



Āria School

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I.D. Number 1687

I am forwarding a copy of our school "Planning and Reporting " documentation for 2024 and would welcome your feedback.

Pam Voyce
Principal Aria School

Mission Statement
(Tauaki taketake)



Vision
(Te Tumanako)



Values
(Nga Uaratanga)



Key Competencies
(Nga Kaiakatanga)



Learning Areas
(Te Marau Matauranga)

"Be the Best We Can Be"

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

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

- *Learning is a partnership between family, school and community.*
- *Students have the opportunity to develop skills and attitudes to become confident, well-rounded individuals and to realise their full potential in all aspects of school life.*
- *We give effect to Te Tiriti o Waitangi by reflecting local tikanga Māori, mātauranga Māori, te ao Māori and te reo Māori, striving to achieve equitable results for Māori students.*

Attitude

- I always do my best.

Resilience

- I am motivated and confident.

Integrity

- I am honest, kind and caring. I treat all people with respect even when they are different from me.

Acept responsibility

- I am organised and on task.

I am an **ĀRIA** student



Participating & Contributing

Thinking

Relating to Others

Managing Self

Using language, symbols, text

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.

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.

Our Commitment to Te Tiriti o Waitangi

As a school and community, we seek to honour Te Tiriti o Waitangi and its principles of Partnership, Protection and Rangatiratanga. We ensure that Te Reo Māori and Tikanga Māori are part of our way of learning and teaching in the classroom and beyond.

Our Cultural Diversity

Our goal is to develop and maintain programmes and an ethos that reflects our schools and New Zealand's cultural diversity and, in particular, the unique position of Māori as the tangata whenua. We achieve this by:

- Developing plans and policies that are sensitive to varying cultures, and incorporating relevant aspects, especially Tikanga Māori.
- Incorporating a variety of ethnic and cultural contexts in learning programmes and raising staff understanding and awareness of New Zealand's cultural diversities.
- Encouraging Māori parents and community to take part in the planning process to assist in raising Māori achievement levels.
- Developing appropriate and reasonable provisions for delivery of programmes using Te Reo and Tikanga Māori.

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 30 minute Māori language lessons. • Weekly waiata. • Weekly whole school kapa haka sessions in library - karakia, waiata etc
Manaakitanga	Values – integrity, trust, sincerity, equity, - we demonstrate integrity, sincerity and respect towards Māori beliefs, language and culture.	<ul style="list-style-type: none"> • 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. • Consultation with Manawhenua is ongoing.

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 whānau 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.

Āria School Values

Attitude - I always do my best.

I am an active listener - to the teacher or my classmates (e.g. I show that I am interested by looking at the person).

I have thoughtful reasons for my actions (e.g. I think about what I am going to do and can explain why I did it).

I support others with their learning (e.g. I can help my classmates who are having trouble with their Google Docs or logging in to Athletics).

I can stay on task / focus for the appropriate time (e.g. I can sit still and focus during a discussion or listening to a story).

I can work within given timeframes, completing my best work (e.g. I can finish my writing task during the time given).

Resilience - I am motivated and confident.

I can adapt and bounce back when things don't go as planned (e.g. I learn from my mistakes and move forward).

I am optimistic (positive) rather than pessimistic (negative), I see bad events as temporary rather than permanent e.g. I would say "I'm not very good at this", rather than "I'm no good at anything", OR "My teacher didn't like my work", rather than "My teacher never likes my work".

I have the confidence to cope with change, I can think outside the box and recover from challenges.

Integrity - I am honest, kind and caring.

I treat all people with respect even when they are different from me. I am courteous towards others (e.g. I don't laugh at people or deliberately say things that might hurt their feelings).

I use my manners (e.g. Please, thank-you, excuse me, can I borrow....)

I can work well with others (e.g. sharing, asking, turn waiting etc).

I can put my hand up for questions or comments (e.g. no butting in or calling out).

I know what bullying is and that bullying is totally unacceptable in our school.

I can settle problems or disputes peacefully.

I can discuss difficult problems with a teacher or my classmates (e.g. freely contributing to Circle Time).

I can express frustration and anger without being aggressive (e.g. I will not slam doors).

Accept responsibility - I am organised and on task.

I take responsibility for my own actions (e.g. I act safely when in the playground).

I use equipment safely and appropriately e.g. (Working in the art room, library, using glue guns, using goggles, PE gear etc).

I look after my property and the property of others (I collect my own clothing. I return things I have borrowed).

I think about the possessions I bring to school and check that they are safe and appropriate (Special toys etc).

I can move around the school safely (e.g. not running around corners or down the hallway or past the office).

I can line up without pushing or shoving. I give people their own space.

I can sit on my seat (four on the floor).

I am an **ĀRIA** student

T E R M	Tick and date when completed	Āria School Board of Trustees' Programme of Self-Review
	✓	2024
1		Appoint Chairperson at first meeting of year. Submit Planning and Reporting to MOE by 1st March Accounts to Accountant by mid-February Roll Return 1 st March 2024 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 Finance & Property Policies/Procedures
3		Community / Māori Community Consultation ongoing Review Legislative Requirements Policies / Procedures
4		Planning and Reporting Review 2025 Budget approved – final meeting of year Asset Register updated Job Descriptions Completed - Staff / BOT 2024 Staff Appraisals completed Professional Development Plan for 2025 Annual Plan for 2025 Strategic Goals – report on progress made Property/Maintenance review /update 10-year plan 2024 Principal and Presiding member's Annual Reports to Community Statement of Variance for 2024 Targets Reporting to Parents – end of year (written reports and interviews) Principal's Performance Agreement / Principal's Professional Growth Cycle
<ul style="list-style-type: none"> ● 2025 Curriculum and Employers Responsibilities/Personnel ● 2026 Health and Safety and Self-Review / Strategic Planning 		

Āria 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	2024	Tick when completed
One	<ul style="list-style-type: none"> • 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) STAR (reading for year 3-6), asTTle Writing year1-6 • Social Sciences – Programme / progress and achievement 		
Two	<ul style="list-style-type: none"> • Science/Technology programme / progress and achievement • Review Effectiveness of Teacher Aide/Special Programmes (Priority Students' progress) MY • Languages –Te Reo Māori programme and progress and achievement • Mid-Year Achievement and analysis (reading, writing and maths) 		
Three	<ul style="list-style-type: none"> • ICT – programme/ progress and achievement / strategic plan • The Arts review – Music, Visual Art, Dance and Drama - programme and progress and achievement 		
Four	<ul style="list-style-type: none"> • End of Year Achievement and analysis (reading, writing, maths) • Target analysis – Statement of Variance for each target • Review Effectiveness of Teacher Aide/Special Programmes (Priority Students' progress) EOY 		

Ngā Rautaki – Strategic Priorities at Āria School

NB. We prioritised the following goals after consultation with the school community.

The Board consults with its community through weekly newsletters, Facebook page, Skool Loop, annual community surveys and representation at all school / community events. Annual surveys are conducted in a variety of formats, online google forms, emails, hard copy, phone calls etc. to maximise feedback.

Goal 1 Akoranga – Learning

To support every child to succeed and achieve their own personal excellence, including strong support for those children with additional needs or learning challenges.

What success looks like in 2025 –

- Every child is developing academically, socially and emotionally towards their own full potential.
- We have equitable learning outcomes across our diverse student population.
- Every child feels successful and motivated to learn.

How will we know when we have achieved it?

- Increasing percentage of children who meet or exceed curriculum expectations for their age group in literacy and numeracy as they progress through the school.
- Accelerated progression of students with additional needs (SWANs) towards meeting their individual goals.
- Increased equity in learning outcomes by ethnicity as students progress through the school.
- Teachers observe increased engagement and motivation for specifically identified students.

Goal 2 Hauora -Wellbeing

To provide a safe and positive learning environment with an holistic approach to health and wellbeing which includes the promotion of school values.

What success looks like in 2025 –

- Staff and children feel safe to be themselves and have a sense of belonging.
- The skills, knowledge and expertise that staff contribute are valued and supported.
- Staff feel appropriately equipped and supported to meet the diverse needs of our students in a sustainable way.
- We have a strong culture around positive behaviour for staff and students (Restorative Practice).
- Yoga, mindfulness, Pause, Breathe, Smile, Te Whare Tapa Wha, are all practised regularly to build confidence and resilience.
- Students are well supported when challenges / disruptions arise e.g. Covid 19.

How will we know when we have achieved it?

- The cultural practices and identity of children and staff are consistently reflected in school life.
- Year by year improvements in wellbeing survey results.
- Students are confident, comfortable and feel safe enough to bring sensitive issues to an adult or staff member.
- Interviews with staff indicate that they are satisfied with their professional working life.
- Teachers have access to high quality, regular and impactful professional development and/or mentoring as required.
- Staff, whānau and children are confident that school processes are effective at reducing and addressing harmful behaviours at school.

Goal 3 Te Ao Māori – Māori World View

To deepen our connection with Te Ao Māori.

What success looks like in 2025 –

- Staff and students learn and practice tikanga and use Te Reo increasingly during the school day.
- We connect to the aspirations of local iwi through immersive experiences in Te Ao Māori.
- Whānau Māori are better represented in school governance and decision making.
- Local Curriculum (linking programme of learning to school signage, pātere etc) is developed.
- We have raised Board awareness and understanding of Te Ao Māori.
- There will be regular collaboration with Manawhenua.

How will we know when we have achieved it?

- Attain Level 4b or greater, of Te Reo Māori Learning and associated operational funding.
- Staff and students are confident observing tikanga as part of their life.
- Staff, students and board members have increased experience of Te Ao Māori in a variety of settings.
- Local stories are known, annual visits are made to important places, we are included in events e.g. 40th Anniversary of Kohanga Reo.
- Board consistently includes Māori representation.
- A visual representation shows/links across school learning to our school signage/pātere).
- Board have attended at least one relevant workshop.

Goal 4 Mahi Tahi – Working together

Foster productive partnerships within community maximising use of community resources.

What success looks like in 2025 –

- Relationships within and between staff and community are mutually respectful and characterised by active listening, transparency and trust.
- School communications are streamlined and sustainable for staff and families.
- Coherence in teaching practice across the school.
- Coherence in collaboration between teachers and teacher aides.
- The school is fully supported by an engaged parent/carer community.
- Community resources are identified and utilised.

How will we know when we have achieved it?

- Input is sought from whanau and other stakeholders when we make changes to our school.
- Twice yearly student reports meet the needs of whanau in communicating progress in learning across all curriculum areas.
- The method of teaching (pedagogy) and teaching practices (methodology) in the local curriculum is observable in all classrooms.
- Teachers and Teacher Aides work as a team and this is reflected in student learning.
- Greater number of community volunteers actively engaged to support the school.
- Resources utilised (e.g. people with valuable skills) increasingly reflects our diverse school community, especially with delivery of local curriculum.
- Comprehensive and welcoming onboarding experience for new families, particularly new entrants.

Annual Plan 2024

<p>Strategic Goal 1 Akoranga / Learning - to support every child to succeed and achieve their own personal excellence, including strong support for those with additional needs or learning challenges.</p>				
<p>Annual Target /Goal Writing</p> <ul style="list-style-type: none"> - An increasing percentage of students will meet or exceed curriculum expectations for their age group in Writing. - All 18 students who were below the appropriate level at the end of 2023 will make at least one year's progress by the end of 2024 (2 x e-AsTTle sub levels). - To focus strongly on improving handwriting, spelling and building usable vocabulary. - To record student voice accurately and appropriately, increasing engagement. - To increase the teachers' knowledge and skills for teaching Writing (consistent approach). 				
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> - An increased percentage of students who have met or exceeded curriculum expectations for their age group in Writing. - All 18 students who were below the appropriate level at the end of 2023 will have made at least one year's progress. - There will be measurable/obvious and consistent improvements in handwriting, spelling, and improvement in written vocabulary. - Students will be able to articulate their writing goals, their next steps and clearly express a desire to achieve their goals. - Students will be writing more freely and fluently, be more engaged and want to write. - Teachers will have explored approaches, trialed new practices and developed consistency in programmes. 				
Actions	Who is responsible?	Resources required.	Timeframe	How will we measure success?
<p>Analyse all data collected, identify target students and decide on appropriate intervention programmes. Target students will undertake interventions which will be monitored regularly and changed as required.</p>	<p>Pam / All Staff</p>	<p>Writing assessment – e- AsTTle /OTJs</p>	<p>Early term 1, 2024 Throughout year.</p>	<p>Data will have been collected and analysed. Target group identified - will have appropriate intervention programme developed. Progress of Target students will be recorded – using e-AsTTle and OTJs.</p>

Actions	Who is responsible?	Resources required	Timeframe	How will we measure success?
Action Plan for Literacy updated. Review classroom programmes “What does writing look like in your class?”	Pam	2023 “Literacy Action Plan”. “The Writing Book” by Sheena Cameron and Louise Dempsey.	Term 1, 2024.	Literacy Action Plan adopted and implemented in each class.
Focus on writing goals in child friendly language – refer to “Writing Progressions Year 0-6 in Child Speak”. Discuss how to implement the above in the best possible way. How do we monitor, record etc. How will students know when they have achieved goals?	Pam / Staff	Copies of 2023 “Writing Progressions in Child speak”. Copies of current goal sheets.	Throughout the year.	Children will be able to identify and talk about their goals, they will know what they have to do to achieve them - Interviews.
Attend relevant and appropriate PD as required. Share within school expertise through focused staff meetings. “The Writing Book” – share and implement ideas. “The Oral Language Book” – share and implement ideas.	Teaching staff	Relevant readings, The Writing and Oral Language books.	Throughout year.	Teacher Knowledge will have improved and writing sessions will be more focused with specific skills being taught (deliberate acts of teaching).
Review all assessment practices. e-AsTTle, OTJs, Exemplars,	Teaching staff	Current assessment practices	Throughout year.	Assessment will be consistent.

Annual Plan 2024

Strategic Goal 2 Hauora / Wellbeing To provide a safe and positive learning environment with an holistic approach to health and wellbeing which includes the promotion of school values.				
Annual Target /Goal <ul style="list-style-type: none"> - Students will feel confident, feel supported and able to cope appropriately with challenges. - Review current systems and processes for collecting reliable data (surveys, interviews, weekly check in...) - Develop skills of self-awareness and ability to manage / regulate / identify own emotions e.g. Te Whare Tapa Wha, Zones of Regulation, Pause, Breathe, Smile, Yoga, Mindfulness 				
What do we expect to see by the end of the year? <ul style="list-style-type: none"> - Students showing increased resilience and ability to cope with challenges. - Students able to express their feelings in an appropriate manner. - Students who are happy and ready for learning. - Students who are able to articulate their feelings and needs via conversation (interview), surveys (written) etc - in such a way that the appropriate support can be offered. - Appropriate means of collecting data will have been developed and tested e.g. weekly check in with teacher or survey... 				
Actions	Who is responsible?	Resources required.	Timeframe	How will we measure success?
Review current systems – compile a questionnaire to gain student voice. Analyse responses collected. Repeat later in year.	All Staff (Ana to lead)	Systems used in the past.	Term 1, 2024	Is the data collected valid, useful? Did students know how to complete it? Were students honest? Results reported to Board.
Decide on the needs of our students to ensure they are ready for learning.	All Staff	Identification of all student needs as we see them. Identification of all student needs as the students see them.	Term 1 2024	The list will be comprehensive, honest and as accurate as we can make it.

Actions	Who is responsible?	Resources required.	Timeframe	How will we measure success?
<p>Review our Hauora Programme to ensure that it promotes resilience and being kind and caring.</p> <p>Review the Restorative Practices handbook and decide if it is still relevant and meets our needs.</p>	All staff	Current programme, knowing what is happening in classes.	Terms 1 and 2, 2024	Programme and Handbook will have been reviewed and shared with Board and Community.
<p>Continue to implement relevant programmes “Zones of Regulation”, Pause Breathe, Smile”, Te whare Tapa Wha”.</p> <p>Explicit teaching of self-management skills e.g dealing with anger, identifying how I am feeling, knowing what to do....</p>	Classroom teachers	Knowledge of programmes. Time allocated.	Throughout year.	End of year expectations will have been met – see above.
<p>Increase Staff knowledge and skills in the area of Health and Wellbeing.</p>	Teaching Staff	PD as required – Restorative Practice, Pause, Breathe, Smile etc.	Throughout year.	Staff will be competent, effective and have an increased knowledge.

Annual Plan 2024

<p>Strategic Goal 3 Te Ao Māori / Māori World View - to deepen our connection with Te Ao Māori.</p>				
<p>Annual Target /Goal</p> <ul style="list-style-type: none"> - To grow our local curriculum developed from school signage, mural, patere through meaningful engagement with mana whenua. - To raise Board awareness of what “Giving effect to the Treaty of Waitangi” means. 				
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> - Board will have attended at least one relevant workshop and whanau Māori will be better represented in school governance and decision making. - Our Local Curriculum will have been meaningfully aligned with the visuals of our mural and signage (awa, maunga etc). - Across curriculum content will reflect our local area – not only Social Sciences (stories, history) and Science (environment, waterways, maunga, sustainability etc). 				
Actions	Who is responsible?	Resources required.	Timeframe	How will we measure success?
To deepen our understanding and connection with Te Ao Māori, both staff and board by practising tikanga and use of te reo, both in school and at board level.	Board and staff	Mana whenua, staff, whanau....	Throughout year.	Board and staff will be more confident with Māori tikanga / Mātauranga Māori. The board will see Mātauranga Māori as an integral part of who we are and what we do, not an “add on”. Board will have attended relevant PD.
Weave Te Ao Māori through all learning. Continue to work on our Local Curriculum as it aligns with our signage etc. Develop our localized curriculum that connects our students to our area.			Throughout year.	Students will have a stronger sense of belonging and connection (whanaungatanga).

Actions	Who is responsible?	Resources required.	Timeframe	How will we measure success?
Connect more strongly with mana whenua. Build on what we started in 2023.	Everyone.	Support from mana whenua – Muira Barry and Anne Lemieux.	Throughout year.	Stories will be shared. Communications strengthened and support will be freely offered.
Select the stories that best reflect our district's past and tie these into our school pātere, signs and murals.	Staff	Mana whenua, staff, stories recorded from Peter Holbrook....	Throughout year.	We will have started to formalize our programme.
Develop the curriculum content started in 2023- i.e Social Sciences/ History/Stories of the local area. Science – conservation, looking after our awa. Conservation and sustainability.	Staff	River Care, Whanganui Upper Catchment Co-ordinator, NZ Landcare Trust and other groups supportive of our Kaupapa.	Throughout the year.	Curriculum Plans / units of work will be evolving.

Annual Plan 2024

<p>Strategic Goal 4 Mahi Tahi / Working Together - "Communication".</p>				
<p>Annual Target /Goal</p> <ul style="list-style-type: none"> - Foster productive partnerships within community maximizing use of community resources. - Review effectiveness of current systems – messenger groups, newsletter, Facebook, website, emails. 				
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> - Greater engagement, response to communications (reading newsletters, completing forms, attending at school events, actively being involved in community consultation, keeping informed). - Improved partnerships with caregivers (actively helping at home, attending parent interviews, showing interest in student achievement information...). 				
Actions	Who is responsible?	Resources required.	Timeframe	How will we measure success?
Foster working together as a team to best meet the needs of every child. Teachers to contact whānau regularly to encourage their "buy in" to supporting home reading, homework, being ready for school, high levels of attendance etc.	Teaching staff.	Time	As required.	Caregivers will appreciate the importance of us all working together. Reading practice will be done, attendance levels will improve, forms will be returned, children will be ready for school.....
Encourage all whānau to participate in all community consultation – use Teacher Aides or Board Communications Officer to contact and get feedback from everyone – at least one adult per family.	Teacher Aides and /or Board Communications Officers.	Consultation Document / Contacts List.	Mid-year.	Feedback received. Hopefully 100%.

Actions	Who is responsible?	Resources required.	Timeframe	How will we measure success?
Get feedback from all families regarding assessment / reporting practices. After term 1 Progress Reports (May) and Mid-Year Reports and Assessment Folders (July).	Teacher Aides and /or Board Communications Officers.	Contacts list.	Term 1 and Term 3.	By analysing and acting on responses collected.
Timely contact with all new families, assessing whether their needs are being met. Address any confusions and develop a point of contact for them.	Board Communications Officer.	Phone and contacts list for all families.	Shortly after enrolment.	New families will feel comfortable to contact the school when they are unsure of anything. New families will feel included and supported.
All communication systems will be monitored for effectiveness. These include Facebook – who uses it? Messenger (Class Groups) – Is this still the most effective means of communicating? The school Newsletter – do people read it? Hard copy or email? Skool Loop phone app – how valuable is this? Many use for absence notification. Is putting the forms (permission etc) on this useful or waste of time.	All staff and board		Throughout year.	We will know which means of communication is most effective at this time.
A list of local / community resources will be compiled. This will include people with valuable skills, places of interest and people who are willing to support the school in any way (reading with students...)	All staff and board.		Throughout year.	We will have a useful list to draw on when needing support for learning e.g. Waiora River care, local kaumatua, Tucker's Quarry, St Helen's Domain.....



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 NZ Curriculum levels.

Annual Aim: 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.

Achievement Target 1:

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 improve students' readiness for writing.

To increase the teachers' knowledge and skills for teaching Writing.

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.

Analysis of the data indicates:

- Overall achievement levels stayed the same at 70% or 30/43 achieving at or above appropriate level.
- Boys' achievement levels dropped from 57% (8/14) to 47% (7/15) at or above in 2023.
- Girls' achievement levels lifted from 79% (22/28) to 82% (23/28) at or above in 2023.
- Most of our students are not reluctant writers, they continue to lack the skills required to be good writers, specifically vocab, spelling, proofreading, and editing.
- A greater focus on our spelling / vocab development programmes is needed in 2024.
- Focus on quality not quantity.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Continued to review all existing documentation, making changes as required.</p> <p>Set target groups from students of concern (Priority students).</p> <p>Assessed whole school twice during year using e-AsTTle / Exemplar, OTJs.</p> <p>On-going Professional Development for all staff. Relevant webinars.</p> <p>Focused staff meeting sessions.</p> <p>Collated data and decided on 2024 development.</p> <p>Decided on continuation of writing target into 2024.</p>	<p>Used "The Writing Book" and "Oral Language Book" as our teaching references.</p> <p>Shared and evaluated writing successes regularly during staff meetings.</p> <p>Teachers' knowledge and skills for teaching writing improved.</p>	<p>New entrants continue to have significant language and behavioural deficits. More students have moderate to severe speech and language issues.</p> <p>Some students identified own goals and focused on these more clearly than in the past.</p> <p>More regular discussion / reflection / teacher inquiry at staff meetings proved beneficial. Priority students' progress towards goals was more clearly recorded, along with their next steps.</p> <p>Individual Teacher Inquiries based on literacy teaching within each classroom resulted in greater scrutiny of our teaching practices.</p> <p>Some students with dyslexia or other learning or behavioural needs made pleasing progress however are most likely to remain in the below statistics.</p>	<p>Student goals need to be more specific and clearly understood. (Use Childspeak).</p> <p>Priority students' progress needs to be measured 2-3 times / term to ensure that programmes are successful and progress is being accelerated at appropriate rate to meet EOY goals.</p> <p>Continue to discuss Priority Students' progress at each staff meeting.</p> <p>Continue with regular PD at staff meetings developing self-reflection.</p> <p>Relevant webinars (full staff) as available.</p> <p>Continue with external agency intervention, accessing extra Teacher Aide hours where possible.</p> <p>Extend capable writers using a variety of text types.</p> <p>Continue to develop use of <i>The Oral Language Book</i> as reference (Sheena Cameron/Louise Dempsey).</p>
<p>Planning for 2024:</p> <p>Review the <i>Writing Progressions</i> checklists in child speak – so that staff understand them and can clearly explain them to students (edit or simplify as necessary).</p> <p>Review the <i>Literacy Programme (Writing)</i> – what does writing look like at our school? Refer 2024 Literacy Action Plan.</p> <p>Set goals for learning (next steps) for Priority students not achieving at appropriate level.</p>			



Analysis of variance reporting

School name: Aria Primary	School number: 1687
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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 2-2023**
- **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 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 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 years 4-6.
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.

- Analysis of the data indicates:
- Overall achievement levels improved from 76% to 84% at or above the expected level (36/43 students).
 - Of those below expected level, 3/7 students were Boys 43%.
 - Of those below expected level, 4/7 students were Girls – 57%
 - 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 continued focus on Basic Number Facts learning is required for 2024.

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 2022 and beginning of 2023.</p> <p>Identified Target group – set goals.</p> <p>Maths Progressions used.</p> <p>Daily maintenance activities-regular assessment to monitor progress.</p> <p>Staff meeting PD/reflection.</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/EOY using AsTTle, PAT, GLOSS, JAM, OTJs</p> <p>Collated data, reported to Board/Community on progress, set goals for 2024.</p> <p>Refer “Maths Action Plan 2023” 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>Little “buy in” from students and caregivers so little practice completed at home.</p> <p>Absences in students still higher than acceptable or expected (winter bugs, covid etc).</p>	<p>Targeted small groups daily during morning with Teacher (not teacher aide) – see Maths Action Plan 2024.</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>Small group or individual interventions only work if they happen regularly- a little and often.</p>	<p>Small group / individual sessions not happening regularly.</p>	
	<p>Very little interest from parents for support evenings. All keen but don’t turn up.</p>	<p>People overcommitted or forget.</p>	<p>Will phone all parents to remind.</p> <p>Encourage participation / buy in with “Goody Bags” full of maths games, activities to do at home.</p>
	<p>Teachers’ knowledge and skills for teaching maths improved.</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>Continue as in 2023.</p>
<p>Planning for 2024: Refer to “Maths Action Plan 2024”</p> <p>Review “Aria School Numeracy Programme”. What is happening in classrooms?</p> <p>Select Targeted students. Programme developed.</p>			



Analysis of variance reporting

School name: Aria Primary	School number: 1687
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<p>Strategic Aim: All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to the NZ Curriculum levels.</p>
<p>Annual Aim: 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.</p>
<p>Achievement Target :</p> <ul style="list-style-type: none"> - 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.
<p>Baseline Data:</p> <ul style="list-style-type: none"> - Analysis of school wide reading data in November 2022 confirmed a growing 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. <p>Target group Composition- Gender – 2 female/4 male Ethnicity – 4 Māori / 2 NZ European Year groups – 1x year2/ 1x year 3/ 2x year 4/ 2x year 5</p>
<p>Analysis of the data indicates:</p> <ul style="list-style-type: none"> • Overall achievement levels declined slightly from 79% (33/42) in 2022 to 77% (33/43) in 2023 achieving at or above appropriate level. • Boys’ achievement levels declined slightly from 64% (9/14) in 2022 to 60% (9/15) 2023. • Girls’ achievement levels stayed the same at 86% (24/28) for both years. • Most Priority Students are making the accelerated progress that they need to. 3 students not making accelerated progress are making good progress (OTJs) appropriate for their learning disability i.e. dyslexia and hearing issues diagnosed. • Our students are still not reading regularly at home. More fluency practice at school is required and home support must be encouraged more strongly. • Our targeted SWANs (Students With Additional Needs) programmes are making a difference.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Reviewed all existing documentation.</p> <p>Assessed regularly during year using Running Records, STAR, AsTTle / Exemplars, OTJs etc.</p> <p>Set and regularly monitored goals for all students, especially Priority Students.</p> <p>On-going Professional Development for all staff as available. Many on-line webinars (Louise Dempsey and Sheena Cameron).</p> <p>Focused staff meeting sessions – priority students’ progress assessed weekly.</p> <p>Teacher Aide support in all classrooms.</p> <p>Teachers’ skills continued to be developed.</p> <p>Collated data and decided on 2024 development.</p>	<p>Used “Oral Language Book “and “The Reading Book” as a teaching reference.</p> <p>Shared and evaluated reading successes regularly during staff meetings.</p> <p>Teachers’ knowledge and skills for teaching reading improved.</p> <p>All target students made significant progress.</p>	<p>Our ESOL students are now achieving at or close to their expected year level.</p> <p>More than half our new Entrants and new students who enrolled this year, arrived with significant learning issues, as well as speech/language delays.</p> <p>All teachers embraced the reading focus and worked hard to improve their skills in teaching reading.</p> <p>More regular discussion / reflection / teacher inquiry at staff meetings proved beneficial.</p>	<p>Student goals need to be more specific and clearly understood. Priority students’ progress needs to be measured at least each term to ensure that programmes are successful and progress is being accelerated at appropriate rate to meet EOY goals.</p> <p>Classroom teachers and Teacher Aides need to meet and evaluate Intervention Programmes more regularly.</p> <p>Continue to discuss Priority Students’ progress at each staff meeting.</p> <p>Continue with regular PD at staff meetings developing self-reflection.</p> <p>Continue some sort of Buddy Reading/ reading mileage programme daily.</p> <p>Use both decodable readers and existing resources as part of our hybrid Reading Programme.</p> <p>Targeted reading groups with Teacher or Teacher Aides – refer Intervention programmes 2024.</p> <p>Develop use of <i>The Oral Language Book</i> as reference (Sheena Cameron/Louise Dempsey).</p>
<p>Planning for 2024:</p> <p>Timetabling Intervention groups at Dec 2023 planning day. Use Teacher Aide hours effectively.</p> <p>Review the <i>Literacy Programme (Reading)</i> – what does reading look like at our school?</p> <p>Set goals for learning (next steps) for Priority students not achieving at standard (EOY 2023 data). Goal review dates set at least once/term.</p> <p>Continue to explore ways of developing vocabulary (Learning Matters PD).</p>			