



Portland School Te Kura o Tikorangi

2025 Annual Plan



PORTLAND SCHOOL VISION - TE TIROHANGA A TE KURA O TIKORANGI

Portland School will provide the opportunity for everyone to reach their potential in a safe and caring environment.

PORTLAND SCHOOL MISSION STATEMENT - TE KŌRERO WHAITAKE A TE KURA O TIKORANGI

Portland School will strive to provide strong foundations that enable our ākonga to become lifelong learners and, provide the opportunity to grow into confident, passionate and active people with a strong sense of wellbeing.

PORTLAND SCHOOL VALUES- NGĀ WHANONGA PONO A TE KURA O TIKORANGI



KAITIAKI

I AM A GUARDIAN -
HE KAITIAKI AHAU.



KAWENGA

I AM THE BEST I
CAN BE - E TŪ
KAWENGA AHAU.



MANAAKI

I UPLIFT THE
MANA OF OTHERS
- E ĀKI AU TE
MANA O ĒTAHI
ATU.



PONO

I AM
TRUSTWORTHY -
HE PONO AHAU.



PORTLAND SCHOOL TE KURA O TIKORANGI

STRATEGIC GOALS - WHAINGA RAUTAKI 2024-2025

GOAL - WHAINGA 1

WELLBEING - HAUORA

TO EMPOWER ALL LEARNERS TO RECOGNISE, AND UNDERSTAND THE NEED FOR CONTINUOUS PERSONAL GROWTH IN AN INCLUSIVE AND NURTURING MANNER.

STRATEGIC INITIATIVES

- 1.1 To provide a safe learning environment aimed at developing wellbeing, socially, emotionally, physically and spiritually. Te Whare Tapa Whā.
- 1.2 Promote student engagement through a culture of care - Kawenga, Manaaki, Pono and Kaitiaki.
- 1.3 Apply consistent Positive Behaviour for Learning - PB4L to encourage a safe learning environment.

Success Indicators

Our ākonga are happy, self-regulated learners who utilise effective wellbeing practices to support their own learning, maintain strong attendance, and feel valued and cared for.

GOAL - WHAINGA 2

SCHOOL CULTURE - AHUREA

FOCUS ON APPROACHES THAT PROMOTE AN INCLUSIVE, POSITIVE, CULTURALLY RESPONSIVE ENVIRONMENT THAT IS CONDUCIVE TO LEARNING AND ENGAGEMENT.

STRATEGIC INITIATIVES

- 2.1 Strengthen the weaving of Te Ao Māori through curriculum, culture and everyday learning for all.
- 2.2 Strengthen positive relationships between kura, kaiako, ākonga and whānau.
- 2.3 Create and sustain a culture of aspiration that recognises the potential of all learners.

Success Indicators

Our ākonga feel a sense of belonging, attend regularly, and are free to safely express their authentic selves.

Our community and school whānau foster strong connections, supporting engagement and participation.

GOAL - WHAINGA 3

CURRICULUM & EVALUATION MARAUTANGA & AROTAKETANGA

REVIEW AND SUSTAIN EFFECTIVE LEARNING PROGRAMMES AND INITIATIVES THROUGH AND AUTHENTIC LOCALISED CURRICULUM WITH MEANINGFUL EXPERIENCES.

STRATEGIC INITIATIVES

- 3.1 Develop consistent, evidence based teaching and learning practices for Structured Literacy and Numeracy across the whole school.
- 3.2 Strengthen assessment across all curriculum areas to improve student outcomes and reporting to parents.
- 3.3 Utilise our local area to create meaningful learning experiences that strengthen ākonga connections with where they come from.

Success Indicators

Staff are consistently using common language alongside Structured Literacy and Numeracy approaches effectively across the school, contributing to improved attendance.

Our ākonga are connected and engaged learners, self-motivated, empowered for success, and attending regularly to maximise their learning opportunities.



Strategic Goal One - Whaingā Rautaki Tahī

WELLBEING - HAUORA

TO EMPOWER ALL LEARNERS TO RECOGNISE, AND UNDERSTAND THE NEED FOR CONTINUOUS PERSONAL GROWTH IN AN INCLUSIVE AND NURTURING MANNER.

Strategic Initiative 1.2:	Goals	Who	Cost	Time frame	Measure of Success
Promote student engagement through a culture of care, values and belonging. Kawenga Manaaki Pono Kaitiaki	Continue to strengthen school values that can be used by teachers to identify positive behaviour.	All staff		Term 1-4	Student knowledge of School Values, what they look like, and how they can connect to increased attendance.
	Promote school values as a means of self awareness and connection to self-regulation.	All Staff		Term 1-4	Student recognition of what value is applicable in the situation.
	Encourage consistent Positive Behaviour with School Values Vouchers, and recognition of positive behaviour.	All Staff	\$200	Term 1-4	<ul style="list-style-type: none"> ➤ Improved behaviour. ➤ The amount of values vouchers accumulated in a term. ➤ End of Term Values Certificates. ➤ End of Year Certificates. ➤ End of Year Trophies.



Strategic Goal One - Whaingā Rautaki Tahī

WELLBEING - HAUORA

TO EMPOWER ALL LEARNERS TO RECOGNISE, AND UNDERSTAND THE NEED FOR CONTINUOUS PERSONAL GROWTH IN AN INCLUSIVE AND NURTURING MANNER.

Strategic Initiative 1.3:	Goals	Who	Cost	Time frame	Measure of Success
<p>Apply consistent Positive Behaviour 4 Learning - PB4L to encourage a safe learning environment.</p>	<p>Use mindfulness as a tool to promote reflection and positive behaviour in students.</p>	<p>All staff</p>		<p>Term 1-4</p>	<p>Student use of learned tools for self regulation.</p>
	<p>Utilise and strengthen Portland School Behaviour Matrix to guide behaviour management practices in a restorative and holistic way.</p>	<p>All staff</p>		<p>Term 1-4</p>	<p>Staff confidence to independently manage behaviour incidents.</p>
	<p>Continue to utilise behavioural incident register on etap to record incidents so positive behavioural management progress can be measured and monitored.</p>	<p>All staff</p>		<p>Term 1-4</p>	<ul style="list-style-type: none"> ➤ Etap records support the engagement and support of outside agencies. ➤ Etap records drive the monitoring of 'hotspots'.
	<p>Continue to participate in Ministry Provided PLD for PB4L.</p>	<p>Unit Holder</p>		<p>Term 1-4</p>	<p>Kaiako participation in PLD.</p>



Strategic Goal Two - Whaingā rautaki rua

SCHOOL CULTURE - AHUREA

FOCUS ON APPROACHES THAT PROMOTE AN INCLUSIVE, POSITIVE, CULTURALLY RESPONSIVE ENVIRONMENT THAT IS CONDUCIVE TO LEARNING AND ENGAGEMENT.

Strategic Initiative 2.1:	Goals	Who	Cost	Time frame	Measure of Success
<p>Develop the weaving of Te Ao Māori through curriculum, culture and learning for all.</p>	<p>Embrace Te Ao Maori to support the development of biculturalism across the school and in the classroom.</p>	All			<ul style="list-style-type: none"> ➤ Ākonga participation in Kapa Haka, Hui, Waiata, Mihi, Powhiri. ➤ Kaiako confidence to use Te Reo.
	<p>Utilise the stories and peoples of our area to support the teaching of the curriculum.</p> <ul style="list-style-type: none"> ➤ Wai Ako Programme ➤ Te Reo Club 	All			Student feedback.
	<p>Continuous opportunities are given for our ākonga to safely express themselves through connections to their culture.</p>	All			Ākonga pride in the ability to express themselves and their culture which can contribute to regular attendance.
	<p>Kaiako professional development opportunities are made available and utilised.</p> <ul style="list-style-type: none"> ➤ Te Puna Reo 	All staff	\$500		Increased kaiako knowledge. Implementation of Te Puna Reo for both kaiako and student learning.



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Strategic Initiative 2.2:	Goals	Who	Cost	Time frame	Measure of Success
<p>Strengthen positive relationships between kura, kaiako, ākonga and whānau.</p>	<p>Students have opportunities to give back to their local community.</p>	<p>All staff</p>			<p>Ākonga confidence to participate in community events.</p>
	<p>Continue to build on community relationships - Portland Kindy, Kahui Ako,</p>	<p>All staff</p>			<p>Strengthened relationships that are free of quid pro quo expectations.</p>
	<p>Sustainable community and whānau events that celebrate culture, our ākonga and their whānau.</p>	<p>All staf</p>			<ul style="list-style-type: none"> ➤ End of Term hui ➤ Matariki Celebrations ➤ EOTC ➤ Kapa Haka Festival



Strategic Goal Two - Whaingā rautaki rua

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Strategic Initiative 2.3:	Goals	Who	Cost	Time frame	Measure of Success
<p>Create and sustain a culture of aspiration that recognises the potential of all learners.</p>	<p>Utilise our wellbeing initiatives to create a sense of achievement and success.</p>	<p>All staff</p>		<p>Term 1-4</p>	<p>Self regulated and happy ākonga who attend school regularly.</p>
	<p>Strengthen relationships with ākonga and whānau through the “Relationships First” kaupapa initialised in 2023.</p>	<p>All staff</p>		<p>Term 1-4</p>	<p>Strong kaiako - student, kaiako - whanau connections.</p>
	<p>Work with organisations such as Food in Schools, KidsCan, Fruit in schools, Breakfast in schools, Variety Club etc to provide opportunity for everyone to recognise their potential.</p>	<p>Unit Holder Admin Tyson</p>		<p>Term 1-4</p>	<p>Happy fed and clothed ākonga.</p>
	<p>Continue to provide experiences and opportunities outside the classroom.</p>	<p>All staff</p>	<p>\$2000</p>	<p>Term 1-4</p>	<p>EOTC opportunities.</p>



CURRICULUM & EVALUATION - MARAUTANGA ME AROTAKENGA

REVIEW AND SUSTAIN EFFECTIVE LEARNING PROGRAMMES AND INITIATIVES THROUGH AND AUTHENTIC LOCALISED CURRICULUM WITH MEANINGFUL EXPERIENCES.

Strategic Initiative 3.1:	Goals	Who	Cost	Time frame	Measure of Success
<p>Strengthen consistent, evidence based teaching and learning practices for Structured Literacy and Numeracy across the whole school.</p>	<p>Continue to Implement and strengthen a structured literacy and numeracy across the school as</p> <ul style="list-style-type: none"> ➤ iDeaL Learning Approach ➤ LLLL readers ➤ Heggerty ➤ Writers Toolbox ➤ Numicon 	All Staff	\$2000		<ul style="list-style-type: none"> ➤ Data entry and analysis ➤ Teacher Planning and Practice
	<p>Targets:</p> <p>By Term 4 2025 77-80% of students at Portland School to be performing At or Above the expected level in Reading. By Term 4 2025 84-85% of students at Portland School to be performing At or Above the expected level in Writing. By Term 4 2025 84-85%</p>			Term 1-4	<ul style="list-style-type: none"> ➤ Data entry and analysis
	<p>The opportunity for Kaiawhina to lead small focus groups that utilise SL programmes as part of engagement and acceleration.</p>	Unit Holder Tyson Leonie Emma	\$2000	Term 1-4	<ul style="list-style-type: none"> ➤ Kaiawhina confidence to lead focus groups ➤ Student Engagement and attendance.
	<p>Kaiako professional development to strengthen teaching practice. Up-skill in new NZ Curriculum</p>	Unit Holder All Staff	\$1000	Term 1-4	Kaiako confidence in teaching Literacy and Numeracy.



CURRICULUM & EVALUATION -

MARAUTANGA ME AROTAKENGA

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Strategic Initiative 3.2:	Goals	Who	Cost	Time frame	Measure of Success
Strengthen assessment across all curriculum areas to improve student outcomes and reporting to parents.	Termly Kaiako PLD and mediation to strengthen assessment processes. Up-skill in new NZ Curriculum.	All staff		Term 1-4	Increased kaiako confidence administer and analyse assessment.
	Successful utilisation of Portland School tracking based of the changes to the NZ Curriculum to inform teaching practice.	All staff		Term 1-4	
	Set up of robust reporting templates that reflect cohesion across the school.	Unit Holder		Term 1	Reports are cohesive and similar across the school.
	Kaiako can use programme provided assessments for accurate reporting and the new NZ Curriculum.	All staff		Term 1-4	Successful use of programme provided assessments.



CURRICULUM & EVALUATION -

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Strategic Initiative 3.3:	Goals	Who	Cost	Time frame	Measure of Success
Utilise our local area to create meaningful learning experiences that strengthen ākonga connections with where they come from.	All kaiako and leadership staff actively participate in utilising an authentic localised curriculum as a driver.	All staff		Term 1-4	Student connection to their learning is evident in the conversations they share.
	School Wide Student Led Inquiry programme utilised for effective and meaningful teaching of the curriculum. <ul style="list-style-type: none"> ➤ Science ➤ Social Sciences ➤ Health and PE ➤ Technology ➤ The Arts ➤ Aotearoa Histories ➤ Languages 	All staff		Term 1-4	Student Engagement, knowledge, sharing and reflection.
	Create and encourage meaningful experiences through Inquiry that engage ākonga in learning.	All staff	\$500	Term 1-4	A variety of hands on and engaging experiences that encapsulate the learning area with high student engagement and attendance.