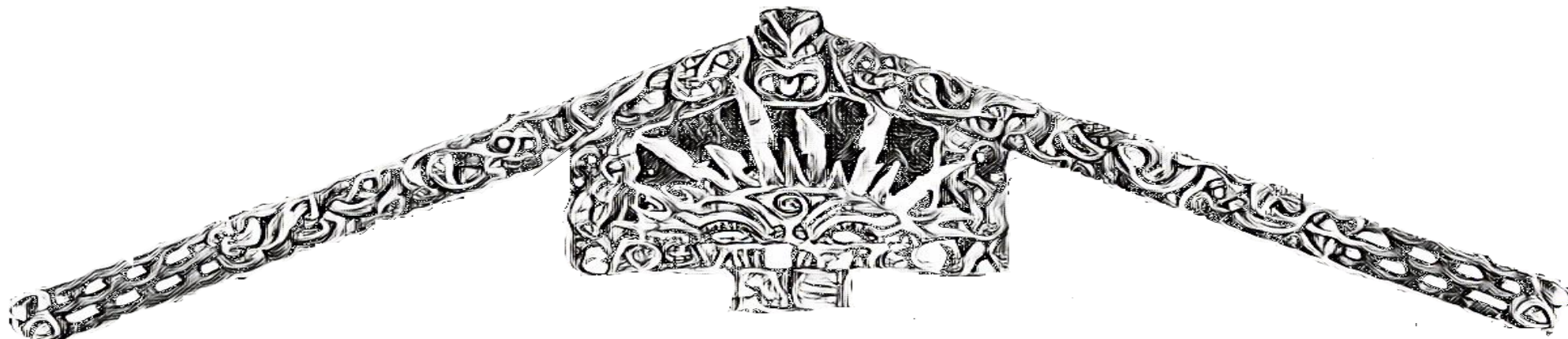




Porirua College Annual Plan 2025

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
Voice Araroa Pathways Tariq طريق <i>Everyone has a voice that can change the way things are</i>	Ākonga ownership of their futures	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 - Career pathways: - Student career pathway explored Years 9 - 10, Y11 CVs then focused pathways Years 12-13 95% of leavers have a planned pathway to their future - Student profile on Kamar to plan a structured pathway	- LCs positive contact home in first month and follow up - PLD to upskill LCs on goal setting, subject pathways and learning conferences, with scripts Regular goal setting & learning conferences in LC recorded on Kamar and feedback/forward with teachers - goals broken down into smaller steps - School wide tracking data easily accessed and regularly shared More use of transition resources in LC. House meetings - discuss LC resources that could be used for the week, share with staff by Sherri - Student profile set up and PLD for staff to develop regular use	PLs/LCs, SLT JP PLs/LCs, SLT JP GWA, PLs/LCs JP

	Curriculum Development to create VAI	- NCEA change at Level 1 reviewed - Curriculum refresh engaged with Explore integrated junior learning in houses for 2026 trial - Curriculum development to create VAI	- Kaiako plan NCEA change then consult with ākonga and whānau, face to face with multilingual resources - Kaiako PLD and work in faculties - Houses could develop themes from junior projects 2024 for informal integration 2025. Explore ongoing service aspects & possible Service Day, potentially in junior projects - PLD to plan for 2026 junior curriculum and evaluation of projects Term 4 - Faculty Reviews - English, Creative Arts, PE, PLN, K2K - Work with PEKA workstreams, particularly VAI re lit/num coherence across schools	CWO, DWA, SLT, HoFs JP, HoFs SLT, PLs, HoFs JP RMA, VH, RLA, DST, ZFI, PKE
	Ākonga leadership	- Student councils and prefects leading regular activities to engage ākonga - Tuakana in houses welcoming and supporting new students as role models, in learning coaches and within the house - Ākonga give back to the school and community through curriculum and extracurricular activities	Regular formal, advertised student council meetings with goals based approach, supported by staff - Structured programme for junior leaders in councils to reduce pressure on senior leaders - LC Calendar	NKI PLs

Evaluation: 8/4 First contacts home were made more thoroughly than ever before and goal setting had our best attendance. This is becoming normalised and valued practice. Faculties have looked at Level 1 standards and reviewed them, particularly 1.3. Colours Day practices have put a stop to follow up learning conferences. This is harder with only 3 LC a fortnight, instead of 4. Learning Conferences and pathways will be major foci for Term 2 with a hui kaiako item on pathways and leavers at the start of term. Kaiako have agreed to continue junior projects at the end of year. We are looking at our 2026 trial at hui kaiako Term 2. Faculty Reviews need to be booked in. Work with PEKA workstreams is strong and literacy is the focus of the VAI workstreams. LC calendar has been created by PLs. Ākonga leadership has not been strong outside of houses, with the initial big focus on Colours Day. Stars has unfortunately been disbanded, which won't help with training future leaders.

30/6 A senior tracking doc has been finalised and shared with houses. It is being updated weekly by the office and will support LC's with learning conferences. Where these are happening regularly, they are very effective. Practice among LCs is still varied. GWA ran a session on pathways and leavers at the start of term. 2025 leavers plans shared with houses and being used by LC's/PL's. Junior Project planning is proceeding very well with both core HoFs and PLs very engaged in setting up a planning structure that can be reused in future years. Reviews:
English - Term 3

Creative Arts - Term 3

PE - Term 3

Sport - Term 4 week 2

PLN - booked in for Term 3 week 5

VAI workstream is focused on literacy and numeracy.

Senior leadership largely through Te Kiwa Nui groups this term.

Sports and Service Student councils have been working well, Sports have been supporting our Sports staff in running lunch time activities in the gym.

They have also been planning events for Term 3 and 4. We have also started to form a junior student council with our senior students helping to support the emerging leaders.

3/10 Goal setting and learning conferences very learning coach dependent. SLT need to follow up with PLs to ensure final learning conference with seniors - non LCs in houses to support with doing attendance. Data doc in existence but not used as much as could be. Aim to have it out earlier next year. Student Profile not yet in full use but has been trialled. Junior projects are planned and progressing well. Good balance of whole school and individual house approach with support for houses re admin. Guidelines created for integrated junior project and all houses planning towards this. Faculty Reviews done for English, PE & PLN. Creative Arts & K2K next year. PEKA work done and lit/num workstream moving forward. Student Leadership has had some successes such as the sports council and service council that have both run several activities this year. The year 9 council also started and hosted two meetings. In 2026 we are looking at a restructure of councils that will hopefully increase the outcomes. Te Kiwa Nui was hugely successful with nearly 300 students performing across 8 groups with significant student leadership of the groups. Senior students leading sports tournaments twice throughout the term. Many of the prefects also led Te Kiwa Nui groups.

11/12 Inconsistency of LC goal setting and learning conference follow up still a key issue. Year 13 follow up stronger in Term 4. SLT need to track and follow up 2026. LC calendar is key to making time. It has to be on Kamar so that we can check. Student council remained mixed. Student leaders still planning for next year and the possibility of one council. Do less, better. Only works when teachers are in charge of it. Phil will pick up Sports Council. Very successful junior projects that were enjoyed by staff and students. Focus for 2026 on new curriculum for English and Maths. Applying for MoE PLD for English and Maths assessment for next year. Faculties reviewed Level 1 as we went during the year and teachers are more confident with it. Progress seems to be better so far - Technology, Maths, English, Social Sciences, Science reviewed. PE externals done internally so less of a challenge. Languages trialled externals and seems to have gone well. Arts no major changes.

Action Ako Akoako Learning <i>Learners make a difference</i>	Powerful learners	● Attendance over 80% for 45% of students and over 70% for 60% - outcome end of year 41.5 over 80%, 61% over 80% ● Ākonga setting VAI & NCEA goals, evaluating progress and planning for their next steps, supported by whānau ● Literacy and Numeracy progress tracked and communicated regularly with ākonga and whānau	● Attendance team Kaiāwhina - transition, connection & communication ● Consistent implementation of attendance procedures ● Rewards for good/improved attendance e.g. VAI cards, assembly certificates ● Goal setting and follow up meetings - increased attendance ● Engaging NCEA information event ● Termly reports home to whānau re senior standard progress	JP, PLs, LCs JP, PLs, LCs CWO/DWA VH, RLA JP
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	Māori learning as Māori	• Whole school developing knowledge of Te Reo me Tikanga Māori and Te Tiriti • Maramataka created to manage and grow te ao Maori events • Create methods to monitor and measure tauira engagement and growth • Physical spaces uplift and represent ākonga Māori • Regular contact with whanau (LC)	• PLD Te Reo me Tikanga Māori and Te Tiriti • Explore creating a Tari Māori faculty • Develop whare wānanga • Whanau hui (twice in 2025)	CWO KAM
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Evaluation: 8/4 Attendance over 80% for 58% of the school and over 70% for 70% of the school. Term 1 is always higher attendance, but there is a significant improvement for Term 1 attendance of Y12 and Y13. Our lowest attendance is Y11 girls. We have had an assembly looking at the link between attendance and achievement with Y11 and are going to focus on their attendance and achievement through houses in Term 2. Goal setting attendance was also high and there was strong follow up with individual students who missed the day by most LCs. A goal setting report went out to all students, including attendance. The first senior report home re attendance and achievement is going out Term 2 Week 3, so that there is time for Term 1 results to be entered. There will be a fuller report and parent evening with teachers at the end of Term 2. Our data and leavers' docs are going out to houses early Term 2. This year we are tracking all leavers, not just Y13s. Kaiako will identify potential leavers at other levels based on goal setting meetings and learning conferences.

MTSS has started well with data gathered and tiers identified. Individual students are working with our 5 staff who are doing literacy tutoring. Faculty lit core leads have had two training days and are leading PLD with faculties in Term 2. Meetings with Ben Laybourn and training have been had, of varied value. Some students have been identified to sit the reading CAA in May and are working towards this in English classes.

A very successful whānau hui has been held with strong attendance, many families coming back from last year's hui. The whare wananga, Te Ao Marama, is up and running. A plan has been made to develop the space with purchases of initial furniture etc. already made. There has been continued PLD around waiata and te reo Māori. We are using a maramataka.

30/6 Attendance over 80% for 52% of students and over 70% for 67% of students. Inevitably, there has been a drop as we go into winter illnesses, but it is holding up well. Our lowest attendance rate continues to be the Year 11 girls, followed by Year 13, particularly girls. Attendance of girls overall is slightly worse than boys, but not significantly. There has been more regular communication home, which was commented on positively at a whānau hui. Along with the new academic tracking doc in use, we have also introduced a Kamar pastoral for identifying ākonga at risk of not passing assessments before it is too late, to help LCs see patterns and intervene.

Literacy interventions are progressing well and will be evaluated as part of the PLN review. Larger numbers are entered for the CAAs next term and are currently being prepared. Successfully completed LIT Reading and NUM CAA's. Planning has begun for session 2 in Term 3. NZQA have indicated all Level 1 external examinations will be digital in 2026 - SLT and HOF's beginning to plan for this.

Term two saw many Māori ākonga take new steps in authentic learning. We saw Te Whare Haka o Awarua perform and place 4th in the regional kapa haka competition as well as our Te Ao Haka classes grow in numbers for Term 3 and 4. Further, our tauira Māori have been planning for new

opportunities in 2026, with a main goal being to send at least one speaker to Manu Kōrero 2026. Our learning space continues to develop into a culturally rooted space that ākonga can access. Kōmiti Māori also continued to run successful PLD sessions with staff learning Te Reo Māori and waiata. PLD session planned for the start of term 3 on Te Tiriti. We have modelled a Tari Māori faculty structure and are making a decision next term.

3/10 Attendance over 80% for 46% of students. Over 70% is 65% of students. Goal Review 2026 early finish so 2 - 6pm. Earlier than Week 5. No NCEA engagement event due to change of direction by government. Termly reports have gone out and been appreciated by whānau. House assemblies have regularly celebrated achievement. Training for literacy and numeracy have taken place and there has been strong progress in these areas, particularly literacy, largely due to tutors. Maths numeracy option ran. Project has been worked with, but without significant outcomes.

There has been an increase in students sitting CAAs. In 2026 we are looking to increase digital assessments, this year only LIT Writing was done digitally. We trialled study leave for senior students and should seek further feedback on this although early feedback is positive.

Continued PLD re: Te Reo Maori and Waiata with an increase in students taking part in Kapa Haka and Te Kiwa Nui. We also had a speaker at the Kahui Ako Maori Speech Competition (Year 9). Another student was accepted into the He Ringa Toi Exhibition at Te Papa. We continue to develop our Te Ao Marama Space and collected Māori Voice during Te Wiki o Te Reo Maori. Komiti Ākonga Māori are planning to host one more whanau evening in Term 4. A Maori faculty has been approved. SLT to discuss the next steps.

11/12 Attendance 41.5 over 80%. 61% over 70%. Very high sickness Term 3 caused issues across the country. We aren't good at recording sickness and need to follow up better with this last year. Over 90% was 18% and we are aiming for 35% in 2026. Aiming for 80% over 70% in 2026 and this year had 62%. Results have gone really well and exams were taken very seriously so could lead to some real changes. Literacy interventions have gone well but we don't yet have a final report. Interim data was very promising. Term 4 we hosted our final whānau Māori evening and had over 70 people attend, including students and staff. CWO and NKI wrote the development plan and the school officially created the Māori Faculty with TTO as HOF. This has been a significant growth area for us in 2026.

17/3/26 NCEA targets at Level 1 and 2 were to hold 2024 results which were an improvement. They were all held and all but one exceeded. Level 3 results in 2024 had been poor and we set much higher targets which were significantly exceeded. UE targets were set higher and slightly exceeded. We are very pleased with these results. We will talk to PLs about how we think we achieved this and analyse the data in more detail. Junor data analysis - see below

Identity PC Pride Turangawaewae Fa'asinomaga <i>Know who you are. Be who you are. Show who you are.</i>	School Culture - PC Pride	● Co-construct PC Values and start developing ākonga ownership ● Activities to engage students, particularly during breaks ● PC pride visible in school environment - house/classroom presentation and visual representation of range of cultures	● Consultation with staff, ākonga and whānau ● Exploration in LC of what values look like in action ● PC Kawa and Haka revised & learnt by whole school ● Kapa Haka re-established ● More house competitions/activities ● More clubs re ākonga interests & cultures ● Mana Toiora project leading positive	RMA, PLs, LCs CWO KAM HHU, JP
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			experiences: ○ Sports Council ○ Community Engagement ○ Event Management ○ Fitness for all ○ Mātauranga Māori cross curricular ○ PLD for Staff ○ More sports offered ○ Whole school athletics day ○ House Points ● Pou completed and stories/resources being created for each one ● Kaiako owning classroom and house spaces to create engaging, culturally rich environment ● Celebrations of all the cultures of PC	NKI, KAM CWO RHO PLs VAP/PKE
	Hauora	● K2K team planned, holistic approach to student development ● K2K tracking and monitoring effectiveness of programmes and interventions ● TAK supporting ākonga at risk of disengagement ● PLN, literacy tutoring, languages and numeracy support to work cohesively ● Restorative training for whole staff and individuals	● Regular K2K meetings and support from SLT to plan holistic strategy, establish role clarity & effective communication ● K2K review programmes termly, seeking feedback from students and kaiako ● Red/green brain work approach continued with students, staff and whānau ● TAK develops a clear referral process and tracks student data and engagement. ● Regular meetings to communicate and plan effective and timely supports ● Continue to develop school wide communication using Learning Support function in KAMAR ● PLD for kaiako on K2K, TAK, restorative practices & supporting students	NKI, FSE, K2K MJA, NKI RMA, DST, ALY, VH, RLA NKI, SB

	Community connections & communication	• PC regularly communicating with whānau around student wellbeing, attendance, development, learning and learning progress • Termly whānau meetings - PC Parents, Whānau Māori, Samoan • Grow connection with Ngāti toa and Maraeroa Marae	• Regular communications home re events and changes • Termly meetings organised and run • Whānau Māori reestablished with clear focus for practical work • Whānau invited to fun & learning related community events led by ākonga	SLT RMA NKI, KAM PLs
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Evaluation: 8/4 Discussions on PC values have been held with kaiako and BoT. This is prepped for LC Term 2 and we need a PC Whānau hui on this. KAM have created some draft documents with key stories related to the school. These will be able to go up on the new website, which has been redesigned to reflect the cultures of our kura. Kapa Haka has started up strongly and we have some students going to regionals in a joint group with Tawa College. Mana Toiora has been strong in organising a whole school Athletics day and numerous events. New sports offered - Kilikiti and netball (no teams last year). We have mixed netball team/s in 2025. Whole school athletics were run in term one, some teething problems but a successful first effort. We need to build sustainability beyond the project.

A new K2K Leader has just started. TAK has been key to integrating some new Y9s and keeping some Y10s and a few Y11s focused. PLN, lit tutors, languages and numeracy are working much more coherently with regular meetings. Communication of information has improved and continues to be worked on. We have had restorative training of new staff and some individuals in Term 1 and have several whole staff sessions on restorative practice booked in for Term 2 PLD. Samoan and Māori whānau have met in Term 1. PC Parents will be Term 2. We have connected with Ngāti Toa re gifting of names. We were at Maraeroa marae for staff days to start the year. We had booked in for Y9 noho, but were cancelled due to a tangi, so had to run activity days with whānau meals.

30/6 Initial PC Values and Strategic Plan consultations have started with a whānau planning hui. Numbers were low with 9 families, but it was a strong discussion. We are taking advantage of events like parent/teacher evening and Te Kiwa Nui dress rehearsal to widen our consultation. We placed 4th in Kapa Haka regionals in a joint roopu with Tawa College, which was a great achievement. Our own group is a good size and meeting regularly. Mana Toiora is making a wide range of events happen. Significant increase in student engagement in the wider school with many different events and activities run throughout Term 2 including Te Kiwa Nui, Mathletics, Market Days, Talent Quest and Language Weeks. This has had a positive impact on student behaviour and enjoyment (anecdotal) - SLT looking to encourage this going forward. Our new netball courts are open and a lively staff/student game celebrated this. Colours Day and Anti-bullying week were both strong and language weeks have gone very well, with Samoan Language a real highlight. It has been a very positive year and this term has been particularly settled with students learning focused.

K2K: K2K leadership has grown this term with Faafoi beginning to establish himself in the role. The team continues to work well independently and have created an action plan to develop a more consistent and cohesive team. Radar meetings have been changed to suit each house and the K2K team will continue to work on streamlining this further in the coming terms. We have had a whole staff restorative session on circles as well and more is planned for next term, as well as some individual staff PLD. **TAK:** Te Ahi Kaa works well for the students who are using it regularly. Marlene's knowledge of Trauma informed practices are being utilised significantly in the space. The next step will be to grow the collegiality between K2K and TAK. We would also like to expand its use as the year progresses.

Mana Toiora - There are more sports offered as well as more participation in sports. The girls rugby team were given their jerseys, presented by Blackfern Aysha Leti and the boy's first 15 received caps. There are 4 netball teams (none last year).

The Samoan parents group continues to meet regularly and were particularly supportive with Samoan Language week. We have had one Whānau Māori hui and one general Strategic Planning Whānau hui. Both groups were positive about improvements in the school with good ideas on ways to continue to grow. We also did strategic planning consultation as part of the parent/teacher hui and got good engagement from a wider group putting up post its with their thoughts as they waited for interviews. Attendance at the hui was very strong throughout the afternoon.

3/10 PC Pride Values & Strategic Plan consultation has gone well with strong voice collected from staff, ākonga and whānau. These have been developed and are now going back to stakeholders for review.

There has been a significant increase in the quality and numbers involved in Kapa Haka. School waiata created and sung by teachers. Google docs created for key PC stories and symbols and these are slowly being added to over time. We would like to continue developing our school's kete of waiata, haka, and understanding of Reo Maori. In 2026 we aim to learn and teach a new, PC specific waiata and write a PC haka. Celebration of cultures has continued to be strong across our language weeks. Race unity week is happening week 1, term 4.

The trip to Samoa was successful in the term 3 holidays. This was led by VAP who developed a programme that expanded the experience of Samoan culture for all.

Mana Toiora - there continues to be a number of events, junior tournaments, sports during TKN and large numbers of students participating in sports across more codes (netball, rugby, badminton, Kilikiti, etc). There are still concerns re the leadership and within the department relationships which continue to be worked on. There has been no PLD for staff due to lack of opportunity. The sports council has been active in term 3, led by HHU and PTY.

Our new K2K leader is establishing a good presence and working hard to create a model that works well for K2K and PC. Programmes are running much smoother with FSE having an oversight of them. Radar and K2K meetings are now happening regularly with a house specific approach, we would like to develop radar meetings in 2026. Te Ahi Kaa is going well and we would like to continue developing FSE's leadership over this area. Our social worker resigned but we have a new one beginning in Term 4. We have held 2 Restorative PLD sessions for all staff and GWA and MJA and are going to run a workshop with PCTs on Trauma Informed practices in Week 2 T4.

Learning support has developed strongly as an area this year with much better communication. PLN teachers/LSCos attend house meetings. PLD on trauma informed practice has taken place with online modules for TAs.

Much more regular communication home has continued. Parent group hui have had low attendance but great discussions. Whānau Māori in Term 1 was the exception with strong attendance.

11/12 PC Pride Values completed and shared: Manaaki, Tuakiri and Ako. There will be workshops run during staff only days as well as ongoing mahi added into the annual plan for 2026. Mana Toiora there has been a significant increase in both sport and activity in 2025. K2K has had regular meetings and feedback from students. Aim to get this from whānau next year. Red brain, green brain has not yet been focused on and aiming to have GWA and MJA lead this next year. TAK continued but fewer students utilising the space. Those there are getting high level support. It has made the crucial

difference for some of our most at risk students. It also worked with some Year 11s. PLN not yet really connecting with literacy, numeracy and languages fully. With the new leadership next year we can grow this. We have already got great transition processes and information being shared for 2026. It has been our best year yet for enrolments, with huge information driving class placements, which should make engaging with Year 9s and setting them up well much easier. The school has also had some development in staff training in Restorative Practices. It has also been a strong year for whānau engagement, particularly whānau Māori and around our values and strategic plan. We had strong community input and good coconstruction of our new Strategic Plan with staff.

Analysis of key Junior Data 2025

English:

Y9 English

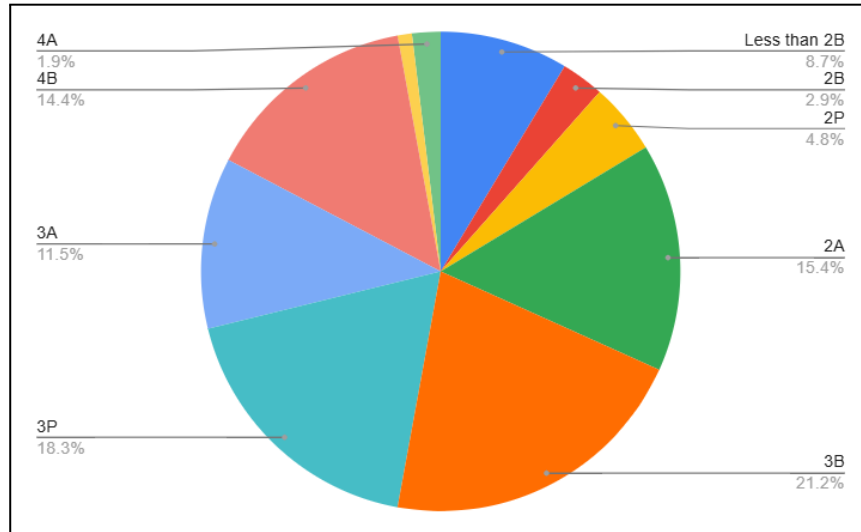
Overview:

In 2025, the year 9 cohort was about the same as the previous years (122 students) - and still six classes. We made some small changes to the course this year, to align with the junior themes. We wanted to stick with our focus on reading and writing, so we have kept the two assessments in addition to the Asttle testing. In term one, our main focus was on reading skills, and introducing language features to begin laying a foundation for NCEA L1.

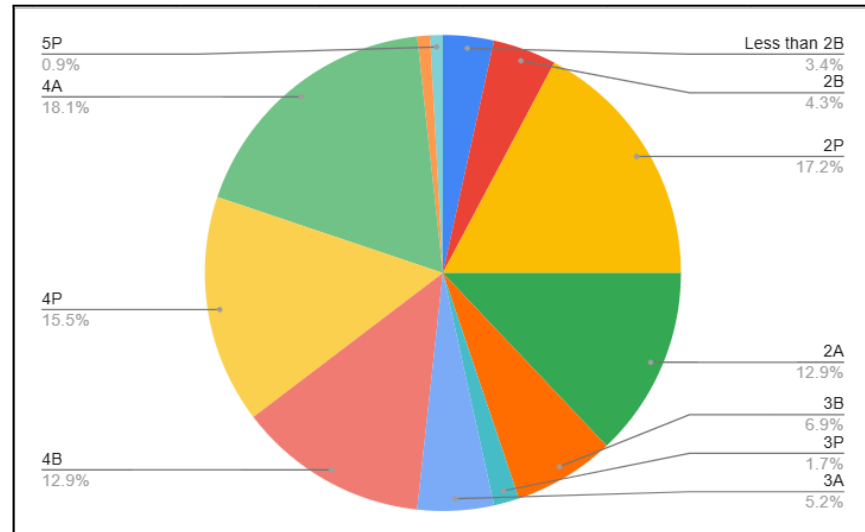
We then spent terms two-three focussing on writing, where the students built a portfolio of writing and submitted a final piece of their choosing. This is also to prepare them for the writing standard they'll face in NCEA L1. In addition, the English faculty implemented the focus on vocabulary as per the literacy lead team's request. Veronica's team of literacy tutors have also had a huge impact on student outcomes this year. This year, we ran junior exams, which we felt were quite successful. We've continued to hone our focus on Mātauranga Māori, and we've made some more literacy progress but not a lot on numeracy. Further focus on literacy within the English programme is something we will need to keep working on, as we begin to implement the new curriculum in 2026.

Reading

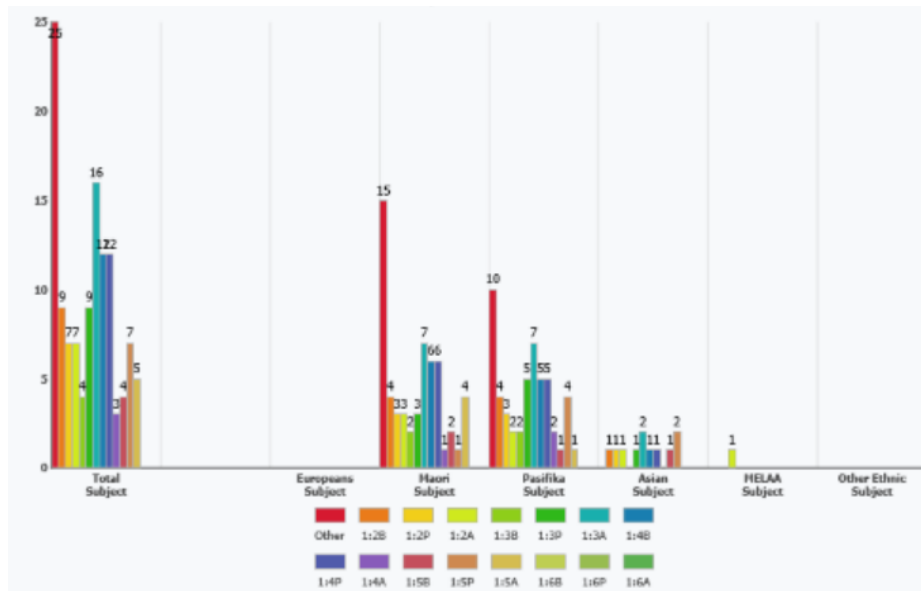
2025 - Asttle Reading - BOY



2025 - Asttle Reading - EOY



2025 - Reading Assessment (Exam)

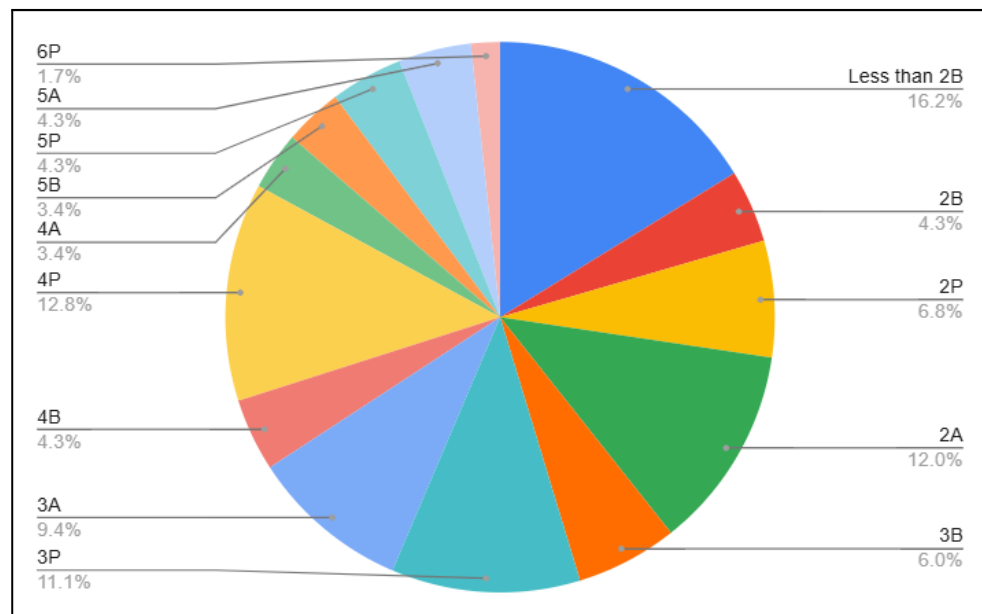


Observations:

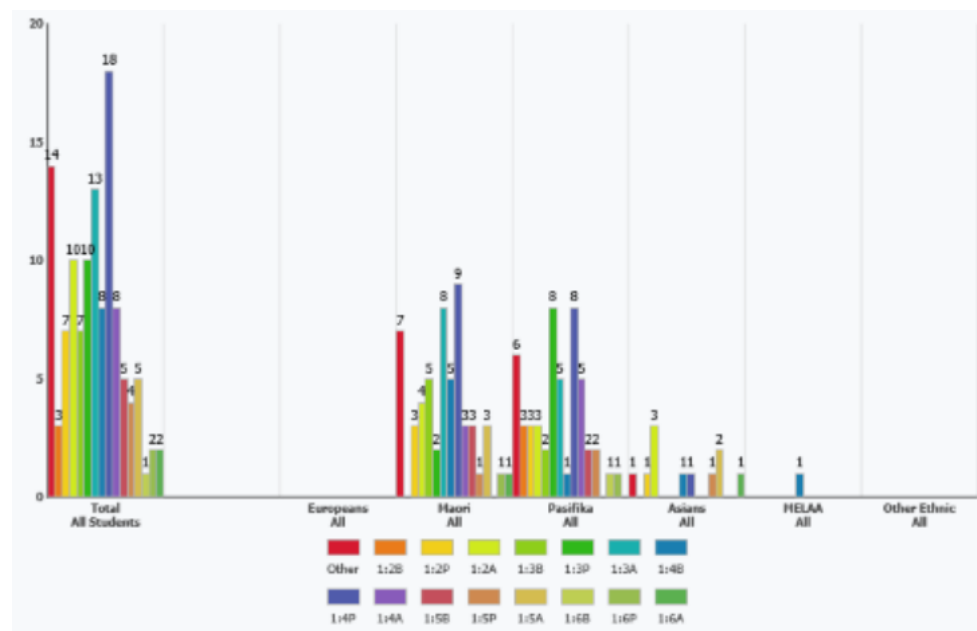
- In reading, students made significant shifts in their learning this year. Ideally, by the end of Y9 students would be at level 4A. Although only 20% reached that in the end of year Asttle test (compared to 1.9% at the beginning of the year), and 16% in the end of year reading exam, we are still pleased with progress overall.
 - At the beginning of the year, only 16% of students were in the level 4 range, according to the Asttle results. By the end of the year, 47.5% of them were, and 36% achieved a level 4B or above in the reading exam. Although both Asttle and the reading exam assess reading, they both do have different foci. Despite that, we do feel the level of the reading exam to be in line with Asttle.
 - Unfortunately, for the Y9 reading exam 21% of students did not attend or did not sufficiently finish to be given a grade. The majority of these were our Māori students.
 - There were even numbers of Māori and Pasifika students; with 40% of Māori students and 50% Pasifika students above 4B in the reading exam.
 - We also have 20% of students at level 2.

Writing

2025 - Asttle Writing BOY



2025 - Writing Portfolio



Observations:

- In writing, students also made positive shifts. At the beginning of the year, 13% of students were at level 4A or above, according to Asttle. This is compared to the writing portfolio results, from term 3 where 23% were at that level. We are pleased with this shift.
 - In addition to this, 45% of students were sitting at level 4 for their writing portfolio, compared to 30% in the beginning of year Asttle.
 - Fewer students did not submit this assessment, than the exam.
 - Interestingly, the results for our Māori and Pasifika students swapped for writing, with 50% of Māori students and 40% Pasifika students above 4B.
 - Similarly to reading, we have 17% of students at level 2.

Next steps for Y9:

- To continue to accelerate our student learning further, to best prepare them for the NCEA L1 literacy requirements: We can do this by:
 - Keeping some of our focus to be on the basic skills required for the CAAs.
 - Implementing the requirements of the new English curriculum.
- Continuing to use the literacy essentials workbooks to help focus on the basics.
- We will introduce Asttle writing testing at the start of year 9, alongside the reading, to help us get better diagnostic information.
- For KKE to share her learnings from the LMIT course on Structured Literacy, and support the faculty to implement these over time; and making use of VH's expertise.

Y10 English

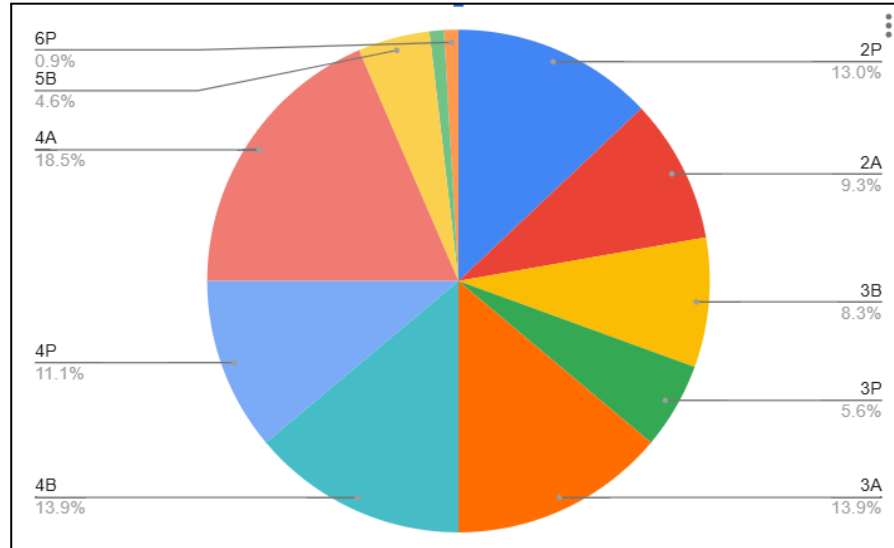
Overview:

In 2025, the year 10 cohort had grown from the 119 it was in 2024, to 139. We still had 6 classes, but they were on the larger side. As with year 9, we only made minor changes to the programme, aligning to the junior themes, and continuing to focus only on reading and writing for summative assessment. In term one, our main focus was on reading skills, and introducing language features to begin laying a foundation for NCEA L1. We also continued with the writing portfolio assessment in year 10 and kept the reading assessment in term one. The aim is to continue to build on what we do in year 9, working on preparing students for NCEA, including the CAAs. As mentioned before with the year 9s, we ran junior exams, which went well.

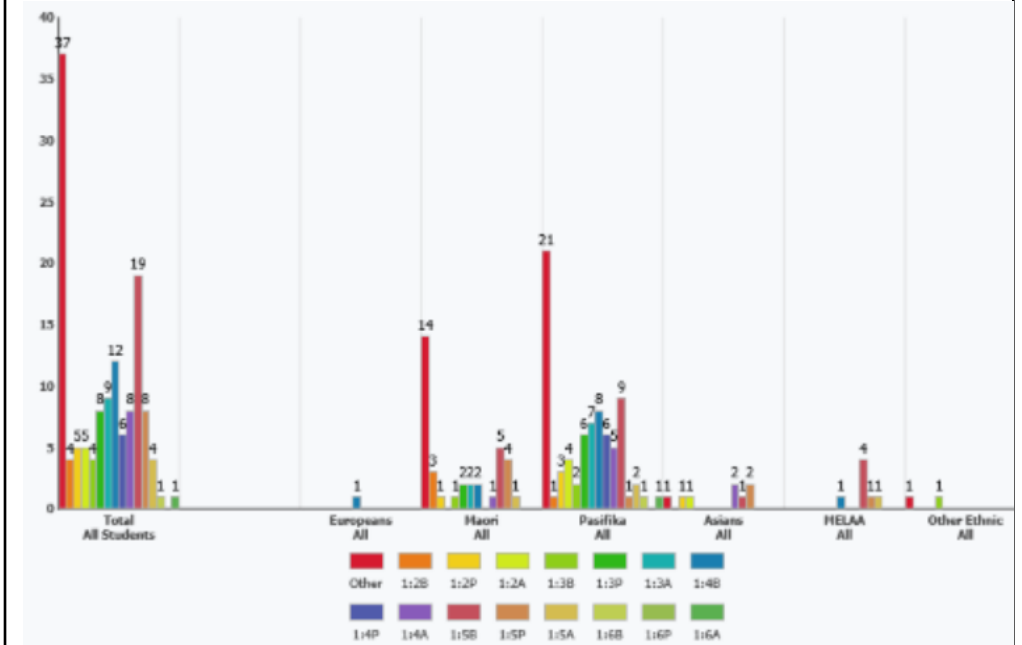
We Asttle reading tested all of the year 10s at the start of the year, to track progress from year 9 and we looked at how to unpack the information it gives us. This is something we need to keep working on. We also used that information to help us decide which students to enter into the CAA opportunity in September. See more on this later in this report.

Reading

2025 - Asttle Reading - BOY



2025 - Reading Assessment (Exam)

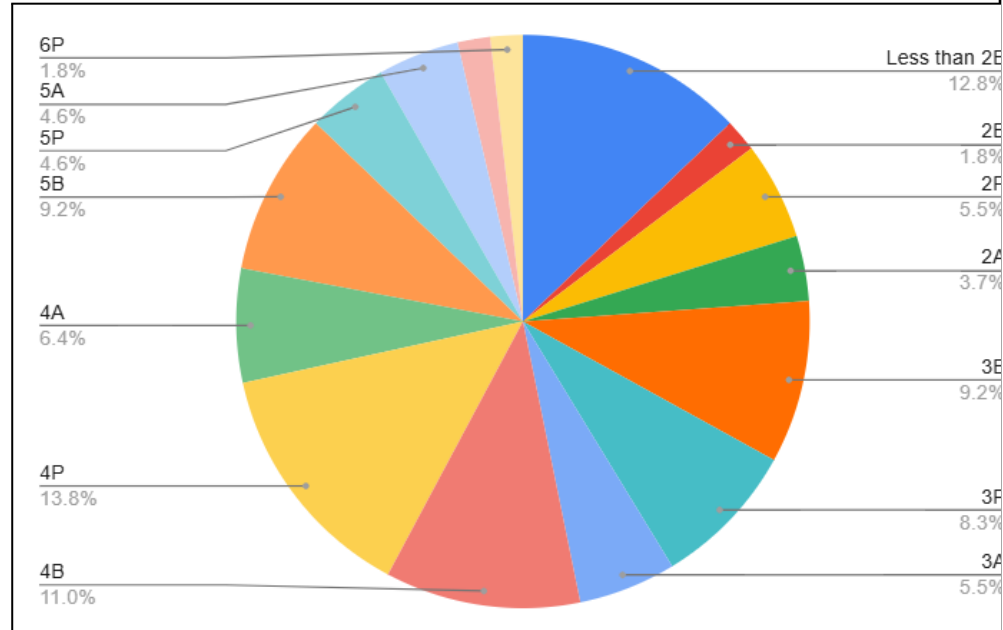


Observations:

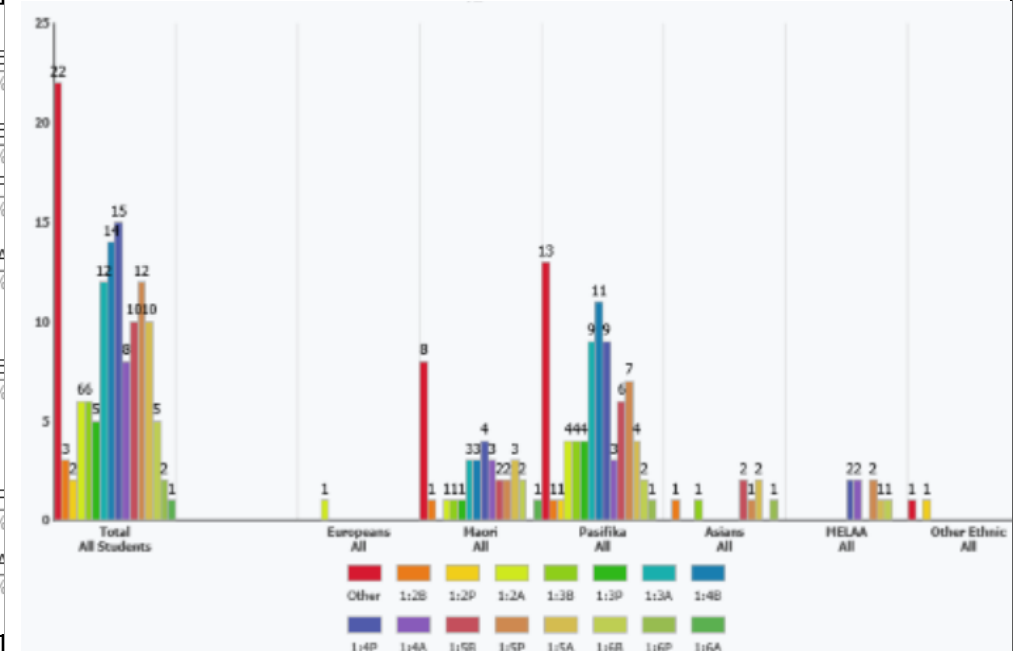
- In reading, students unfortunately did not make quite the same size of shift as the year 9s. Ideally, by the end of Y10 students would be at level 5A, but only 6 of our students reached that. As with the Y9 reading test, although it has a different focus to the Asttle tests, the levelling is still in line.
 - However, at the beginning of the year, only 5.5% of students were in the level 5 range, according to the Asttle results. By the end of the year, 25% of them achieved a level 5B or above in the reading exam. This is still a significant shift in their results from Y9, where only 3% of students were at level 5.
 - Unfortunately, for the Y10 reading exam 37% of students did not attend or did not sufficiently finish to be given a grade. The majority of these again were our Māori students, as Pasifika students significantly outnumbered Māori students.
 - 27% of Māori students and 30% Pasifika students were above 5B in the reading exam.
 - We also have 27% of students at level 3 or below, including 14 at level 2.

Writing

2025 - Asttle Writing - BOY



2025 - Writing Portfolio



Observations:

- In writing, students also made positive shifts. At the beginning of the year, 13% of students were at level 4A or above, according to Asttle. This is compared to the writing portfolio results, from term 3 where 23% were at that level. We are pleased with this shift.
 - In addition to this, 45% of students were sitting at level 4 for their writing portfolio, compared to 30% in the beginning of year Asttle.
 - Fewer students did not submit this assessment than the exam, but the non-completion rate for this assessment was still too high.
 - As with the reading, our Māori students achieved below that of Pasifika students, with 13% of Māori and 20% of Pasifika students at level 5B or above.
 - Similarly to reading, we have 25% of students at level 3 or below, including 11 at level 2.

Next steps for Y10:

- As with the year 9 programme, continuing to try and accelerate our student learning further, to best prepare them for the NCEA L1 literacy requirements.
- A focus on Y10 engagement and assessment completion.
- A particular focus on using learnings from 2025 to upskill ourselves in teaching writing is going to be key for us in 2026.
- To revisit key skills on repeat as much as possible early on in 2026.

Overall Actions for the Junior Programme

1. Implementing the new English curriculum; tightening up our assessments with more focus on formative assessment.
2. Continuing to use the Literacy Essentials workbook to prepare students for the skills they'll need for the CAAs.
3. Continuing with both Y9 and Y10 with Asttle reading **and** writing tests to get more information about what students need. We will again use this to identify potential students for the CAAs.
4. Continuing to have junior exams.
5. Refining and resourcing how we teach students to approach reading and writing texts (checklists, consistent teaching).
6. Upskilling ourselves in the teaching of writing, including giving effective feedback to help students improve. Using KKE's learnings from her LMIT Structured Literacy course, and VH's expertise.
 - Covering a range of different writing styles and types.
7. Tracking of students - especially those who may be prone to non-completing/submission.
8. Delve deeper into Te Ao Māori with our junior programmes.
9. Gather more student voices.

Maths:

Data 2025

Tracking

I looked at our 2025 Year 11 group and compared the Asttle grades they got in the junior school with their numeracy achievement. I found that:

Asttle grades mostly at	Gained numeracy	Passed the CAA
Level 2	48%	4%
Level 3	54%	7%
Level 4	82%	29%
Level 5	87%	69%

None (new in Year 11)	47%	7%
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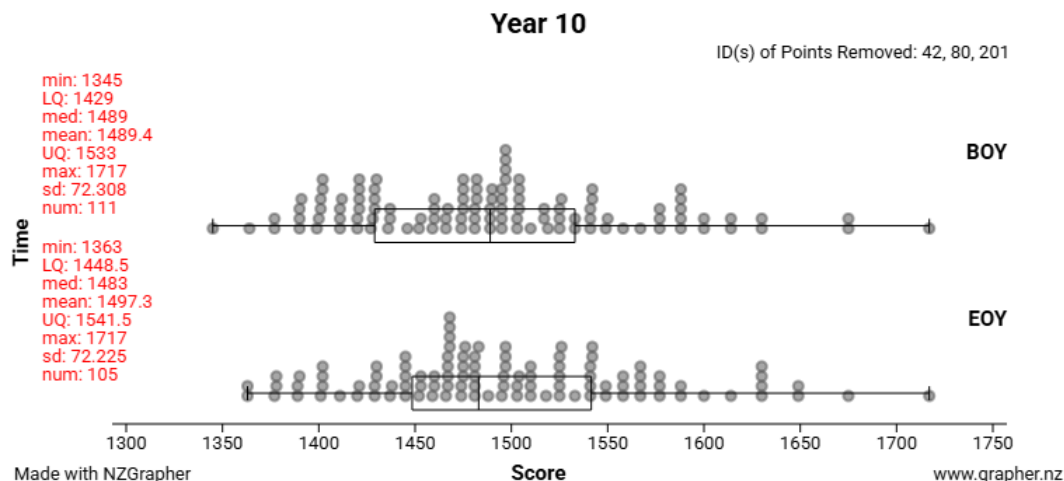
As you can see, moving students up to Level 4 is critical for their achievement of numeracy. Moving them up to Level 5 gives them the best chance at passing the CAA. Students new in Year 11 and scoring at Level 2 are at the most risk.

Junior

Course	Student Numbers	Outcomes (include student numbers, data from national assessments where available and for Māori students as a separate group to compare to overall outcomes)
9MT	122	Year 9 ID(s) of Points Removed: 27, 28, 44, 143, 171 min: 1345 LQ: 1429 med: 1474 mean: 1466.2 UQ: 1495 max: 1649 sd: 57.951 num: 94 min: 1362 LQ: 1452 med: 1490 mean: 1490.3 UQ: 1534 max: 1649 sd: 58.962 num: 99 BOY EOY Time Score Made with NZGrapher www.grapher.nz - There has been good improvement in the Asttle scores of our Year 9 students, with the median shifting from 1474 (3P) to 1490 (3A). This is a reasonable amount of progress in a year, and sets up many students to move into Level 4 in Year 10. - It is also good to see the left hand tail moving upwards, because it shows that we are making a difference for the learners who need it most. I am sure that this is, in part, because of the MN option classes and the extra time and attention that we can give students when they pick these.

10MT

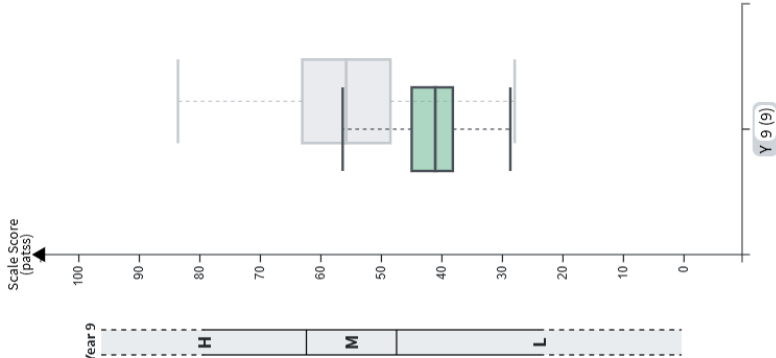
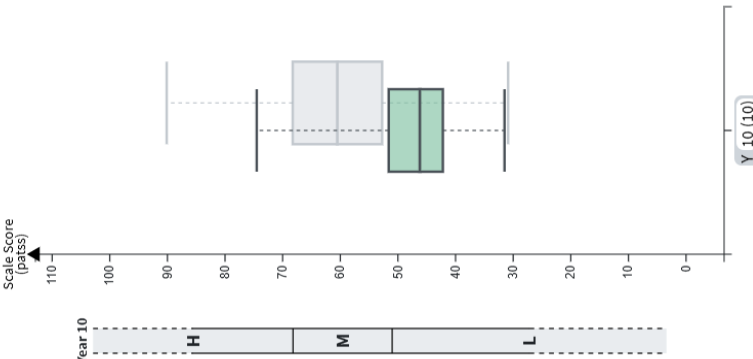
139



- There has been a very slight decrease in Asttle scores for Year 10 students, from 1489 (3A) to 1483 (3A).
- It is important to note that we almost always see minimal progress in Year 10 Asttle results, and we suspect that this may be to do with factors beyond our control. The largest factors are puberty (which can often make students more apathetic and less likely to take risks or make mistakes in class) and the fact that they are in their last year before NCEA (I have heard many times “I’ll try next year when it’s important”).
- Even though the median does not move, you can see the minimum, LQ, and UQ all move upwards, which shows that the tail end is moving upwards. This is really good to see and I attribute this in part to the MN classes. We are going to be expanding our numeracy support programme in 2026 so that we can reach more students and provide more in-class support too.
- I have noticed over the years that there is a block when moving many of our students from Level 3 into Level 4. I am going to do some research on this and run PLD with my staff in 2026 on strategies for overcoming this. At this stage, I believe that our students are struggling to make the jump from additive to multiplicative thinking, and we need to be more intentional about supporting this jump.

Science:

Data 2025

Course	Student numbers	Outcomes (include student numbers, data from national assessments where available and for Māori students as a separate group to compare to overall outcomes)
Year 9	T1 99/119	Term 1 2025 
Year 10	T1 103/134	Term 1 2025 

Our 2025 start of year data shows that the majority of our Year 9 students coming into the school are below the national average, with the highest achieving students coming into year 9 at about the median of the national average. This could be due to a number of factors, including the numeracy and literacy deficits we've noticed in data from our English, Mathematics and Learning support faculties. Throughout the year 9 and 10 junior years our job is to help move the students closer to level 5 of the curriculum to have them as ready as possible for the demands of year 11. This usually involves moving students two full curriculum levels.

The data for our Year 10 students paints a slightly better picture, where the overall achievement is moving closer to the national reference group. The top quartile of Year 10s at Porirua College is quite vast with some above the 2nd quartile of the national reference group. It helps to show the work done over the course of Year 9 to help bridge the gap some of our students have coming into the school. Over the course of this year we have the goal of helping bring our Year 10s in line with the demands needed for success at senior science at Porirua College.

The more students we can bring up to the required level will hopefully increase numbers in our senior subjects. This data is encouraging as it shows that our focus on improving learning outcomes in the junior school are making a difference to students' understanding. The challenge for Science in PC is real and well understood by the science faculty who commit a large amount of time and energy to try and close the gap while students are in the junior school as we realise the significance of this gap and how it can impact on success in the senior sciences. The results are even more pleasing as they show an upward trend was made at PC even with the difficulties presented for teachers and students. I want to acknowledge the commitment of the Science faculty during 2024. They continued to go above and beyond to support their students in very trying circumstances.

Good Employer Statement

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

Our School met our obligations to provide good and safe working conditions by following our school policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance review in accordance with our Personnel policies, particularly our Employment Policy. We practise impartial selection of suitably qualified persons for appointment through our candidate selection, interview, references and appointment template which is followed by all appointments committees, which operate under BoT delegation.

Kiwisport 2025 Statement

Kiwi Sport is a Government Funded Initiative to support students' participation in organised sport. In 2025 the school received funding of \$16,527.53.

The Kiwi Sport grant contributed to the expenses and extra equipment needed to cope with increasing levels of student participation. School coaches do not receive payment for their time and contribution.