

Porirua School Strategic Plan 2024 - 2026

Vision Statement: We are all kaitiaki, supporting students, welcoming everyone.
 He kaitiaki tātou, e tautoko ana i ngā ākongā, e manaaki ana i ngā tāngata katoa.
 Active learners achieving success with the support of a committed, inclusive learning community.

Summary of the information used to develop this plan/How did you create this plan

(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) [Refer Regulation 7 \(c\)](#)

The Board of Trustees used student achievement data and feedback from the community to develop this strategic plan. Community consultation was through: Board parent members had face to face conversations before & after school, an afternoon tea with Board of Trustees held after a school event. Student and staff consultation. All ideas were synthesised and grouped into key themes that the School Community have identified. The Board of Trustees met several times to develop the themes into 3 strategic goals and what we would see in the coming years. Staff and the Board then worked on the details for the actions required to work towards achieving the strategic goals and the measures to be used to review progress.

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements		What do you expect to see?		How will we achieve or make progress towards our strategic goals?		How will you measure success?
Increased progress and achievement for all ākongā	1. Every student at the school is able to attain their highest possible standard in educational achievement 3. the school is inclusive of, and caters for, students with differing needs 4. the school gives effect to Te Tiriti o Waitangi, including by – (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students	Objective 1 Priorities 1 and 2 Objective 2 Priorities 3 and 4 Objective 3 Priority 5		A local school curriculum that engages and supports progress for all ākongā.		Implement the necessary curriculum refresh changes and participate in ongoing professional learning with tangata whenua for the development of our school curriculum.		Use of LPF, ELL or Expanded frameworks to track progress throughout the year in reading, writing and maths.
				Whānau, ākongā, school staff and our wider community collaborating on AKO plans to ensure success for all.		We will grow our AKO meeting approach to ensure sharing of progress and goal setting across the school community continues throughout the year.		Leadership capability matrix
				Increased leadership and teacher capability to accelerate progress for all ākongā.		Develop a PLD plan to support the Professional Growth Cycle of teachers, leaders and support staff.		Teacher capability matrix
				Effective analysis of data from frameworks to monitor progress and inform classroom programmes .		Consistent use of assessments to inform individual learning requirements.		Analysis of mid and end of year data
To promote a safe and supportive environment for our school community (students, staff and whānau)	2. the school: (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school	Objective 1 Priorities 1 and 2		Students will have strategies to help them cope with a range of situations, and engage in their learning		Review current approaches/programmes and implement changed/new approaches		Porirua School wellbeing survey
				Our AKO PB4L expectations underpin everyone's actions at Porirua School		Our PB4L expectations will be embedded in our school curriculum, classrooms and in the playground		Monitoring and analysing PB4L data
								'Wellbeing supports' tracking sheet will be used to monitor referrals.

	3. the school is inclusive of, and caters for, students with differing needs			Wellbeing supports are being accessed by our school community		The leadership team will continue to learn about available wellbeing supports and connect the school community with these. Working alongside members of the school community to access required support		
Providing a culturally responsive school environment	<p>1. Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>2. the school:</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</p> <p>3. the school is inclusive of, and caters for, students with differing needs</p> <p>4. the school gives effect to Te Tiriti o Waitangi, including by –</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students</p>	<p>Objective 1 Priority 2</p> <p>Objective 2 Priority 3</p> <p>Objective 3 Priorities 5 and 6</p>	→	<p>A cultural leader providing cultural leadership and expertise supporting all members of our school community</p> <hr/> <p>Our students cultures will be embedded in our school curriculum</p>	→	<p>Appoint a staff member with the responsibility of Cultural Leadership across the school community</p> <hr/> <p>Professional development focused on authentically incorporating cultures within our programmes.</p>	→	<p>Our school community is able to talk about how they see their cultures/identities/languages reflected in classroom programs</p> <p>Community engagement hui with specific cultural groups established with members of our community sharing their knowledge and passions of cultures</p>