

## POROTI SCHOOL ANNUAL IMPLEMENTATION PLAN 2025

**A successful tomorrow, starts with learning today.**

**EVERY STUDENT MATTERS. EVERY DAY COUNTS.**

### **GOAL ONE:**

Grow teacher practice to deliver quality teaching and learning to raise student achievement

### **GOAL TWO:**

Enhance students' learning and well-being, by providing a positive, inclusive, culture and environment

### **GOAL THREE:**

Strengthen connections to foster whānau and community engagement in our students' learning

### **Graduate Profile:**

Communicate		Connect		Innovate		Self-Manage	
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### **School Values:**

**Proud - Open-minded - Respectful - Outstanding - Trustworthy - Independent**

## Strategic Goal One: Curriculum: Teaching and Learning

Grow teacher practice to deliver quality teaching and learning to raise student achievement	Actions
<p><b>1.1</b> Build individual teaching goals and strengthen teachers' pedagogical practices in structured literacy and mathematics</p>	<p>Continue to build individual teaching goals through . . .</p> <ul style="list-style-type: none"> <li>- Building relationships</li> <li>- Quality and effective teaching practice</li> <li>- Peer observation and coaching conversations linked to PGC (Professional Growth Cycle)</li> </ul> <p>Upskill staff in the new Literacy curriculum Upskill staff in the new Mathematics curriculum Attend and participate in MoE PLD for Mathematics Provide regular opportunities for staff to attend PLD in Literacy and Mathematics</p>
<p><b>1.2</b> Create learning programmes that provide knowledge, skills and practices that are relevant to our students' world.</p>	<p>Align structured literacy resources and programmes to the new Literacy curriculum Decide on and order new MOE funded Mathematics resources Ensure use of Refreshed Years 0-6 Literacy Curriculum and Years 0-8 Mathematics curriculum in planning and classroom programmes and practices PLD - Literacy Support for years 0-2</p> <ul style="list-style-type: none"> <li>- Extra 0.24 a week (6 hours) to accelerate learning</li> <li>- Timetabled into classroom weekly timetable</li> </ul> <p>Class programmes to have a Literacy and Mathematics and Statistics focus for all learners. This is achieved through using data evidence and Teacher Overall Judgements to identify student needs, well-planned sessions and supplemented with the use of</p> <ul style="list-style-type: none"> <li>- BSLA</li> <li>- Lexia</li> <li>- Writers' Toolbox</li> <li>- Maths Symphony</li> </ul>

	<p>Individual programmes for students developed so they can have success</p> <ul style="list-style-type: none"> <li>- CAP / IEP</li> <li>- In-class support through resourcing of Teacher Aides by Poroti School Board and outside agencies i.e. MoE</li> <li>- Board funded TAides</li> </ul> <p>Te Reo and tikanga are part of daily programmes and our planning Providing specialist Te Reo teaching time for our students and staff</p> <p>Building understanding and promoting the Te tiriti o Waitangi principles of</p> <ul style="list-style-type: none"> <li>• Partnership</li> <li>• Participation</li> <li>• Protection</li> </ul> <p>Understanding the place of the Treaty of Waitangi in NZ's history</p>
1.3 Refresh assessment and data analysis throughout the school in structured literacy and mathematics	<p>Investigate assessment in the new Literacy curriculum to align with BSLA programmes</p> <p>Implement new Phonics Checks as a trial in 2025</p> <p>Update eTap with new assessments</p> <p>Cull any outdated assessments and replace with new</p> <p>Upskill staff in the use of new assessment tools</p> <p>Use PAT Reading Comprehension and Mathematics assessments in Years 4-8.</p> <p>Provide staff with Professional Learning Opportunities linked to 'new' assessments</p>

Strategic Goal Two: Environment and Culture	
Enhance students' learning and well-being, by providing a positive, inclusive, culture and environment	Actions
2.1 Strengthen students awareness of their learning and well-being.	<p>Be active participants in daily Breathing and Mindfulness taught through 'Think and Be Me' and 'Pause.Breathe. Smile' programmes</p> <ul style="list-style-type: none"> <li>- Teaching students strategies to deal with feelings</li> </ul>

	<ul style="list-style-type: none"> <li>- Integrating into classroom and whole school practices</li> <li>- 2025 Life Education programmes + Puberty</li> </ul> <p>Teacher Aides working in classrooms to promote inclusiveness</p> <p>Celebrate diversity within our school e.g. special days, sharing information</p> <p>Involve students in events, opportunities that take them out of their 'comfort zones' and 'Go Beyond' challenging their learning both academic and personal in positive, supportive environments.</p> <p>Use of mentorship from Mana Ake facilitators in our school demonstrating positive role modelling.</p>
<b>2.2</b> <b>Embed Graduate Profile language and skills into daily practice</b>	<p>Graduate Profile and school values</p> <ul style="list-style-type: none"> <li>- Display Graduate Profile in classrooms</li> <li>- Refer to Graduate Profile in discussion with students and in planning</li> </ul> <p>Reporting on Graduate profile</p> <ul style="list-style-type: none"> <li>- through certificates</li> <li>- through reporting to parents and Board</li> </ul>
<b>2.3</b> <b>Grow student leadership opportunities in our school.</b>	<p>Through Garden to Table and Enviro Schools</p> <ul style="list-style-type: none"> <li>- Student leadership and ownership of the projects</li> </ul> <p>Create a Student leadership group (School Whānau Leaders) to work in conjunction with the Principal to have input into school events, projects, planning and programmes.</p> <ul style="list-style-type: none"> <li>- Students report back to other students</li> </ul> <p>Involve Senior students in opportunities that develop leadership skills within the school and off-site. I.e. Youth Summit</p> <p>Promoting tuakana - teina approach learning opportunities to create a positive learning environment and culture within the school across all age levels.</p> <p>Use Senior student voice when making decisions that will affect their environment and learning.</p> <p>Create opportunities for student leaders across the year levels within the classrooms and within the wider school. I.e. Assembly, welcoming and thanking visitors</p>

<b>Strategic Goal Three : Connections in Learning with Whānau and Community</b>	
<b>Strengthen connections and relationships to foster whānau and community engagement in our students' learning.</b>	<b>Actions</b>
<b>3.1</b> <b>Empowering parents to know and understand their child's learning</b>	<p>Reporting to parents about student learning</p> <ul style="list-style-type: none"> <li>- Face to face formally</li> <li>- Written reports 2x a year</li> <li>- Newsletters from school and class</li> <li>- Emails from teachers</li> <li>- Informal face to face</li> </ul> <p>Through CAP and IEP meetings develop a shared understanding of the individual students</p> <p>School newsletters to include learning information, data results</p>
<b>3.2</b> <b>Strengthen strong bonds between home and school around learning</b>	<p>Board to investigate and work with staff to provide whānau evenings</p> <ul style="list-style-type: none"> <li>- Fun</li> <li>- Curriculum</li> <li>- Policy</li> <li>- Consultation</li> </ul> <p>Invitations to events i.e. Matariki / camps / trips</p> <p>Whānau and community involved in Garden to table and school projects</p> <p>Ensuring that whānau are aware of the learning goals within the class and school events i.e. productions, speeches, and how they can support their child or children.</p> <p>Foster relationships with Maori community</p> <ul style="list-style-type: none"> <li>- Hapū rep on School Board</li> <li>- Whakatau held jointly with Maungarongo Marae</li> <li>- Local stories shared</li> </ul> <p>Sharing learning information and celebrating successes with whānau and community through regular School Newsletters and Facebook posts</p>

<p>Success Indicators</p> <p>We will know we have been successful when . . .</p>		
<p>Staff, students, the Board and whānau will see positive outcomes and achievement through engagement in learning and in student progress with improved individual and school-wide assessment data.</p> <p>Our school curriculum addresses the needs of our students and raises achievement across the Refreshed NZCurriculum areas of Literacy and Mathematics.</p>	<p>We have a culture and environment, that is a safe place for all so we can engage with and link our curriculum learning to. Our well-being definition of 'Poroti School is a safe place where I feel:</p> <ul style="list-style-type: none"> <li>• Connected</li> <li>• Valued</li> <li>• Accepted</li> <li>• Happy'</li> </ul> <p>is evident and demonstrated in daily school life.</p>	<p>We hear and see our</p> <ul style="list-style-type: none"> <li>• whānau,</li> <li>• staff,</li> <li>• students and</li> <li>• community</li> </ul> <p>engaging with the school in learning conversations and activities having a positive impact and an understanding of the learning for all stakeholders.</p>