

Porirua School Annual Implementation Plan 2025

Summary of the plan

Our focus continues to be how to raise student achievement in the curriculum areas of Mathematics, Reading and Writing. As a whole school we will be focusing on effective teaching strategies for accelerating student progress. We will work in professional learning groups to analyse our teaching approaches and the impact they are having on student achievement. Staff will complete Assessment for Learning modules and reflect how they use approaches in their own practice.

As a community we will be reviewing the health curriculum and identifying the key areas our school will deliver. Community consultation for this will happen in term 1.

We will be embedding 'Mitey', a curriculum based framework for schools to support teaching about mental health and promote wellbeing across the school and community.

Staff will learn about and begin to implement PB4L Restorative Practice across the school.

Our cultural leader will work with staff, students, whānau and our wider community to support our focus on providing a culturally responsive environment at Porirua School.

Where we are currently at:

(This is a high-level overview of where your starting place is. Include what has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year. This could also be a link to your statement of variance or videos/comms on progress)

Regulation 9(1)(e)

In 2025 we will implement acceleration groups supported by targeted teaching strategies across all classrooms. This work will be supported by Staff who have participated in the Accelerated teaching professional development in Mathematics and Literacy.

Strengthening processes around supporting attendance will be a focus for the board of trustees and staff. We will strengthen our connection with Piki Te Mauri Attendance Services to support increased student attendance.

Continue to implement Mitey and develop progression statements to include in reporting to whānau

Focus on Lori Desautel's work around the nervous system to continue PLD focus on emotional regulation in schools

Continue regular meetings and supporting whānau to connect with community agencies.

Further develop the cultural leadership role in the school and develop a 2025 action plan to support the development of cultural language weeks in partnership with students and our community with a focus on language.

How will our targets and actions give effect to Te Tiriti o Waitangi:

Regulation 9(1)(g)

- Consultation with students and whānau to inform decision making
- Focus on culturally responsive practice through professional learning opportunities
- AKO hui partnerships

Your plan needs to include how the teaching and learning strategies and programmes of your school support students to progress and achieve with a particular emphasis on literacy and mathematics, and [SAC1] [KR2] te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.

You may like to include this in one or more of your Annual Targets/Goals or your Actions or you could write a summary to sit on this page.

Regulation 9(1)(f)

Strategic Goal 1 (As per your strategic plan) **Regulation 9(1)(a)**

Increased progress and achievement for all ākonga

Annual Target/Goal: (This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan) **Regulation 9(1)(a)**

The 49 target students for Mathematics will make at least 1 year's progress.

The 61 target students for Writing will make at least 1 year's progress.

The 55 target students for Reading will make at least 1 year's progress.

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) **Regulation 9(1)(d)**

Teachers are confident using the new curriculum and have developed a good understanding of the phases of learning and reporting against the progress outcomes.

Whānau, ākonga, school staff and our wider community collaborating on AKO plans to ensure success for all.

Increased leadership and teacher capability to accelerate progress for all ākonga.

Effective analysis of data to monitor progress and inform classroom programmes.

Actions

Detail the key actions you'll take this year to reach your annual target listed above
Regulation 9(1)(b)

Who is Responsible
Regulation 9(1)(c)

Resources Required
Regulation 9(1)(c)

Timeframe**How will you measure success?**

Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template. **Regulation 9(1)(d)**

Teachers develop an understanding of the changes to the curriculum.

Teachers participate in Professional development to assist

Nadia

Refreshed New Zealand Curriculum resources/documents
Community and student voice
Structured Literacy & Mathematics approaches

Ongoing

Teachers are using the refreshed curriculum to help design their teaching programmes.

Student feedback on engagement in learning

implementation of the new curriculum.				
<p>Developing an understanding across the school of 'structured literacy and mathematics' approaches.</p> <p>Participating in BSLA, OUP structured mathematics, ALL and Science of Learning Professional development.</p>	BSLA - Lea ALL - Nadia Assessment for Learning - Vanessa	BSLA online PLD and resources ALL facilitator Assessment for Learning online modules Oxford University Press (OUP) structured mathematics	Ongoing	<p>Professional learning groups established for the 3 PLD initiatives.</p> <p>Increased student achievement in literacy and numeracy.</p> <p>Use of Assessment Tool data outcomes, ELL or Expanded frameworks to track progress in reading, writing and math.</p> <p>Observations of implementation of strategies and approaches learned through PLD initiatives.</p>
Using Professional Growth Cycles to carry out inquiries into approaches to support acceleration in learning (In response to data, and student & whānau feedback)	Leadership Team Evaluation Associates facilitator Teaching staff	Student data Whānau feedback Relevant research Assessment for Learning - Leadership capability matrix and Teacher capability matrix	Ongoing	<p>A professional growth cycle approach embedded.</p> <p>Accelerated learning targets met.</p> <p>The Leadership capability matrix & the Teacher capability matrix used to guide individual development.</p>
Develop an AKO overview plan that outlines the number of times teachers connect with whānau around goals and progress.	Leadership team	Online platform to share student learning and progress AKO meetings Mid year and end of year reports Classroom sharing afternoons	Ongoing	Student and whānau feedback on understanding student progress against goals.

Strategic Goal 2 (As per your strategic plan) **Regulation 9(1)(a)**

To promote a safe and supportive environment for our school community (students, staff and whānau)

Annual Target/Goal: (This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan) **Regulation 9(1)(a)**

For the Porirua School community to work together to help our students to develop the right skills, knowledge, and understanding to take care of their own emotions and support others.

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

PB4L Restorative Practice (RP) implemented

Feedback from students, whānau and staff will inform the teaching of Health at Porirua School

Whānau will have an understanding of what mental health education looks like at Porirua School.

Mitey lessons being taught in all classrooms

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
Health consultation carried out with our school community and introduction to Mitey to whānau	Nadia Mitey Leads	Health consultation document Whānau dinner	Term 1	A community driven health curriculum is taught across the school Whānau will have an understanding of Mitey and the Mental Health aspect of the Health curriculum Mitey Wellbeing Review Tool

Teach students strategies to help them cope with a range of situations, and engage in their learning	All staff	PB4L AKO groups Mitey Accessing external supports to meet individual needs E.g RTLB, MOE Learning Support	Ongoing	Reduction in PB4L entries across the school Mitey Wellbeing Review Tool
Support and sustain the development of PB4L Restorative Practice across the school community, as the common purpose and approach to relationship building and response to incidents in a restorative way in the school.	All staff	PB4L Restorative Practice resources including wellbeing tools	Term 2 and 3	PB4L Restorative Practice across the school community is embedded Mitey Wellbeing Review Tool Mana Model used across the school.

Strategic Goal 3 (As per your strategic plan) Regulation 9(1)(a) Providing a culturally responsive school environment				
Annual Target/Goal: (This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan) Regulation 9(1)(a) Building confidence and strengthening capability amongst staff in use of other languages and knowledge of cultures within our school.				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d)				
Cultural identity is evident across the school. By the end of the year the Cultural Leader will be able to review our develop a plan				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference</i>

<i>Regulation 9(1)(b)</i>				<i>the success measures from your strategic plan template. Regulation 9(1)(d)</i>
<p>Review cultural leadership generic job description and personalise it to our school context.</p> <p>Cultural leader to develop an action plan to support our goal of</p>	Vanessa & Nadia Cultural Leader	MOE guidelines Action plan for Pacific Education Ka Hikitia	By the end of term 1	<p>Cultural leader working across the school community - staff, students and community.</p> <p>Review of outcomes from the 2025 Cultural Leadership Action Plan</p>
Investigate ways to authentically incorporate the different languages of our school throughout our school day.	Cultural Leader	Language weeks resourcing Community organisations Whānau Professional development including te reo Māori courses	Ongoing	<p>Student and whānau feedback</p> <p>Staff to have completed cultural and language PLD and demonstrate an increased use of these within their practice.</p>