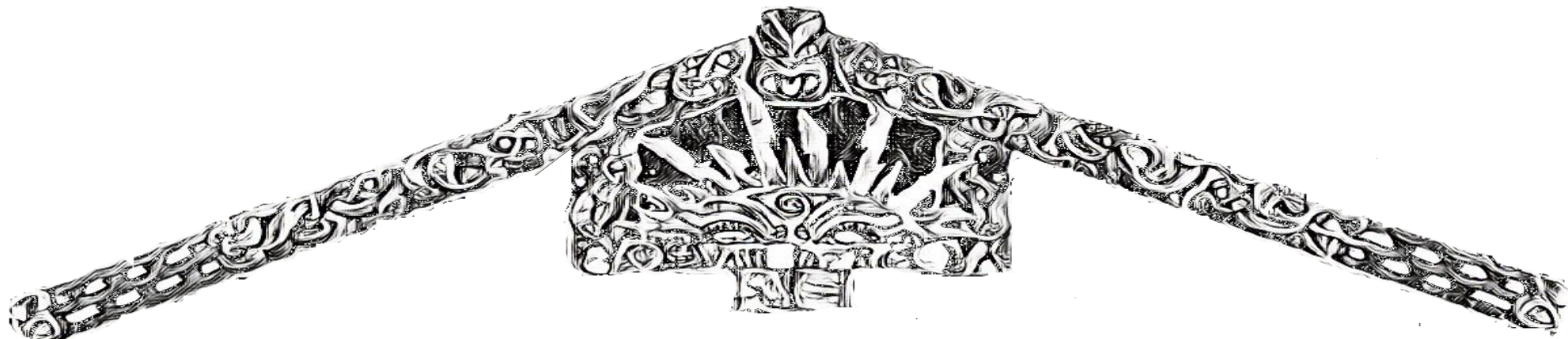




Porirua College Annual Plan 2026

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

3 Year Goal: Ako and hauora in a bicultural environment to create Voice , Action and Identity				
Theme	Goal	Targets	Actions	Lead Staff
Manaaki <i>Wellbeing & Pastoral Care</i>	Attendance	90%+ attendance for 35% of ākonga and below 70% for 20% of ākonga	Follow the stepped attendance management plan	GWA/JP/AK
	Pathways	90% of ākonga have goals with termly reviews, in Kamar, tracked over their years at PC 90% of Year 12 & 13 ākonga have a pathway plan with termly reviews, in Kamar - LC Calendar is being used strategically.	- Regular LC conferences, followed up by PLs - System for tracking goals through Kamar - PLD for senior LCs on pathway plans - LC calendar developed and owned by the PLs	NKI/GWA/PLs
	PC Values	PC Values explored, taught and implemented across the school.	- Develop resources that are used in LC - Upskilling of staff on the PC values leading to consistent use of values language throughout the kura	NKI/PLs

	Pastoral Care	• Trauma informed practices are more consistent across the school • Restorative Practices capabilities expanded strategically. • K2K is consistently tracking ākonga engagement and utilising data to inform practice. • Te Ahi Kaa is tracking student progress.	• Trauma informed practice continued PLD with staff focusing on growing use of specific language • Information re individual taura needs & supports • Targeted RP & NME PLD for staff • Complete the tri-annual review of K2K • The K2K referral system is used consistently • K2K Data is analysed and reported on once per year to the Board • Creating IDPs for students and sharing this information through RADAR meetings	NKI/GWA/ FSE/MJA
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Evaluation: 31/3 In the middle of term one our attendance is 45.5% 90% + attendance. 22.2% below 70% attendance. We have plans for a number of the lower level ākonga and there are some errors with recording of PEK students. Goal setting went well with plans for most ākonga, but some LCs still need to follow up on learning conferences for those who didn't attend. Consistency of LC practice is key. Need time in LC calendar.

We have upskilled some key staff in restorative practices including FSE. The new PLs are also enrolled in a Circles course for mid term two. The K2K referral system is being utilised well by staff. The team have already had over 100 referrals this term alone. Some of these are continuing from 2025. The Manaaki Team did not meet this term due to a very busy school calendar but we have made a plan for T2-3 to develop resources for LC.

30/6 Attendance The term one Everyday Matters data shows 90%+ attendance for 41% (compared to 34% in 2025) and 70% or less for 20% (compared to 28% for 2025) of ākonga. The attendance systems set up through our Attendance Management Plan have been implemented across the school and we are in a process of embedding what we have introduced. There is a process of ongoing evaluation and any changes that need to be made will be made at the start of term three, to reduce the variability that staff experience. For example automating STAR letter one and two for term three allowing LCs and PLs to follow up with action plans as opposed to do admin tasks. Phil (ISP) has 55 referrals that he is or has been working with. These cases are closely monitored and improvements noticed. The impact of the ISP is much greater than the ASP. ASP has 33 referrals and the MOE has advised that we need to refer more. There are still issues with the CMS for the kura and the ASP. There is also frustration with the ASP because their actions do not seem to be timely or meet the needs of the whanau and young person.

58% of ISP referrals have improved their attendance.

24% of ASP referrals have improved their attendance.

Learning Coach conferences remain inconsistent across the school. Due to our major focus on attendance, it has been hard to push this at the same time. However, great progress is being made with the Leavers Doc and staff helping students choose coherent pathways well with the junior option choices. LC calendar is owned by PLs and they are ensuring that the learning time is not lost to random activities. We have trialled a new way of tracking goals on Kamar and need to follow up on staff use.

PC Values some work through what pastoral leaders have been building in houses. This has been taught to some extent through junior Learning Coaches. The resources are all there but there has not been a lot of time in LC sessions. We can get pastoral leaders to go through this in Hui Kaiako. Some work in the whole school with assembly. Could restructure VAI cards around values for next year. Year 9 Kawa for classes needing interventions are structured around the values.

This term the pastoral leaders all attended a professional development course for middle leaders based on Restorative Practices. This new knowledge will hopefully help us build a stronger restorative team.

K2K's referral system is working well and since the beginning of the year it shows that the team have had close to 100 referrals. In Te Ahi Kaa Marlene has worked hard to create an 'IPP' for students using TAK regularly. These Individual Pastoral Plans aim to give students voice and provide information to teachers. Ngarangi met with Chris Rowan about how to utilise data more strategically, now that we are collecting it.

Tuakiri Identity	<i>Partners to Te Tiriti o Waitangi:</i> Mana Motuhake	• Whare Wānanga - te Ao Marama tikanga developed & whare kai option identified • Establishment of Māori Faculty with a shared kaupapa • Kaiako & kaiāwhina increasing confidence in using schoolwide tikanga	• Plan and trial tikanga • Build shared kaupapa around PC Pride Values - Manaaki, Tuakiri, Ako • Work with other faculties to share knowledge and skills, creating resources for wider use • Karakia used at the open and close of the day across the kura • School waiata and haka is learnt and used by kamahi and ākonga	TTO, RHO, MPR, KAM
	Cultural Diversity	• Build community connections with events to bring in different Porirua communities	• Calendar whānau hui, including Filipino and Arabic • Faculties & Houses during junior courseweek create events e.g. market day, exhibition, festival • Host race unity & language week events, inviting community & local schools, e.g. Mahinawa	HoFs, PLs VAP

			School signs in multiple languages	
	Whānau Connections	Whānau Māori events happen at least twice during focusing on developing whānau contributions.	Plan the events and ensure communication is clear and made well in advance.	NKI/CWO/ZFI

Evaluation: 31/3

Kōmiti Ākonga Māori held the first whānau Māori evening this term which was attended by approximately 60 people including many new whānau. There were some whānau interested in becoming more involved in events. ZFI and MPR have been strong leaders in PLD and our school waiata and haka are now being learnt by students and staff alike.

Whānau hui re attendance and PC uniform held. Uniform review completed working with community and driven by parental request. Bilingual signs are going up. TKN is next term.

The Maori faculty have been working hard to create meaningful learning experiences within Te Āo Māori. Kapa haka is growing with 61 students enrolled. Te Reo Māori classes are also growing in the junior school however, senior numbers remain small.

30/6

Learning Coach sessions on Values have been developed and are being used, although not yet consistently. Karakia are being widely used, although not consistently. The school waiata has been learnt by Kapa Haka. Teachers have largely learnt the words but only made a start on the actions.

Market Days were held with all of Year 10 and a wide range of cultural foods and some creations were sold. It was highly successful and engaging learning. We hosted another college during Samoan Language week for an Ava Ceremony and had a well attended community celebration with lots of kai and cultural performances.

Kōmiti Ākonga Māori have planned two PLD sessions for Term 2 and Term 3, one of which is based on Matariki/Puanga and the other on our school waiata and haka. The idea is that some of the work that is done in these will also be shared with whānau Māori. We have also pencilled in a date for our Term 3 kapa haka showcase, which we hope will bring in more whānau. Houses have continued to take ownership of Monday morning karakia and waiata. Unfortunately due to other commitments we have had to postpone the multicultural evening. We hope to do one later in the year.

The Māori faculty continues to show growth with Teremoana leading his faculty in both curriculum and matauranga Māori. The Toi Matahiko class is still engaging many taura despite a kaiako resigning at the end of term one. There are some issues arising with mark book entries but the head of faculty and senior leader have a plan to ensure that there is a way forward. The faculty are leading professional development workshops.

Bilingual signage has been going up on all new areas e.g. gym, changing rooms and Te Ao Marama whare.

Ako Teaching and Learning	Assessment Change & Achievement	- Leavers NCEA Results: PC/Māori 2025 2026 Target Actual - Level 1+ 80/70% 82/75% - Level 2+ 70/60% 72/65% - Level 3+ 43/36% 45/40% - UE 11/6% 13/10% - Explore consistent measures and reporting of achievement/progress across junior courses in line with the new curriculum - Implement new junior curriculum in Maths and English - Plan for new junior curriculum 2027 in other subjects	- Tracking spreadsheets updated weekly - Identify ‘priority learners’ and areas of concern - Evaluation of SMART tool to understand progress in English and Maths, supported by PLD with Evaluation Associates - Trial new reporting requirements in English and Maths, results and comments - Ensuring unit plans and assessments are aligned with the reviewed year plans within the new phase 4 curriculum in English and Maths - Planning new year plans to align with new phase 4 curriculum in other subjects	JP PLs, HoFs JP, JCR, KKE, VH KKE, JCR HoFs	
		Literacy & Numeracy	- Consistent tracking of literacy and numeracy achievement - Literacy & Numeracy junior data progress targets agreed & next steps agreed	- Tracking within houses through the spreadsheets - Whole school tracking and follow up where extra support is needed	PLs, SLT VH, KKE, RLA, JCR
		Professional Growth	- Effective Teacher Profile (ETP) trialled, evaluated and refined - PLD structured around the ETP, including trio observations, and mātauranga Māori - Effective Leadership Profile (ELP) developed	- ETP used in PGCs, with a whole school goal based around it shared by all kaiako - Mātauranga Māori embedded in PLD - Develop an Effective Leadership Profile - Classroom observation template developed based around the ETP - PLD to key staff to share back with	RMA, JP, CWO, Komiti Ako

		- Effective Teacher Aide Profile (ETAP) developed and PGC based on this for TAs - Faculty Tri Annual Reviews	whole staff - Look at different leadership models and develop a PC specific one - Consult with TAs and develop a profile and PGC, including Step A, B or C descriptors - K2K, Creative Arts, Science	ALY
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Evaluation:31/3 Results from last year are strong and commitment to success among ākonga is high, but few results are yet completed. ETP is in use with planned Trio observations next year based around actions on our shared goal. ELP has been drafted for Manaaki and is ongoing work. We have looked at different leadership models and agreed on our approach. ETAP in draft and use. KKE and VH with the support of ALY, LIT co-ordinators and the English faculty are tracking Literacy well this year with 103 students entered for the May reading CAA and 93 for writing. A selection of staff induction workshops were run this term and attended by new staff and PCTs.

30/6 Achievement was not looking good early this term with much fewer credits completed than last year. HoFs have identified the 9 week term 1 as being a challenge because they couldn't complete the first assessment prior to the holidays and ākonga then needed reteaching. Fewer credits have been completed at Years 11 and 12, but with a 44% higher pass rate across all 3 levels since 2024, which means that greater numbers of credits have actually been passed (we do not have June data for 2025 due to Board meeting timings). Faculties have focused on doing fewer standards better, which seems to be working for ākonga. We need to ensure that there are still enough available to everyone to get through. We have not yet started weekly tracking of credits or literacy and numeracy as this will really become relevant next term when more data is in.

The May CAAs took place with over 140 students across years 10-13 sitting at least one of the assessments. Danielle did a great job of organising both the digital and paper copy exams. The results are still coming in and although they are not ideal, there were a decent number of students passing, including many year 10 students. We are now planning for the September ones. Tracking of literacy and numeracy is going well with this being led by the coordinators but followed up in houses. We have not needed to do mahi tahi mid year as most students are on track and more of them have access to computers and internet at home.

The SMART tool has been trialled... (JP). English and Maths have worked hard on the new reporting requirements and found significant challenges in terms of workload for teachers and ...

The ETP trio observations have taken place in Term 2 with some good learning about strong classroom practice. Teachers have enjoyed the positive feedback. In Term 3 we will do some PLD on the Science of Learning and Development. Trio observations will be mid term so seniors aren't doing assessments and focus on seeing the learning from this PLD in action. Mātauranga Māori has continued to be embedded in our PLD with some good differentiation as well as shared activities. The Effective Leadership Profile is two thirds completed. This is the work of Komiti Ako which is having to deal with the large amount of significant curriculum change as a priority.

The Creative Arts tri-annual review is booked in for Term 3 Week 4 and Science for Week 7. K2K will be in Term 4. With one member of SLT absent Term 2, it has not been realistic to complete any this term.