

Porirua School Annual Implementation Plan 2026

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 working with a MOE Curriculum lead to bring the new revised curriculum to the forefront as we implement Structured Literacy and Structured Mathematics approaches across the school. We will continue to focus on effective teaching strategies for accelerating student progress and increase the number of acceleration groups in Literacy and Mathematics for students at all year levels. Staff will participate in the SMART assessment PLD and implement SMART assessments of students in Literacy and Mathematics for Yrs 3 - 6.

'Mitey', a curriculum based framework for schools to support teaching about mental health and promote wellbeing across the school and community will continue to be the foundation of what we do at Porirua School. Staff will present at the Mitey Conference to share how we have implemented Mitey and use the Mana Model to promote school values. Staff professional development opportunities in neuroscience, understanding teacher strategies to support regulation and wellbeing.

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. They will provide opportunities to maintain Te Reo learning and use across the school, provide opportunities for students to take pride and share their culture with the school community and participate in local cultural performance opportunities.

Where we are currently at:

What we did in 2025:

- Introduced Oxford Mathematics - Structured Mathematics across the school.
- Introduced BSLA - Structured Literacy in the Senior School
- Focus on accelerating writing in the Senior School.
- Additional interventions for target students through a Structured Literacy Approach - BSLA Tier 2 teaching in the junior school
- Extra teacher aide support for small group teaching.
- Teachers collaborated to look at effective strategies for students and sharing of practice.

What our focus for 2026 will be:

To accelerate the achievement in writing, reading and mathematics across the school, with acceleration groups being taken by specialist teachers.

- PLD focus on the revised new Curriculum
- Alignment between the structured teaching programme and the curriculum
- Teachers understanding and teaching year level curriculum content
- Introduce Maths No Problem as our Structured Mathematics resource
- All new staff will train in BSLA
- Introduction of new assessment approaches through SMART
- Implement the new reporting to whānau processes using the progress descriptors

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

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

Strategic Goal 1

Increased progress and achievement for all ākonga

Annual Target/Goal:

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

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

The 56 target students for Reading will make at least 1 year's progress.

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

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

The introduction of a new reporting process that will include the use of the Progress Descriptors and assessment information from the SMART tool.

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

Impact on data from acceleration groups

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

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Our Curriculum Implementation Plan is integrated into this Annual Implementation Plan. Key Actions: • Unpacking the finalised English & Mathematics curriculums. • Aligning the NZ curriculum with structured literacy	Nadia Vanessa Michelle MOE	NZC Tahurangi ENZC - Expanded NZ Curriculum	Term 1 onwards	Alignment between the structured teaching programme and the curriculum Teachers understanding and teaching year level curriculum content

and mathematics approaches. ● Develop systems to ensure the fidelity of BSLA across the school. ● Exploring aspects of the Science and Social Science draft curriculum and ways to integrate into our English and Mathematics learning ● Exploring the new ENZC (Expanded New Zealand Curriculum) ● Communicating with all stakeholders about curriculum changes. ● Provide professional learning opportunities for all staff in all curriculum areas & implementation strategies. ● Utilising MoE resources to support professional development					
Terms 2 onwards All year				BSLA teaching across the junior and senior school align to the teaching pace across the year expectations	
				Teachers will have used aspects of the draft curriculums in their teaching so they are familiar with the content, teaching & learning expectations and approaches to integrate into other curriculum areas	
				By the end of the year the new expanded NZ curriculum will be the framework to plan, teach and report progress of students with additional learning needs	
				Updates on curriculum changes and changes to reporting will be provided at mid year AKO meetings and at whānau hui	
				Staff are confident in teaching the new revised curriculum and following the new reporting to parents guidelines	

focused on the curriculum changes including working alongside the Curriculum Advisors.				
Acceleration groups for literacy and maths across the school.	Nadia Helen Layla	MAP acceleration programme ALL and ALiM resources BSLA Tier 2 resources	Ongoing	Acceleration of target student progress
3 teachers complete the Tier 2 & 3 training and implement approach	Lea Nadia Sharon Helen	BSLA training and Community of Practices ASLA (Accelerating student literacy achievement)	Term 2 onwards	Tier 2 & 3 approaches are implemented
Participate in the SMART assessment PLD	All teaching staff	Evaluation Associates professional development workshops Community of Practice	Term 2 onwards	Staff implement the SMART assessments and use this information to report students progress and achievement to whānau

Strategic Goal 2

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

Annual Target/Goal:

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?

Mitey lessons are taught and integrated across the curriculum.
Whānau will have an understanding of what mental health education looks like at Porirua School.
Mitey and PB4L will be integrated into a revised approach to support learning and behaviour.
Mana Model will underpin our school values and these will be represented in signage around the school.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Mitey Using the Mana Model to inform our school values. Redesign PB4L approaches to incorporate Mitey and our new school values, Redesign PB4L approaches to incorporate Mitey and our new school values	Mitey Team SLT Layla All staff	Mitey resources Joe Brummer & Margaret Thursborne's book: - Becoming a Trauma-informed Restorative Educator: Practical Skills to Change Culture and Behavior Lori Desautels books: - Connections Over Compliance: Rewiring Our Perceptions of Discipline - Intentional Neuroplasticity: Moving Our Nervous Systems and Educational System Toward Post-Traumatic Growth - Body and Brain Brilliance: A Manual to Cultivate Awareness and Practices for Our Nervous Systems	Ongoing	New school values will be introduced by term 4 and a revised PB4L type approach will be in place

Staff meetings to develop Mitey teaching and upskill on new level 3 resources	Mitey Team SLT	Mitey resources	Terms 1 & 2	Mitey teaching consistently integrated across the school day. Students are able to reference Mitey learning in their daily interactions
Whānau hui to share Mitey teaching and learning about the Mana Model	Mitey Team SLT	Mitey presentations at end of term hui	Ongoing	Whānau are aware of Mitey and can talk with students about it
Investigate Linewize - Pulse approach as a way to monitor student wellbeing and support a positive school culture	SLT Wellbeing team	Linewize Pulse resources	Term 2	Student feedback Wellbeing levels across the year
Ko wai au programme for Yrs 5 & 6 students. Including Rock and Water teaching.	Nadia	Ko wai au programme	Terms 1&2	Student feedback
Work with whānau to share available support for students and whānau. Make requested referrals to services such as: Awhi Mai Awhi Atu SWiS PHN Skylight	Learning Support Team	Community services	Ongoing	Number of students and whānau accessing support

Work with Ministry of Education Learning Support team to provide support and guidance on high level behaviours	SLT MOE Learning Support Team	Ministry of Education services and resources	Ongoing	Student, whānau and teacher feedback
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Strategic Goal 3

Providing a culturally responsive school environment

Annual Target/Goal:

Building confidence and strengthening capability amongst staff and students in the use of other languages and knowledge of cultures within our school.

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

Empowered students taking action within our community through the Iwi lead Porirua Assembly on Climate

Students proud of their culture

Leaders and staff to have participated in Ūpane PLD that provides 'practical, culturally grounded approaches that strengthen wellbeing, engagement, and learning outcomes for ākonga and whānau.'

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
To engage in local projects connected to the Porirua Assembly on Climate as well as link the recommendations to termly planning	Nadia Layla Hope	Porirua Assembly on Climate resources NZC Enviroschools resources	Ongoing	Student voice

Participate in Ūpane PLD	SLT	Cultivating Trauma-Responsive Environments Mauri Ora A Holistic Framework for Wellbeing	Terms 2&3	Staff feedback
Cultural leader to support continued Te Reo learning for staff.	Rita SLT	Levels 1 - 3 resources Takaro Themed picture books	Terms 2 & 3	Increased use of Te Reo across the school
Instilling pride in our cultures. Participating in Cultural festivals held in Porirua. Celebrating the range of cultures across the school.	Rita SLT	Waiata Children of the Pacific series	Ongoing	Student voice