSS, IKAN, Report to BOT as scheduled.
4. Other Curriculum Areas <i>Strategic Goal 3</i>	To increase the number of students achieving at or above the appropriate level in Science, Technology, Social Sciences, The Arts, Health and Physical Education and Languages (Te Reo).	<ul style="list-style-type: none"> ● Focused PD to review, refine and strengthen current practice. ● Review of all curriculum plans. ● Facilitate development of Te Reo and Tikanga Māori programmes including the provision of staff PD/Leadership opportunities. ● Develop e-learning environment and integrate tools. 	OTJs, Exemplars, ARBs, on-line support. Report to BOT as scheduled.

<p>5. Social Skills</p> <p><i>Strategic Goals 1 & 2</i></p>	<p>To reinforce the Aria School Values.</p> <p>To nurture positive relationships using Restorative Practices, class and playground codes of behaviour, standards and expectations.</p>	<ul style="list-style-type: none"> ● Teach relevant programmes - KOS (Keeping Ourselves Safe), Kia Kaha, Life Education, Firewise, Zones of Regulation, Te Whare Tapa Wha. ● Establish class rules/charter. ● Positive leadership (yr6s)-attendance at Hamilton Young Leaders' Day, Inter-school activities – sporting and cultural, arts etc. ● Positive behaviour reinforcement - House points etc. ● Behaviour Management systems / Restorative Practice. 	<p>Report to Board as scheduled.</p>
<p>6. Inclusive Education</p> <p><i>Strategic Goals 4 & 5</i></p>	<p>Provide quality learning programmes that meet the needs of all students including Māori, Pacific, other cultures, male students and students with special educational needs.</p> <p>Support all learners attending Aria School to engage in all learning activities and to achieve against the key competencies and learning areas of the New Zealand Curriculum.</p> <p>Ensure the transition into, within and out of Aria School is smooth and well planned.</p>	<ul style="list-style-type: none"> ● Provide opportunities to discuss progress, achievement and learning with caregivers on a regular basis. ● Review the Special Educational Needs register regularly at Staff meetings SWANs' (Student With Additional Needs) accelerated progress, to assist with monitoring, evaluating, planning and allocation of resources including Teacher Aide time. NB. Aria School describes special educational needs as Gifted & Talented (GATE) and students achieving consistently below the appropriate achievement level. ● Continue collaboration with Piopio College to ensure effective transitioning of year 6s. ● Assist transitioning between classes within the school by spending one day/week in next year's class during term 4. ● Conduct annual Community Consultation. ● Re-establish "Transition to school group" in wider Piopio/Aria Communities. Update and distribute "Ready for School" packs. ● Maintain contact with outside agencies where needed and appropriate i.e. RTLb, RTLit, Kahui Ako etc. ● Staff PD in new technologies.... Apps relevant to supporting and enhancing classroom learning. 	<p>Report to Board on Māori achievement, "Teacher Aide/Special Programmes – accelerated progress of priority learners" as scheduled.</p> <p>Feedback from parents of transitioning students.</p>
<p>7. ICT e-learning</p> <p><i>Strategic Goal 3</i></p>	<p>To provide up to date ICT tools and infrastructure.</p> <p>To integrate technologies effectively into all programmes of work.</p> <p>To increase teacher capability through PD.</p>	<ul style="list-style-type: none"> ● Update/review ICT Strategic Plan, including proposed purchasing plan for new devices etc. ● Know what we want to achieve and why. ● Staff PD in new technologies – i-pads, chrome books, Google Docs, set up student accounts etc. ● Develop links with the community through use of technologies e.g. Skool Loop app, sharing work through google docs, useful i-pad applications etc. 	<p>Reports back to BOT.</p> <p>Ensure BOT fully involved in decision making.</p>

ARIA SCHOOL BOARD GOALS 2023-2025

AREA	GOALS – how will we achieve and monitor?
Curriculum Delivery <i>Strategic Goals 3 & 4</i>	Provide inclusive education - cater for individual needs and learning styles. Encourage all students to take a growing responsibility for their learning and behaviour. Provide quality learning programmes combined with explicit, expert teaching with high engagement levels in a friendly and challenging environment. Recognise and appreciate students' worth. Develop and review curriculum implementation plans in consultation with parents and community.
Curriculum Content <i>Strategic Goal 3</i>	Provide balanced learning programmes based on the NZC learning areas and key competencies, which reflect the local community with emphasis on numeracy, literacy, regular quality physical education, cultural, arts, science and technology activities. Annual targets are set according to the needs identified in school review, monitored, and reported to the community.
Human Resources <i>(refer Board Self-Review Programme)</i>	Employ highly motivated, qualified, competent people. Promote continual staff and board member development and high levels of performance . Be a good employer . Policies and job descriptions will be reviewed regularly. Strategic Succession planning.
Self-Review, Assessment and Reporting <i>(refer Board Self-Review Programme)</i>	Monitor student progress and achievement. Use varied formal and informal methods, including OTJs, to assess learning needs, set annual targets and plan to meet them. Regularly report on progress and achievement, and report annually on target variance (refer Board Programme of Self-Review). Develop and strengthen staff appraisal using the "Professional Growth Cycle".
Health, Wellbeing and Safety <i>Strategic Goal 1</i>	Provide a safe and positive environment for all – address specific needs such as mental health issues in the appropriate manner. Follow all relevant Health and Safety policies and procedures. This includes regular maintenance checks on all equipment (school and playground) and positive behaviour management.
Finance <i>(refer Board Self-Review Programme)</i>	Prepare a budget that allows for the funding of the school's curriculum (school focus/target areas), personnel, administration, maintenance and improvement of the physical environment and resources. Monitor and control expenditure within the allocated funds. Prepare accounts for auditing and publication of annual accounts .
Property <i>Strategic Goal 1</i>	Implement a maintenance and improvement programme (annually updated 10 Year Plan) for a safe attractive, healthy and modern environment for the school community. Maintain and, when necessary, update resources.
Community Participation <i>Strategic Goal 6</i>	Consult with parents, staff and other members of the school community, acknowledging the partnership between school and family, encouraging and strengthening active parental participation.
New Zealand's cultural diversity and the unique position of Māori Culture <i>Strategic Goal 5</i>	Education Act: Our charter is required to meet these aims: 1. Developing for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture; and 2. Ensuring all reasonable steps are taken to provide instruction in Te Reo and Tikanga Māori for all fulltime Students. Teachers use Tataiako and value and nurture Te Reo/Tikanga Māori through daily integration and a school wide Kapa haka and Te Ao Māori programme. We will continue to develop strong links and partnerships with our Māori community. We will develop strong links and partnerships with the families of other cultural groups represented in our community.

ARIA SCHOOL BOARD ANNUAL PLAN 2023

AREA	GOALS – how will we achieve and monitor?	
Curriculum Delivery & Curriculum Content <i>Strategic Goals 3 & 4</i>	Refer Professional Development Programme <ul style="list-style-type: none"> • Kāhui Ako- achievement focus • Professional Growth Cycle • Intervention Programmes (as required) 	<u>Target 1 Literacy (Reading and Writing)</u> All at risk students who were below the appropriate level at the end of 2022 will make more than one year's progress by the end of 2023. To increase the teachers' knowledge and skills and improve teacher effectiveness through relevant Professional Development. <u>Target 2 Numeracy (Maths)</u> All at risk students who were below the appropriate level at the end of 2022 will make more than one year's progress by the end of 2023. To increase the teachers' knowledge and skills and improve teacher effectiveness through relevant Professional Development.
Human Resources <i>(refer Board Self-Review Programme)</i>	<ul style="list-style-type: none"> • Job Descriptions Staff/Board • Principal Performance Agreement • Staff /Principal Appraisals 	<ul style="list-style-type: none"> • Staff Professional Development Programme 2023 • School Parent Information Booklet and Restorative Practices Handbook reviewed and updated.
Self-Review, Assessment / Reporting <i>(refer Board Self-Review Programme)</i>	<ul style="list-style-type: none"> • Reports/Assessment Folders Term 2/4 • Formal Interviews Terms 2/4. Informal as required. • Board reports – newsletter • Community Consultation throughout year. 	<ul style="list-style-type: none"> • BOT Self-Review Programme – includes reporting on Strategic Goals • Reporting to Board on Student Progress & Achievement as per programme • Review all policies & procedures term 3
Health, Wellbeing and Safety <i>Strategic Goal 1</i>	<ul style="list-style-type: none"> • Behaviour Management –Review/ Implement Restorative Practices Handbook • Hazards Register updated • Maintenance Schedule –playground, electrical appliance check • Accidents and Medical Register maintained • Health & Physical Education Programme circulated to community • Review all policies & procedures term 2 	<ul style="list-style-type: none"> • Evacuation/ Lockdown Procedures practised each term • DEX • PH Nurse visits/in-class support • All Health and Safety Procedures reviewed • On-site visitor register • Covid safety procedures • High Health Needs Action Plans x 2 Review/ Implement
Finance <i>(refer Board Self-Review Programme)</i>	<ul style="list-style-type: none"> • Annual budget • Monthly reporting/accounts • 10 Year Plan / 5YA 	<ul style="list-style-type: none"> • Auditor reports • Assets Register update • SUE Reports-monitor fortnightly
Property <i>Strategic Goal 1</i>	<ul style="list-style-type: none"> • Insurance reviewed • School house maintenance /upgrade as required. • Plant & Machinery Practices reviewed 	<ul style="list-style-type: none"> • Maintenance Schedule- bark, sand, pool, courts, hard area games paint, exterior spray, rooves, spouting clean, athletics track paint, gardens, native area....
Community Participation <i>Strategic Goal 6</i>	<ul style="list-style-type: none"> • Newsletters weekly / Facebook page more active/Skool Loop app and email. • Parent Meetings–as required • How to help at home workshops - basic facts, reading, writing... • How to read reports – term 1/2 • Structured Literacy Information 	<ul style="list-style-type: none"> • Board Meetings • Reporting/Interviews/Phone calls • Fundraising Events – 2 day Bike-ride... • Sporting/Cultural events e.g Pet Day, Production, Orienteering, Kapa haka etc • Utilising Local Resource personnel as appropriate • Community Consultation
New Zealand's cultural diversity and the unique position of Māori Culture <i>Strategic Goal 5</i>	<ul style="list-style-type: none"> • Kapahaka programme – whole school • Te Ao Māori Programme – Te reo Māori integrated into daily programme • Annual report to Board 	<ul style="list-style-type: none"> • Staff PD • Māori Community Hui/consultation as required • Māori Support – ? • Visits to local landmarks, whikoi

T E R M	Tick and date when completed	Aria School Board of Trustees Programme of Self-Review
	✓	2023
1		Appoint Chairperson at first meeting of year. Submit Charter to MOE by 1st March Accounts to Accountant by mid-February Roll Return 1 st March 2023 BOT Professional Development Plan/Succession Plan Draft accounts received from accountant (March 15-31 st) Progress Reporting to parents – end of term.
2		Audited accounts to MOE 31 st May Reporting to Parents- mid-year (written reports and interviews) Roll Return 1 st July Mid-year Budget Review / Teacher Aide hours confirmed Review NAG 5 Health and Safety
3		Community / Maori Community Consultation ongoing Review NAG 2 Self-Review / Strategic Planning NAG 3 Employers Responsibilities/Personnel
4		Charter Review 2024 Budget approved – final meeting of year Asset Register updated Job Descriptions Completed - Staff / BOT 2023 Staff Appraisals completed Professional Development Plan for 2024 Annual Plan for 2024 Strategic Goals – report on progress made Property/Maintenance review /update 10-year plan 2023 Principal and Chairperson’s Annual Reports to Community Analysis of Variance for 2023 Targets Reporting to Parents – end of year (written reports and interviews) Principal’s Performance Agreement / Principal’s appraisal
<ul style="list-style-type: none"> ● 2024 NAG 4 Finance & Property / NAG 6 Legislative Requirements ● 2025 NAG 1 Curriculum / NAG 3 Employers Responsibilities/Personnel 		

Aria School - PROGRAMME FOR REPORTING TO BOARD ON STUDENT PROGRESS AND ACHIEVEMENT

- **Programme** – The annual programme of work, topics to be covered (what is happening in classrooms).
- **Progress and Achievement** – The progress of students towards set goals. Across the school achievement based on Overall Teacher Judgements (OTJs) and Learning Progressions for Writing, Reading and Maths. OTJs and Exemplars / ARBs for other curriculum areas.
NB. Reporting on student achievement will include students as a whole and groups (gender/age/Maori).
- **IEPs** (Individual Education Plans) – how special needs and abilities are being addressed.

Term	Year	2023	Tick when completed
One		• Health and Physical Education programme	
		• Progress and Achievement in Aquatics	
		• English – programme (reading, writing, listening, speaking, viewing, presenting)	
		• National Testing P.A.T (Progressive Achievement Testing in maths, reading comprehension, reading vocab, listening for year 4-6) - STAR (reading for year 3-6), asTTle Writing year1-6	
		• Social Sciences – Programme / progress and achievement	
Two		• Science/Technology programme / progress and achievement	
		• Review Effectiveness of Teacher Aide/Special Programmes (Priority Students' progress) MY	
		• Languages –Te Reo programme and progress and achievement	
		• Mid-Year Achievement and analysis (reading, writing and maths)	
Three		• ICT – programme/ progress and achievement / strategic plan	
		• The Arts review – Music, Visual Art, Dance and Drama - programme and progress and achievement	
Four		• End of Year Achievement and analysis (reading, writing, maths)	
		• Target analysis – AOV (Analysis of Variance)	
		• Review Effectiveness of Teacher Aide/Special Programmes (Priority Students' progress) EOY	

Aria School Achievement Target 1 2023

Strategic Aim: All students are able to access *The New Zealand Curriculum* as evidenced by achievement in relation to NZ Curriculum Levels.

Annual Aims: To raise the rate of progress for all students deemed at risk of not achieving at the appropriate level for **Writing**.

To increase the number of students achieving at or above the appropriate level for **Writing** to 85% across the school.

Baseline Data: Analysis of school wide writing data in November 2022 identified ongoing concerns in spelling and vocabulary development.

A group of 9 students in years 2- 6 has been selected as our target group.

Composition of the target group is: - *Gender* - 4 male / 5 female

Ethnicity - 7 Maori / 2 New Zealand European

Year level – 3 x yr 2, 2 x yr 4, 2 x yr 5, 2 x yr 6.

Targets

- All 9 students who were below the appropriate level at the end of 2022 will make more than one year's progress by the end of 2023.
- To improve the standards (content) of Writing (including the surface features of spelling and punctuation) and proofreading.
- To focus on improving spelling and building usable vocabulary.
- To increase the teachers' knowledge and skills for teaching Writing.

When	What – Actions	Expected Outcomes
Start of year	Analyse all data collected; identify target students, set goals.... Group students. Discuss possible Intervention Programmes.	Priority student needs are clearly identified by all staff. Staff are clear about the pathway forward for these students.
Term One – early	Refer "Action Plan for Growing Literacy (Writing)". What might a typical writing lesson, unit, programme look like? Implement, review, refine. Refer also to "The Writing Book" and "The Oral Language Book" for ideas (Sheena Cameron and Louise Dempsey). These are our main "Go To" resources. Attend "Writing Book" workshops.	Setting the scene to get started. Sharing ideas. Staff informed, clear about the resources available and direction we are heading in.
Throughout year	Focused observations based on appraisal goals. Best practice school visits if appropriate.	Staff critically reflect on how effective they are as teachers of writing. Staff will record this in their appraisal – on-line. Arianui – updated regularly at staff meetings.
Throughout year	Other relevant external PD as available e.g. Learning Matters Use of RTLit / RTLB as needed.	New ideas to explore. Staff build confidence. Staff address perceived areas of weakness.

Throughout year 2023.	Plan/implement intervention programmes for all students at risk of not achieving, focused on specific areas of need e.g. STEPS. Teacher Aide support within classes.	Measurable Improvement in writing outputs. Specific areas of need are addressed.
Throughout the year - staff meetings – 3/term	Focus on writing goals in child friendly language so that all students are clear about their goals and what they have to do to achieve them – refer to “ Writing Progressions Year 0-6. In child friendly language ”. Implement, review, refine this document throughout the year. Discuss how to implement the above in the best possible way – how are we to monitor, record etc. How will students know when they have achieved goals?	Staff and students will be clear about next steps and how to achieve them.
	<i>The Writing Book</i> – implement ideas, share successes etc.	More effective teaching of written language.
	<i>The Oral Language Book</i> - implement ideas, share successes etc.	
Focused staff meeting discussions based on relevant research/readings etc.		
Mid-year	Review assessment process – consistency. Use AsTTle.	More consistent assessment.
Mid-year	Teacher Only Day –review data, reset goals, next steps for priority students etc.	Planning for second half of year.
Term 2/4	Reporting to Board/community on progress towards Annual Aims. Final collation and review of data EOY.	All stakeholders aware of the progress made and next steps.

Resourcing – within the English and Teacher Training budgets.

Aria School Achievement Target 1 2023

Strategic Aim: All students are able to access *The New Zealand Curriculum* as evidenced by achievement in relation to the NZ Curriculum levels.

Annual Aims: To accelerate the rate of progress for all students deemed at risk of not achieving at the appropriate level for **Reading**.

To increase the number of students achieving at or above the appropriate level for **Reading** to 85% across the school.

Baseline Data: Analysis of school wide reading data in November 2022 confirmed a continuing concern at the decreasing **vocabulary knowledge** across the school. The weakness is linked to the declining levels of good **oral language** across the school.

No particular year group stood out as a target group. A group of 6 students across all year groups has been selected as our target group.

Target Group Composition – Gender – 2 female/4 male

Ethnicity – 4 Maori/2 NZ European

Year Group – 1 x year 2/ 1 x year 3/ 2 x year 4/ 2 x year 5

Targets

- All 6 students who were below the standard at the end of 2022 will make more than one year's progress by the end of 2023.
- To improve oral language across the school.
- To improve the understanding and use of vocabulary across the school.
- To increase the teachers' knowledge and skills for teaching Reading.

When	What - Actions	Expected Outcomes
End of 2022	Analyse all data collected; identify target students, set goals... Discuss possible intervention programmes. Pam/Maria to teach daily.	Student needs are clearly identified by Ana/Pam Staff are clear about the pathway forward for these students.
Term One – early 2023.	Review Classroom Reading programmes What are the components of a good Reading lesson, unit, programme? Implement, review, refine. Look at resources currently being used in the school – make a resource list.	Staff are aware of what a typical reading programme could look like. Sharing of ideas and resources. Staff clear about direction we are heading together. Staff know where to go for ideas, support etc.
Early Term One.	Review Oral Language Implementation Plan . What might this look like in the classroom? Refer to <i>The Oral Language Book</i> for ideas (Sheena Cameron and Louise Dempsey). Research other useful resources and list for future reference.	Staff are aware of what a typical oral language programme could look like. Sharing of ideas and resources. Staff clear about direction we are heading together. Staff know where to go for ideas, support etc.
Throughout year 2023	Relevant external PD as available. Use of RTLB and RTLit as needed. Learning Matters support / PD as available and affordable. Relevant Webinars – whole staff.	New ideas to explore. Staff build confidence. Staff address areas of need.

Throughout year 2023	Develop good assessment practices e.g. Running Records. Year 4-6 - Analyse PATs or AsTTle data more carefully to make best use of. Review Priority Students' progress at each staff meeting – refer staff anecdotal notes. Pam to review Target student progress every 3 weeks.	More consistency/accuracy of data collection and interpretation. Student needs more clearly identified and addressed. Intervention programmes - effectiveness clearly monitored, evaluated.
Throughout the year 2023	Focused observations based on appraisal goals / personal needs. Modelling of good practice.	More critical inquiry/reflection into our teaching practices. Record. On-line. Arianui Inquiries – reflections at staff meetings.
All year –at least 3/term.	Focused staff meetings – readings etc. Sharing, evaluating....	Increase in teacher knowledge and effectiveness.
Term 2 / Mid-year	Teacher Only Day Review Priority Students (SWANS) progress – Intervention programme/groups for terms 3/4? Review, reset goals, next steps for target students etc.	Focused planning for remainder of year.
Term 2/4	Reporting to Board/community on progress towards Annual Aims. Final collation and review of data EOY.	All stakeholders aware of the progress made and next steps.

Resourcing – within English and Teacher Training budgets.

National Education Learning Priorities (NELPS)

The NZ Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion.

The NELPS outline 5 Key Objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of Learning and Work	World class inclusive public education
<p>Learners with their whanau are at the centre of education.</p> <p>1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	<p>Great education opportunities and outcomes are within reach for every learner.</p> <p>3. Reduce barriers to education for all. Including for Māori and Pacific learners disabled learners and those with learning support needs.</p> <p>4. Ensure every learner gains sound foundation skills including language, literacy and numeracy.</p>	<p>Quality teaching and leadership make the difference for learners and their whānau.</p> <p>5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p> <p>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	<p>Learning is relevant to the lives of New Zealanders today and throughout their lives.</p> <p>7. Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work.</p>	<p>New Zealand education is trusted and sustainable.</p> <p>8. Enhance the contribution of research and mātaurangi Māori in addressing global and local challenges.</p>

At our kura, we exemplify and value these five objectives, which are implicit throughout our Vision, Values, Strategic Goals and Annual Plans.

Our Kahui Ako Goals also align to these five objectives as they do to our school's goals.

Aria School Achievement Target 2 2023

Strategic Aim: All students are able to access *The New Zealand Curriculum* as evidenced by achievement in relation to the New Zealand Curriculum levels.

Annual Aims: To raise the rate of progress for all students deemed at risk of not achieving at the appropriate level for **Maths**.

To increase the number of students achieving at or above the appropriate level in **Maths** to 85% across the school.

Baseline Data: Analysis of school wide numeracy data in November 2022 identified continuing concerns in number facts knowledge across the school. A weakness in the understanding of Grouping and Place Value also continues to be of concern.

A group of 7 students across all year groups has been selected as our target group including 6 seniors (86%) in year 4-6 group.

Composition of the target group is: - *Gender* - 2 male / 5 female

Ethnicity - 7 Maori

Year level – 1 x yr 2, 2 x yr 4, 2 x yr 5, 2 x yr 6

Targets

- **All 7 students who were below the appropriate level at the end of 2022 will make more than one year's progress by the end of 2023.**
- **To maintain focus on the knowledge and rapid recall of all Basic Number Facts across the school.**
- **To improve the understanding of Grouping and Place Value across the school.**
- **To increase the teachers' knowledge and skills for teaching Maths.**

When	What	Who
End of 2022	Analyse all data collected; identify target students, set goals... Group target students for term 1 2023. Develop programmes of work.	Ana/Pam
Ongoing throughout 2023	Pam/Maria to teach daily. Assess target students every 3-4 weeks. Reflection/ Discussion weekly at staff meetings (SWANS). Teacher Aide to support within both classrooms (groups)	
Throughout year	Continue to teach daily maintenance activities to both classes. Regular assessment to measure progress.	All staff
Throughout year	Relevant external PD as available or within school.	All staff
Throughout year	Use GLOSS testing format to familiarise students with the unpacking of problems - what do I have to do to solve this problem?	All staff
All year – at least 2/term.	Focused staff meetings – readings etc. Sharing, evaluating....	Pam/staff
Term 2 / Mid-year	Review Target group progress – Effectiveness of programmes/groups for terms 3/4? Assess as per “ Maths Action Plan 2023”	All staff
Mid-year	Teacher Only Day – review, reset goals, next steps for target students etc.	Pam / All staff
Term 2/4	Reporting to Board/community on progress towards Annual Goals. Final collation and review of data EOY.	Pam
	Refer “Maths Action Plan 2023” for full / further details.	

Resourcing – within the Maths and Teacher Training budgets.

Analysis of variance reporting



School name: Aria Primary

School number: 1687

Strategic Aim: All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to the NZ Curriculum levels.

Annual Aim “Health and Wellbeing” : To accelerate the rate of progress for all students deemed at risk of not achieving at the appropriate level due to not being *ready for learning*.

To ensure that all students’ “**Health and Wellbeing**” needs are being addressed ensuring that they are ready for learning.

Target - To decide on the needs of our students to ensure they are ready for learning.

To continue to develop an Hauora programme based on school values, emphasis on “Resilience” and “Being Kind and Caring”.

To continue to implement relevant programmes such as Zones of Regulation and Pause, Breathe, Smile and Te Whare Tapa Wha.

Explicit teaching of self-management tools.

To increase the teachers’ knowledge and skills in the area of Health and Wellbeing.

Baseline Data:

Analysis of student behaviour and achievement data in November 2021 confirmed a continuing concern regarding Health and Wellbeing issues facing our students, particularly following Covid 19 challenges within our school community.

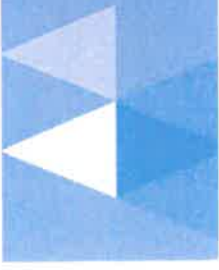
The challenges are across the school and no particular age or gender group is identified.

Analysis of the data indicates:

- All students identified as “at risk” continue to develop strategies to cope with situations that would normally have caused them to lose control of their emotions.
- All students across the school have embraced the programmes being taught in all classes. They all “Talk the Talk”.
- Teachers are showing greater understanding of the programmes and ensuring that the tools/ messages are being reinforced throughout the school day.
- We continue to have fewer situations arising from playground disputes and students are more able to solve their own social problems in a calmer way.
- Students are able to settle to their learning more quickly.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Students were assessed using OTJs and using our self-assessment tool.</p> <p>Pause, Breathe, Smile taught in all classes.</p> <p>Te Whare Tapa Wha – on walls all classes, used daily.</p> <p>Zones of Regulation taught as required – all students can place themselves in a zone.</p> <p>On-going Professional Development for all staff as available.</p> <p>Focused staff meeting sessions – priority students' progress assessed weekly.</p> <p>Teacher Aides supported the programmes in all classrooms.</p> <p>Teachers' skills in implementing programmes continued to be developed.</p> <p>Collated data (OTJs) and decided on 2023 development.</p>	<p>Resources used and referred to regularly.</p> <p>Shared and evaluated successes regularly during staff meetings.</p> <p>Teachers' knowledge and skills for teaching and understanding the relevant programmes improved.</p> <p>All target students made significant progress and were more able to self-regulate.</p> <p>Across the school there seemed to be a calmer atmosphere and playground issues diminished.</p> <p>Students are enthusiastic about the Hauora programmes that have become a way of life, just part of a normal day.</p>	<p>All teachers embraced the Hauora approaches and worked hard to improve their skills in teaching the programmes appropriate to their students.</p> <p>More regular discussion / reflection / at staff meetings proved beneficial.</p>	<p>Continue to develop and use our self-assessment "tool" to measure progress (smiley face questionnaire that all ages can complete).</p> <p>We will use this twice each year to assess where students are placed.</p> <p>Continue to discuss Priority Students' (SWANS Student With Additional Needs) progress at each staff meeting.</p> <p>Continue with regular PD at staff meetings, keeping us up to date with any new resources available.</p> <p>With having to live with Covid and on-going absence concerns these programmes to build resilience are more and more important.</p>
<p>Planning for 2023:</p> <ul style="list-style-type: none"> • Use assessment tool early in the year. Use it to set a starting point for measuring progress towards individual goals. • Keep up to date with any Professional Development available on the programmes already being implemented. 			

Analysis of variance reporting



School name: Aria Primary

School number: 1687

Strategic Aim: All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to the NZ Curriculum levels.

Annual Aim: To raise the rate of progress for all students deemed at risk of not achieving at the appropriate level in **Maths**.

To increase the number of students achieving at or above the appropriate level in **Maths** to 85% across the school.

Achievement Target 2-2022

- All 8 students who were below the appropriate level at the end of 2021 will make more than one year's progress by the end of 2022.
- To maintain focus on the knowledge and rapid recall of all Basic Facts across the school.
- To improve the understanding of Grouping and Place Value across the school.
- To increase the teachers' knowledge and skills for teaching Maths.

Baseline Data: Analysis of school wide numeracy data in November (mostly based on mid-year data due to Covid interruptions) identified concerns in basic facts knowledge across the school. A weakness in the understanding of Grouping and Place Value continues to be of concern.

A group of 8 students across all year groups has been selected as our target group.

Composition of the target group is: - Gender - 2 male / 6 female

Ethnicity - 5 Maori / 3 New Zealand European

Year level - 2 x yr 2, 1 x yr 3, 2 x yr 4, 2 x yr 5, 1 x yr 6.

Analysis of the data indicates:

- Overall achievement levels improved to 76% (from 68%) at or above the expected level (32/42 students).
- Of those below expected level, 3/10 students were Boys 30%.
- Of those below expected level, 7/10 students were Girls -- 70%
- Maths intervention programmes such as targeted number knowledge were meeting the specific needs of some of our low achieving students as well as accelerating the achievement of some other students.
- Our students are not yet achieving at the appropriate level for knowledge and rapid recall of Basic Number Facts.
- A new approach to Basic Number Facts learning is required for 2023.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Analysed all data collected at end of 2021 and beginning of 2022.</p> <p>Identified Target group – set goals.</p> <p>Maths Progressions confirmed and folder for each teacher set up.</p> <p>Daily maintenance activities-regular assessment to monitor progress.</p> <p>Used GLOSS testing format to familiarise students with unpacking of word problems.</p> <p>Staff meeting PD- readings etc.</p> <p>Parent support booklet sent home – Basic Facts knowledge focus – how to help at home.</p> <p>Reviewed Target group progress regularly at staff meetings.</p> <p>School wide assessment –MY/EQY using AsTTle, PAT, GLOSS, JAM, OTJ's</p> <p>Collated data, reported to Board/Community on progress, set goals for 2023.</p> <p>Refer "Maths Action Plan 2022" for further information.</p>	<p>Little improvement in basic facts knowledge and recall.</p> <p>Little "buy in" from caregivers. No homework completed.</p> <p>Small group or individual interventions only work if they happen regularly- a little and often.</p> <p>Very little interest from parents for support evenings. All keen but don't turn up.</p> <p>Teachers' knowledge and skills for teaching maths improved.</p>	<p>Little "buy in" from students and caregivers so little practice completed at home.</p> <p>Absences in students were higher than acceptable or expected (winter bugs, covid etc).</p> <p>Small group / individual sessions not happening regularly.</p> <p>People overcommitted or forget.</p> <p>Attending PD, Staff inquiry, reflection on teaching practices, shared successes/failures – all of these happened at staff meetings and was very valuable.</p>	<p>Targeted small groups daily during morning with Teacher (not teacher aide) – see Maths Action Plan 2023.</p> <p>Teacher to connect with individual caregivers and develop a strong relationship to encourage "buy in" from home. Homework compulsory if children are to catch up.</p> <p>Will phone all parents to remind.</p> <p>Encourage attendance with "Goody Bags" full of maths games, activities to do at home.</p> <p>Continue as in 2022.</p>
<p>Planning for 2023: Refer to "Maths Action Plan 2023"</p> <p>Review "Aria School Numeracy Programme". What is happening in classrooms?</p> <p>Select Targeted students - group and timetable. Programme developed.</p>			