



# Porirua College Annual Plan 2025

*Porirua College empowers ākonga to strengthen their voices, actions and identities, to make a difference in their communities*

3 Year Goal: Ako (effective learning and pedagogy) in a bicultural environment to create Voice, Action and Identity				
Theme	Goal	Targets	Actions	Lead Staff
<b>Voice</b> <b>Araroa</b> <b>Pathways</b> <b>طريق</b> <p><i>Everyone has a voice that can change the way things are</i></p>	Ākonga ownership of their futures	<ul style="list-style-type: none"> <li>● <b>Houses, particularly Learning Coaches, supporting ākonga through their school pathway and into their futures: course selection, VAI goal setting and evaluation, learning conferences, career planning, learning progress, NCEA success and pathways</b></li> <li>● Career pathways:               <ul style="list-style-type: none"> <li>○ Student career pathway explored Years 9 - 10, Y11 CVs then focused pathways Years 12-13</li> <li>○ 95% of leavers have a planned pathway to their future</li> </ul> </li> <li>● Student profile on Kamar to plan a structured pathway</li> </ul>	<ul style="list-style-type: none"> <li>● LCs positive contact home in first month and follow up</li> <li>● PLD to upskill LCs on goal setting, subject pathways and learning conferences, with scripts</li> <li>● <b>Regular goal setting &amp; learning conferences in LC recorded on Kamar and feedback/forward with teachers - goals broken down into smaller steps</b></li> <li>● School wide tracking data easily accessed and regularly shared</li> <li>● <b>More use of transition resources in LC.</b> House meetings - discuss LC resources that could be used for the week, share with staff by Sherri</li> <li>● Student profile set up and PLD for staff to develop regular use</li> </ul>	PLs/LCs, SLT JP  PLs/LCs, SLT  JP  GWA, PLs/LCs  JP

	Curriculum Development to create VAI	<ul style="list-style-type: none"> <li>• NCEA change at Level 1 reviewed</li> <li>• NCEA structure and Level 2 standards planned for and communicated with ākonga and whānau</li> <li>• Curriculum refresh engaged with</li> <li>• <b>Explore integrated junior learning in houses for 2026 trial</b></li> <li>• Curriculum development to create VAI</li> </ul>	<ul style="list-style-type: none"> <li>• SLT NCEA Change plan with timeline</li> <li>• Kaiako plan NCEA change then consult with ākonga and whānau, face to face with multilingual resources</li> <li>• Kaiako PLD and work in faculties</li> <li>• Houses could develop themes from junior projects 2024 for informal integration 2025. Explore ongoing service aspects &amp; possible Service Day</li> <li>• PLD to plan for 2026 junior curriculum and evaluation of projects Term 4</li> <li>• Faculty Reviews - English, Creative Arts, PE, PLN</li> <li>• Work with PEKA workstreams, particularly VAI re lit/num coherence across schools</li> </ul>	<p>CWO, DWA, SLT, HoFs</p> <p>JP, HoFs SLT, PLs, HoFs</p> <p>JP</p> <p>RMA, VH, RLA, DST, ZFI, PKE</p>
	Ākonga leadership	<ul style="list-style-type: none"> <li>• Student councils and prefects leading regular activities to engage ākonga</li> <li>• Tuakana in houses welcoming and supporting new students as role models, in learning coaches and within the house</li> <li>• Ākonga give back to the school and community through curriculum and extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regular formal, advertised student council meetings with goals based approach, supported by staff</b></li> <li>• Structured programme for junior leaders in councils to reduce pressure on senior leaders</li> <li>• LC Calendar</li> </ul>	<p>NKI</p> <p>PLs</p>
<b>Evaluation:</b>				
<p><b>Action Ako Akoako Learning</b></p> <p><i>Learners make a difference</i></p>	Powerful learners	<ul style="list-style-type: none"> <li>• <b>Attendance over 80% for 45% of students and over 70% for 60%</b></li> <li>• Ākonga setting VAI &amp; NCEA goals, evaluating progress and planning for their next steps, supported by whānau</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance team Kaiāwhina - transition, connection &amp; communication</li> <li>• Consistent implementation of attendance procedures</li> <li>• Rewards for good/improved attendance e.g. VAI cards, assembly certificates</li> <li>• <b>Goal setting and follow up meetings - increased attendance</b></li> <li>• Engaging NCEA information event</li> </ul>	<p>JP, PLs, LCs</p> <p>JP, PLs, LCs</p> <p>CWO/DWA</p>

		<ul style="list-style-type: none"> <li>• <b>Literacy and Numeracy progress tracked and communicated regularly with ākongā and whānau</b></li> </ul>	<ul style="list-style-type: none"> <li>• Termly reports home to whānau re senior standard progress</li> </ul>	VH, RLA JP																			
Raise ākongā achievement	<ul style="list-style-type: none"> <li>• <b>Leavers NCEA Results</b></li> </ul> <table border="1"> <thead> <tr> <th><i>PC/ Māori</i></th> <th><i>2024</i></th> <th><i>2025 Target</i></th> <th><i>Actual</i></th> </tr> </thead> <tbody> <tr> <td>○ Level 1+</td> <td>78/70%</td> <td>78/70%</td> <td></td> </tr> <tr> <td>○ Level 2+</td> <td>65/58%</td> <td>65/58%</td> <td></td> </tr> <tr> <td>○ Level 3+</td> <td>29/9%</td> <td>35/25%</td> <td></td> </tr> <tr> <td>○ UE</td> <td>9/2%</td> <td>10/5%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>Continue to develop Multi-tiered System of Support (MTSS) to improve literacy outcomes:</b> <ul style="list-style-type: none"> <li>○ <b>Tier 1 - Systematic use of evidence-based literacy practices across core subject classes to lead to a reduction in the number requiring intervention at higher tiers</b></li> <li>○ <b>Tier 2 - Begin to work towards developing effective literacy support roles for TAs within classes</b></li> <li>○ <b>Tier 3 - Widen the range of students benefiting from intensive literacy intervention to include all of those with decoding issues (not just the most extreme) in Year 9</b></li> </ul> </li> <li>• <b>Prepare for the role out of compulsory CAA participation in 2028</b></li> <li>• <b>Numeracy</b> <ul style="list-style-type: none"> <li>○ <b>Whānau engagement</b></li> <li>○ <b>Student attitude/prep</b></li> <li>○ <b>Targeted support in junior school</b></li> <li>○ <b>VAI in Maths</b></li> </ul> </li> </ul>	<i>PC/ Māori</i>	<i>2024</i>	<i>2025 Target</i>	<i>Actual</i>	○ Level 1+	78/70%	78/70%		○ Level 2+	65/58%	65/58%		○ Level 3+	29/9%	35/25%		○ UE	9/2%	10/5%		<ul style="list-style-type: none"> <li>• NCEA change - see above</li> <li>• Māori see below</li> <li>• <b>Consistent whole school process of SLT working with PLs &amp; HoFs to track achievement &amp; following up in houses, communicating with whānau &amp; kaiako</b></li> <li>• Moderation &amp; marking publishing timelines</li> <li>• Regular celebrations of achievement</li> <li>• Tier 1 - literacy training for faculty literacy leads core faculties. Systematic integration into units within faculties ongoing work</li> <li>• Tier 2 - literacy training for TAs</li> <li>• Tier 3 - Information in one space on Kamar Year 9 3B and below lit/lang profile</li> <li>• Apply for grant for a further literacy tutor</li> <li>• Report format include lit/num and termly achievement updates</li> <li>• Work with MoE project lit/num, especially around results analysis</li> </ul> <ul style="list-style-type: none"> <li>• Identify students showing readiness to trial Term 3 assessment</li> <li>• Flyer for goal setting day</li> <li>• Regular reports home from Maths faculty re senior numeracy progress</li> <li>• Y11 all entered for CAA &amp; prep</li> <li>• Y11 Maths comp as well as 9/10</li> <li>• AsTTLE - identify targeted students, offer MN option or teachers support in class</li> <li>• VAI in Maths in junior books and VAI focus every day</li> </ul>	SLT, PLs  VH, KKE  Ben Laybourn RLA, JCR  DME  RLA, JCR
<i>PC/ Māori</i>	<i>2024</i>	<i>2025 Target</i>	<i>Actual</i>																				
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	Māori learning as Māori	<ul style="list-style-type: none"> <li>• Whole school developing knowledge of Te Reo me Tikanga Māori and Te Tiriti</li> <li>• Maramataka created to manage and grow te ao Maori events</li> <li>• Create methods to monitor and measure tauira engagement and growth</li> <li>• Physical spaces uplift and represent ākonga Māori</li> <li>• Regular contact with whanau (LC)</li> </ul>	<ul style="list-style-type: none"> <li>• PLD Te Reo me Tikanga Māori and Te Tiriti</li> <li>• Explore creating a Tari Māori faculty</li> <li>• Develop whare wānanga</li> <li>• Whanau hui (twice in 2025)</li> </ul>	CWO KAM
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**Evaluation:**

<p><b>Identity</b> <b>PC Pride</b> <b>Turangawaewae</b> <b>Fa'asinomaga</b></p> <p><i>Know who you are. Be who you are. Show who you are.</i></p>	School Culture - PC Pride	<ul style="list-style-type: none"> <li>• <b>Co-construct PC Values and start developing ākonga ownership</b></li> <li>• Activities to engage students, particularly during breaks</li> <li>• PC pride visible in school environment - house/classroom presentation and visual representation of range of cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation with staff, ākonga and whānau</li> <li>• Exploration in LC of what values look like in action</li> <li>• PC Kawa and Haka revised &amp; learnt by whole school</li> <li>• Kapa Haka re-established</li> <li>• More house competitions/activities</li> <li>• More clubs re ākonga interests &amp; cultures</li> <li>• <a href="#">Mana Toiora</a> project leading positive experiences: <ul style="list-style-type: none"> <li>○ Sports Council</li> <li>○ Community Engagemant</li> <li>○ Event Management</li> <li>○ Fitness for all</li> <li>○ Mātauranga Māori cross curricular</li> <li>○ PLD for Staff</li> <li>○ More sports offered</li> <li>○ Whole school athletics day</li> <li>○ House Points</li> </ul> </li> <li>• Pou completed and stories/resources being created for each one</li> <li>• Kaiako owning classroom and house spaces to create engaging, culturally rich environment</li> <li>• Celebrations of all the cultures of PC</li> </ul>	<p>RMA, PLs, LCs</p> <p>CWO KAM</p> <p>HHU, JP</p> <p>NKI, KAM CWO RHO PLs</p> <p>VAP/PKE</p>
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	Hauora	<ul style="list-style-type: none"> <li>● <b>K2K team planned, holistic approach to student development</b></li> <li>● K2K tracking and monitoring effectiveness of programmes and interventions</li> <li>● <b>TAK supporting ākonga at risk of disengagement</b></li> <li>● <b>PLN, literacy tutoring, languages and numeracy support to work cohesively</b></li> <li>● Restorative training for whole staff and individuals</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Regular K2K meetings and support from SLT to plan holistic strategy, establish role clarity &amp; effective communication</b></li> <li>● <b>K2K review programmes termly, seeking feedback from students and kaiako</b></li> <li>● <b>Red/green brain work approach continued with students, staff and whānau</b></li> <li>● TAK develops a clear referral process and tracks student data and engagement.</li> <li>● Regular meetings to communicate and plan effective and timely supports</li> <li>● Continue to develop school wide communication using Learning Support function in KAMAR</li> <li>● PLD for kaiako on K2K, TAK, restorative practices &amp; supporting students</li> </ul>	<p>NKI, K2K</p> <p>MJA, NKI</p> <p>RMA, DST, ALY, VH, RLA</p> <p>NKI, SB</p>
	Community connections & communication	<ul style="list-style-type: none"> <li>● PC regularly communicating with whānau around student wellbeing, attendance, development, learning and learning progress</li> <li>● Termly whānau meetings - PC Parents, Whānau Māori, Samoan and developing Filipino and Cook Island parent groups</li> <li>● Grow connection with Ngāti toa and Maraeroa Marae</li> </ul>	<ul style="list-style-type: none"> <li>● Regular communications home re events and changes</li> <li>● Termly meetings organised and run</li> <li>● Whānau Māori reestablished with clear focus for practical work</li> <li>● Filipino and Cook Island parent groups established</li> <li>● Whānau invited to fun &amp; learning related community events led by ākonga</li> </ul>	<p>SLT</p> <p>RMA NKI, KAM</p> <p>Tui, MTA</p> <p>PLs</p>
<b>Evaluation:</b>				