



Annual Implementation Plan for 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:	12.2.24

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

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.

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

Regulation 9(1)(f)

Property <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>
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)(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>
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)(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 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.

2024 Student Achievement Target A Regulation 9(1)(f)		Target Area: Listening			
Strategic Goal: Goal 2: Students will be capable communicators. Goal 3: Students will be effective thinkers.	Gender	All	Boys	Girls	
	Ethnicity	All	Māori	Other	
Annual Target: 75% of Year 4 students who are achieving at Stanine 3, 4 or 5 in Term 1 will improve their stanine by 1 in Term 4.	Year Level	All			
	Yr 1	Yr 2	Yr 3	Yr 4	
Historical position: Our listening comprehension data shows a significant decline in achievement the younger the students are. In 2023, 59% of our Year 3 students scored a stanine 1, 2, 3 or 4 on the PAT listening comprehension test.	Yr 5	Yr 6	Yr 7	Yr 8	

Action Plan	When will it be done by?	Who is involved/responsible?	Resources allocated
Complete an initial PAT listening comprehension test.	T1 W9	Teaching staff	Assessment resources
Analyse data for the PAT listening comprehension test.	End of Term 1	Teaching staff	
Select a cohort of students who will be targeted (these will be students who achieve a stanine 3, 4 or 5).	Start of Term 2	Year 4 teachers	
Each class with Year 4 students will provide an action plan illustrating a programme that will be implemented in their class to improve achievement.	Start of Term 2	Year 4 teachers	Templates and planning resources
Staff PLD to explore pedagogy of teaching listening and to share successes, ideas and resources.	Ongoing	Alex Teaching staff	
A variety of resources purchased to allow staff to implement programmes to enhance listening.	Ongoing	Teaching staff	\$500.00
Board will be updated Term 2 and Term 4.	T2 and 4	Craig	

Monitoring and Evaluating
How are Kaiako making shifts in professional teaching practice? How are tamariki progressing? How are we further developing learning focused partnerships with whanau?

2024 Student Achievement Target B <i>Regulation 9(1)(f)</i>		Target Area: Mathematics			
Strategic Goal(s): Goal 3: Students will be effective thinkers. Goal 4: Students will be confident self-managers.	Gender	All	Boys	Girls	
	Ethnicity	All	Māori	Other	
Annual target: 60% of Year 6 students achieving at or above expected levels for multiplication basic facts.	Year Level	All			
	Yr 1	Yr 2	Yr 3	Yr 4	
Historical position: At Westport South School our Year 3-8 students complete the Pr1me Mathematics programme. This does not have a basic facts component. However, for students to be able to solve increasingly complex problems, they need to have a strong foundation with basic mathematics facts. 2023 data shows that the Year 5 cohort only had 37.5% of students	Yr 5	Yr 6	Yr 7	Yr 8	
Action Plan		When will it be done by?	Who is involved/responsible?	Resources allocated	
Ensure consistency of administering the Basic Facts Snapshot test.		T1 W3	Justin Teaching staff	Staff meeting time allocated to discuss and set clear expectations to ensure consistency.	
Basic facts testing completed.		T1 W4	Teachers	Testing resources.	
Each class with Year 6 students will identify a target group and provide an action plan illustrating a programme/plan that will be implemented in their class to improve achievement.		End of T1	Justin Year 6 teaching staff	Lead teacher to supply format.	
Staff PLD to explore pedagogy of teaching basic facts and to share successes, ideas and resources.		Ongoing	Justin Teaching staff	Staff meetings.	
Variety of resources and games purchased/accessed to allow staff to implement class programmes to target basic facts.		Ongoing	Justin Teaching staff	\$500.00 for resource purchases.	
Unit and extra release time allocated to mathematics leader.		Ongoing	Justin	1 fixed term unit. Release time TBC.	
Board will be updated Term 2 and Term 4.		T2 and 4	Justin, Craig		
Monitoring and Evaluating					
<i>How are Kaiako making shifts in professional teaching practice?</i> <i>How are tamariki progressing?</i> <i>How are we further developing learning focused partnerships with whanau?</i>					

2024 Student Achievement Target C Regulation 9(1)(f)	Target Area: Visual Language (ICT based)			
Strategic Goal(s): Goal 1: Students will live by HEART values. Goal 2: Students will be capable communicators.	Gender	All	Boys	Girls
	Ethnicity	All	Māori	Other
Annual target: 85% of Year 8 students will be able to create a HEART based poster using Google Drawing that has 90% of the tasks set for achievement for Goggle Drawing.	Year Level	All		
Historical position: At Westport South School we continue to use the Google suite of applications to develop our communication skills. There is evidence of a decline in visual language ability. As a school, we would like to develop the use of Google tools to share messages. Staff will compile a checklist of skills required for effective use of Google Drawing.	Yr 1	Yr 2	Yr 3	Yr 4
	Yr 5	Yr 6	Yr 7	Yr 8

Action Plan	When will it be done by?	Who is involved/responsible?	Resources allocated
Compile a Google Drawing checklist and distribute to staff.	End of Term 1	Craig, Justin	Time to discuss and obtain feedback.
Staff PLD to explore the Google Suite.	Ongoing	Craig, Justin and teaching staff	Staff meeting time.
Teachers gather initial information and identify area/s to be taught.	End of Term 1	Justin and Lisa	
Explicitly teach (from checklist) the skills needed.	Ongoing	Teaching staff	
New Chrome books will be purchased to enable appropriate device ratios in classes.	Term 1	Craig, Justin	\$4000.00
Half a unit will be assigned to ICT leader in the school.	End of 2023	BOT, Craig, Justin	Half a unit (BOT funded).
Allow time for the ICT leader to assist staff with problems and model and demonstrate the teaching of things on the checklist if class teachers are unfamiliar.	Ongoing	Teaching staff	Release time (if needed). This could include cross class groupings.
Board will be updated Term 2 and Term 4.	T1 and 4	Craig, Justin	
Monitoring and Evaluating			
<i>How are Kaiako making shifts in professional teaching practice?</i>			
<i>How are tamariki progressing?</i>			
<i>How are we further developing learning focused partnerships with whanau?</i>			