



Behind the Scenes – Our Strategic Plan

Westport South School

2022 – 2024

Principals' endorsement:	Craig Adams - 7.2.24
Board of Trustees' endorsement:	BOT Meeting 1 – 7.2.24
Submission date to Ministry of Education:	11.2.24

WESTPORT SOUTH SCHOOL 2022 – 2024 – Year 3

School Description

Westport South School believes that every child should be:

1. Accepted for who they are, and
2. Given opportunities to help them be the best they can be.

Westport South is a full co-educational state primary school situated in Westport and caters for New Entrant to Year 8 children. The school is zoned due to roll growth and is capped at 328 students.

We have a changing staff due to long serving staff members moving on. This includes a new, beginning Principal who will be in his second year in 2024. Our staff provide a full programme in all curriculum areas. We have a strong pastoral care programme and staff develop positive relationships with our students. We offer curriculum support including the Reading Recovery programme. Year 7 and 8 children attend Technology Education programmes at Buller High School.

In addition to our class teachers, the school hosts a Resource Teacher of Literacy for whom we are the base school. Traveling speech language therapists work out of our Special Education building. For two days a week we have a Social Worker in School (SWIS) working at Westport South School. At the start of 2023 the dental clinic service that was onsite moved to the new medical centre. This building space (owned by the Ministry of Education) will now be restored to a breakout space for students and teachers to use for teaching. This will be completed as part of our 5 Year Property Agreement.

The school has an excellent outdoor education programme which builds progressively from sleepovers at school in Year 2, to camps throughout the Buller district, and culminating in an urban experience in Wellington for Year 8 students.

The school is a registered Health Promoting school and encourages children to make healthy choices in their lives both at home and school. We are supported by both the Fruit in Schools programme and Ka Ora, Ka Ako, Healthy School Lunches programme.

Westport South School is currently implementing the new New Zealand Curriculum. We have also invested in professional learning and development in the area of local curriculum.

Positive Behaviour 4 Learning (PB4L) operates throughout the school and is the basis of a strong values programme known as 'HEART' that is taught in the school.

The school and the community are well served by the district's abundant opportunities for recreating in, experiencing and connecting with the natural environment, sporting codes, service groups, churches, youth groups, playing areas, arts groups, the NBS theatre and the Pulse Energy Recreation Centre.

At Westport South School we aim for ALL children to experience educational success and achievement to their individual ability. Every child has the right to learn and be part of a welcoming, nurturing, and safe environment. At our school, we foster and encourage collegial, supportive relationships between all stakeholders invested in children's education to ensure the best possible learning experiences for our tamariki.

Student voice is an important part of our developed plans as well. Special Educational Needs and Abilities can be for those children who have difficulty accessing the curriculum at their chronological age and level, or for those children whose skills and talents exceed the curriculum expectation associated with their age and level.

Westport South maintains a Special Educational Needs Register to ensure that those children who require additional learning support and/or extension are recorded and have their unique needs met.

In particular:

- Data is gathered, collated, and reviewed to progress learning and achievement of students on the Special Learning Support Needs Register.
- Individual Education Plans (IEPs) are formulated for identified students social/learning goals.
- External agencies and expertise may be brought in to provide additional support and/or targeted funding to assist students. This may include, but is not limited to, Oranga Tamariki, Resource Teacher of Learning and

Behaviour (RTLb), Resource Teacher of Literacy (RTLit), Ministry of Education specialists, Public Health, Te Aho o Te Kura Pounamu, Health Camp and residential schools.

- Internal use of Learning Assistants are allocated to facilitate support or extension programmes either in class, or in withdrawal. Programmes may include learning intervention, social and behavioural support and/or pastoral support.

Te Aronga Māori

In recognising the unique position of Māori culture, and that 15% of our student population identify themselves as Māori, Westport South will take all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language).

To achieve this Westport South will:

- Implement the Ka Hikitia strategy of Māori learners achieving education success as Māori by developing the Tataiako competencies of Ako (practices in the classroom), Whanaungatanga (relationships with high expectations), Tangata Whenuatanga (place based, socio-cultural awareness and knowledge), Manaakitanga (values) and Wananga (communication, problem solving, and innovation).
- Demonstrate a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment by embracing the Ka Hikitia strategy and allowing it to define, inspire and guide us.
- Follow on from the annual consultation with the Māori community to develop goals for the continued development of achievement for all Māori students.
- Work alongside the Buller Kāhui Ako to develop a positive working relationship with kati waewae.
- Participate in culturally responsive practice professional development.
- Ensure Te Reo/Tikanga Māori is integrated into our local curriculum.
- Have daily use of our school Karakia.
- Continue the Kapa Haka Group in an environment of whole school cultural enrichment.
- Maintain strong ties with the local secondary school and their Kapa Haka group.
- Develop bilingual signage within the school.
- Enhance our school property to reflect our cultural richness.
- Maintain awareness of Aotearoa New Zealand's history as part of the Social Science programmes.

If whanau or family requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Māori programme, the staff and family will discuss the following options:

- Opportunities with our local Kāhui Ako.
- Dual enrolment with Correspondence School.



Review of Charter and Consultation

The following methods of consultation were used in 2023 to engage with our school's community:

1. Staff completed an Equal Employment Opportunity (EEO) survey.
2. Whanau have completed a Strategic Plan consultation survey. This was distributed at our school production in Term 3. Whanau could complete as a hard copy or online. We had 58 responses.
3. Student voice was obtained by the Principal. This happened by collecting voice in classes.

As a result of the consultation undertaken with the community, Westport South's Strategic Intentions and Goals were reviewed and amended to capture the community's values.

Introductory Section – Strategic Intentions and Vision (Designed in 2021 for 2022-2024)

Mission Statement	Learning together with care and inspiration for tomorrow’s challenges
Vision	Our students will be caring and inspiring role-models
Values	HEART Honesty, Encouragement, Attitude, Respect, Together We Can
Student Goals Regulation 9(1)(a)	Students will: <ol style="list-style-type: none"> 1. Live by the HEART values 2. Be capable communicators 3. Be effective thinkers 4. Be confident self-managers
School Goals Regulation 9(1)(a)	Our school will: <ol style="list-style-type: none"> 1. Improve teacher capability 2. Support a safe, inclusive, and nurturing environment 3. Uphold Te Tiriti o Waitangi 4. Ensure that financial resources are managed effectively 5. Provide safe, attractive, and functional buildings and grounds

Strategic Section – 3-year Goals

Strategic Goals – Student and School Goals Regulation 9(1)(a)	
Student Goal 1:	Students will live by HEART values
NELP: Learners at the Centre	Learners with their whanau at the centre of education.
Core strategies for achieving the goal: Regulation 9(1)(d)	1.1 Students will be directly instructed on the HEART values 1.2 HEART values will be actively promoted in all school contexts 1.3 Senior students will act as HEART monitors 1.4 Develop Tier 2 structures for PB4L 1.5 Students will participate in preventative bullying programmes
Student Goal 2:	Students will be capable communicators
NELP: Quality Teaching and Leadership	Quality teaching and leadership make the difference for learners and their whanau.
Core strategies for achieving the goal: Regulation 9(1)(d)	2.1 Staff will encourage students to use effective expressive and receptive communications skills, with particular emphasis on digital technology and Te Reo
Student Goal 3:	Students will be effective thinkers
NELP: Barrier Free Access	Great education opportunities are within reach for every learner.
Core strategies for achieving the goal: Regulation 9(1)(d)	3.1 Staff will set and review goals and targets for improving student achievement 3.2 Staff will provide opportunities for students to think critically, creatively, and reflectively throughout all curriculum areas 3.3 Staff will provide opportunities for students to take ownership of their own learning
Student Goal 4:	Students will be confident self-managers
NELP: Learners at the Centre	Learners with their whanau at the centre of education.
Core strategies for achieving the goal: Regulation 9(1)(d)	4.1 Staff will provide consistent routines, structures, and expectations 4.2 Students will be encouraged to: <ul style="list-style-type: none"> • Organise themselves and their belongings • Own their own behaviour • Do their best • Be tolerant of others

Strategic Goals – Student and School Goals Regulation 9(1)(a)

School Goal 1:	The school will improve teacher capability
NELP: Quality Teaching and Leadership	Quality teaching and leadership make the difference for learners and their whanau.
Core strategies for achieving the goal: Regulation 9(1)(d)	1.1 The school will engage staff in a professional growth cycle. 1.2 The school will provide Professional Development in digital technology, culturally responsive practice, the local curriculum, and managing bullying and harassment
School Goal 2:	The school will support a safe, inclusive, and nurturing environment
NELP: Learners at the Centre	Learners with their whanau at the centre of education.
Core strategies for achieving the goal: Regulation 9(1)(d)	2.1 The school will engage proactively with external support agencies 2.2 The school community will utilise HEART to ensure students understand and meet behaviour expectations 2.3 The school will promote a healthy work-life balance for all staff
School Goal 3:	The school will uphold Te Tiriti o Waitangi
NELP: Barrier Free Access	Great education opportunities are within reach for every learner.
Core strategies for achieving the goal: Regulation 9(1)(d)	3.1 The school will strengthen its relationship with and work alongside Te Runanga o Kati Waiwai 3.2 The school will provide all staff with the opportunity to experience a hosted visit to Arahura Marae
School Goal 4:	The school will ensure that financial resources are managed effectively
NELP: Quality Teaching and Leadership	Quality teaching and leadership make the difference for learners and their whanau.
Core strategies for achieving the goal: Regulation 9(1)(d)	4.1 Complete a strategic budget that enables our strategic goals to be met 4.2 Upskill managers to effectively use required financial platforms to enable effective management of finances
School Goal 5:	The school will provide safe, attractive and functional buildings and grounds
NELP: Learners at the Centre	Learners with their whanau at the centre of education.
Core strategies for achieving the goal: Regulation 9(1)(d)	5.1 The school's buildings will be modernised and made 'fit for future' in accordance with the school's 10-year plan 5.2 The school's grounds will be maintained and developed to provide attractive spaces to engage the tamariki in active, creative and/or imaginative play

Strategic Plan for 2024...

Vision Statement
 Working together with care and inspiration for tomorrow's learners.



WHAIA TE ARA WHATU MANAWA
 FOLLOW THE PATH OF THE HEART

Westport South School Strategic Plan 2024-2025		
Our Goals	Initiatives	Success statements
Our people: <i>Improve teacher capabilities</i> NELP 1, 2 & 3	The school will provide Professional Development in culturally responsive practice and the local curriculum. The school will engage in an effective professional growth cycle.	A local curriculum that reflects our aspirations and allows for individual potential to be met. Develop culturally sustaining policies that allow staff to reflect with the emphasis on improvement.
Our learners: <i>Live by the HEART values</i> NELP 1 & 2	Students will be directly instructed on the HEART values. Develop Tier 2 structures for PB4L. Students will participate in preventative bullying programmes.	Students are present, participating and progressing. Improved attendance and engagement for all students. An environment of care and learning.
Our place: <i>Support a safe inclusive and nurturing environment</i> NELP 1, 2, 3 & 4	Upgrade our property and spaces to meet the needs of our students and be fit for the future. Stronger and more effective engagement with whānau. Engage proactively with external agencies.	Students will have spaces they can explore, connect with and will provide inspiration for tomorrow's learners. Whānau feel engaged and empowered to offer contributions that are valued. Clear communication with our community to enhance learning.

At Westport South School, we are committed to working closely with local iwi and whānau to give effect to Te Tiriti o Waitangi across all school strategic goals, governance and operational decisions.

Strategic Vision...

To achieve the Strategic Plan, the following actions will be undertaken during 2024:

Regulation 9(1)(f)

Property <i>Regulation 9(1)(f)</i>	NELP	Who is responsible? <i>Regulation 9(1)(c)</i>	Resources <i>Regulation 9(1)(c)</i>	How will we measure success? <i>Regulation 9(1)(d)</i>
Complete property projects that are on the 5 Year Agreement.	NELP: Learners at the Centre: Learners with their whanau at the centre of education.	Principal (Craig) BOT Property (led by Lucas) Project Manager (Onus)	MOE property funds. 5 Year Agreement. SEPE documentation.	Completion of high quality jobs and workmanship. Projects will be signed off once work is completed to an acceptable standard.
Personnel <i>Regulation 9(1)(f)</i>	NELP	Who is responsible? <i>Regulation 9(1)(c)</i>	Resources <i>Regulation 9(1)(c)</i>	How will we measure success? <i>Regulation 9(1)(d)</i>
Develop and enable Professional Learning Groups within our team structures to engage a more thorough and purposeful Professional Growth Cycle.	NELP: Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whanau.	Principal (Craig) Senior Managers (Alex, Lyn, Lisa) Teaching staff	Meeting time. PGC documentation.	Senior Management review. Teacher voice.
Students <i>Regulation 9(1)(f)</i>	NELP	Who is responsible? <i>Regulation 9(1)(c)</i>	Resources <i>Regulation 9(1)(c)</i>	How will we measure success? <i>Regulation 9(1)(d)</i>
Continue to develop Positive Behaviour 4 Learning at Westport South School. This includes Tier 2 initiatives, proactive bullying programmes and restorative practice approaches.	NELP: Barrier Free Access: Great education opportunities are within reach for every learner.	Principal (Craig) PB4L team (Craig, Alex, Lisa, Julie, Taryn) Jason Johnson (PB4L Cluster Manager)	Release time. Engagement with PB4L Cluster Manager. Staff hui time.	TFI data. Teacher and whanau voice. Feedback from PB4L Cluster Manager.

Finance <i>Regulation 9(1)(b)</i>	NELP	Who is responsible? <i>Regulation 9(1)(c)</i>	Resources <i>Regulation 9(1)(c)</i>	How will we measure success? <i>Regulation 9(1)(d)</i>
Effectively manage school finances to enable strategic goals to be achieved.	NELP: Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whanau.	Principal (Craig) Office manager (Taryn) BOT Finance (led by Desiree)	SSL services to assist with our finances.	Positive financial position. Purchases made to enhance our kura and achieve strategic goals.
Community Engagement <i>Regulation 9(1)(b)</i>	NELP	Who is responsible? <i>Regulation 9(1)(c)</i>	Resources <i>Regulation 9(1)(c)</i>	How will we measure success? <i>Regulation 9(1)(d)</i>
To enable higher levels of engagement with our whanau and parents. Specifically, consult on Health Education and with our Māori whanau.	NELP: Learners at the Centre: Learners with their whanau at the centre of education.	Principal (Craig) BOT members	Consultation documentation. BOT hui time.	Number of whanau engagements. Quality of information received.
NZ Curriculum <i>Regulation 9(1)(b)</i>	NELP	Who is responsible? <i>Regulation 9(1)(c)</i>	Resources <i>Regulation 9(1)(c)</i>	How will we measure success? <i>Regulation 9(1)(d)</i>
Continue to develop a Westport South School Local Curriculum and aim to trial and start implementing the new English and Mathematics NZ curriculum areas.	NELP: Barrier Free Access: Great education opportunities are within reach for every learner.	Principal (Craig) Deputy Principal (Alex) PLD Facilitator (Jacky Young)	PLD hours. Release hours.	Creation of school wide documentation. PLD facilitator feedback. Whanau voice.

Te Tiriti o Waitangi:

How will our targets and actions give effect to Te Tiriti o Waitangi?

Regulation 9(1)(g)

In recognising the unique position of Māori culture, and that 15% of our student population identify themselves as Māori, Westport South will take all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language).

We aim to support and celebrate the language, culture and heritage of our students and mana whenua of Te Tai Poutini. We are striving to develop a positive and professional working relationship with Te Runanga o Kati Waiwai.

At Westport South School we put an emphasis on educationally powerful connections. This allows for whanau, ākonga and hapū to have valued input into the design of our programmes.

Te Tiriti o Waitangi sits at the foundation of Westport South School strategic planning and the aim of this is to allow all ākonga to achieve their potential at our kura.