

Westport South School Annual Implementation Plan – 2025

Summary of the plan...

At Westport South School, we are aiming to achieve the Government priorities through our Strategic Plan. In 2025, our Annual Implementation Plan shows us taking the following actions, based on the specific Government Priorities:

Clearer curriculum: Implementation of our school wide local curriculum that includes expectations for Structured Literacy and Mathematics.

Better approach to literacy and numeracy: Engage in PLD in evidence-based teaching practices for both Structured Literacy and Mathematics.

Smarter assessment and reporting: Investigate consistent methods of reporting through our student management system.

Improved teacher training: Engagement in effective professional growth cycles that respond to the Government Priorities.

Stronger learning support: Use evidence based interventions for at risk students; Employ teaching staff (structured literacy intervention) and teaching assistants to support students during lessons.

Greater use of data: Implement frequent diagnostic assessments to identify student strengths and gaps in literacy and mathematics; Develop tailored plans for students requiring additional support.

Attendance Action Plan: Creation of an attendance plan for our school that includes initiatives to support regular student attendance.

Where we are at currently:

In 2024 we consulted our school community to gain an understanding of strengths and areas of development for our school. From here we constructed our 2025-2027 Strategic Plan. It was clear that our community were keen to see three things:

- Enabling every student to achieve success.
- Development of our physical spaces
- Continue to improve and embed our school HEART values.

These three areas make up foundation of our Strategic Plan.

Our 2024 data highlighted a concern with mathematics data (basic facts in particular), so we plan on addressing this in 2025. We also plan to embed our structured approaches to literacy and mathematics. This is a journey we have started and feel confident that we can enable academic success for all students.

The Principal starts his third year as our leader in 2025 and this is the first iteration of the Strategic Plan that he will fully lead.

Regulation 9(1)(e)

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

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. Westport South School recognises the unique position of Māori culture, and that 16% of our student population identify themselves as Māori.

Westport South takes all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language).

Our targets and actions celebrate the language, culture and heritage of our students and mana whenua of Te Tai Poutini. We have developed a positive and professional working relationship with Te Runanga o Kati Waewae (mana whenua) and this will continue to develop. We are working alongside Te Runanga o Kati Waewae to develop our Te Reo Māori skills and develop our school narrative. This has been instigated with facilitated PLD made possible through the Buller Kāhui Ako.

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. The Board of Trustees is enabling consultation with Māori whanau in 2025.

Teachers work alongside each other to investigate and enhance our culturally responsive practice.

In 2023, we completed local curriculum PLD as part of a schoolwide PLD contract. We have made it a priority to have te reo and tikanga Māori integrated into this development of local curriculum. This continues in 2025, where we will be using Westport South School local curriculum documentation for the first time.

Our strong PB4L programme sits behind our HEART whakataukī, 'whaia te ara whatu manawa.' Our school community places emphasis on our HEART values, and we aim to teach and live these daily.

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.

Regulation 9(1)(g)

Information on teaching and learning strategies:

At Westport South School, we are designing and implementing, through specific professional learning and development, structured approaches to literacy and mathematics, and a local curriculum that responds to the aspirations of our community and integrates our special environs.

Regulation 9(1)(f)

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Strategic Goal: Goal 1: Our Learning - Enhance Academic Achievement and Learning Engagement <i>Westport South School is committed to empowering every student to strive for their own academic success, engage with their learning, and develop the skills needed for lifelong growth.</i> <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: Strengthen Core Curriculum Delivery: Focus on improving literacy and mathematics outcomes by implementing evidence based teaching strategies and providing targeted support for students requiring additional assistance. <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? <ul style="list-style-type: none"> An improvement in basic facts achievement across the school. Enhanced teaching and learning programmes in structured literacy and mathematics. Targeted students achieving accelerated progress in literacy. Structured literacy support for at risk students in the junior school. Improved attendance data. <i>Regulation 9(1)(d)</i>				
Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
Professional Development for Teachers: <ul style="list-style-type: none"> Ministry of Education approved PLD: Apply for PLD in evidence-based teaching practices for both Structured Literacy and Mathematics. Peer Observations: Encourage teachers to observe and collaborate with colleagues using effective practices. Professional Growth Cycles: Engagement in effective professional growth cycles that respond to the Government Priorities. 	Craig Adams (to apply for PLD) Staff	The PLD resource. New mathematics and Literacy resources (budgeted for and some supplied by MOE). Release time for teachers to attend PLD.	T2 – Literacy PLD. T3 – Mathematics PLD.	Principal and teachers professional growth cycle documentation. Review / evaluation of PLD.
Data-Driven Instruction: <ul style="list-style-type: none"> Regular Assessments: Implement frequent diagnostic assessments to identify student strengths and gaps in literacy and mathematics. Data Analysis Sessions: Facilitate staff meetings to analyse data and plan interventions based on identified needs. Individualised Learning Plans: Develop tailored plans for students requiring additional support. 	Curriculum leaders	School wide assessment timetable including purchasing of standardised tests. Meeting schedule that allows for professional growth.	As per meeting schedule and assessment timetable.	Basic facts achievement; broken into year levels. Student achievement data including PAT assessments, E-AsTTle writing data and reading. Targeted student data reports. Soft target (literacy based) reports. BOT reports (as per the 2025 BOT work plan).
Intervention Programs: <ul style="list-style-type: none"> Targeted Interventions: Use evidence based interventions for at risk students. In-Class Support: Employ teaching staff (structured literacy intervention) and teaching assistants to support students during lessons. 	Craig Adams Deb Forsyth	Staffing (0.37) for structured literacy support. Deb Forsyth will facilitate the intervention. Deb will need to continue to upskill in structured literacy. Purchase of structured literacy resources.	Starting week 3 of the first term.	Targeted student reports. Structured literacy intervention reporting and data. This will be shared with senior managers, BOT and MOE.
Monitoring and Evaluation: <ul style="list-style-type: none"> Set Clear Benchmarks: Establish clear, measurable goals for literacy and mathematics improvement. Regular Reviews: Hold termly review meetings to track progress against targets. Feedback Mechanisms: Use student and teacher feedback to refine strategies. Reporting: Take time to investigate consistent methods of reporting through our student management system. 	Staff	Schoolwide assessment timetable led by senior managers. Upskill use and capability with our student management system.	As per meeting schedule and assessment timetable	Whanau feedback re reporting. Attendance data through the Every Day Matters reports. Schoolwide attendance tracking as per the STAR approach.

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Strategic Goal: Goal 2: Our Place Improve Physical and Learning Environments <i>Westport South School will create a safe, stimulating, and innovative environment where students and staff can thrive physically, socially, and academically.</i> <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: Invest in Outdoor and Active Learning Resources: <i>Improve playground facilities and sports equipment, to enhance student physical health and wellbeing.</i> <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? <ul style="list-style-type: none"> <i>The Westport South School community would expect to see a new playground space by the end of 2025.</i> <i>The playground will allow for accessibility and inclusiveness for all students.</i> <i>An initial design for an outdoor learning space.</i> <i>Development of garden spaces.</i> <i>Regulation 9(1)(d)</i>				
Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
Pre-Construction Planning Confirm Timelines: <ul style="list-style-type: none"> Review the contract to confirm project start and completion dates. Establish a detailed project timeline with milestones for each phase of construction. Communicate with Stakeholders: <ul style="list-style-type: none"> Notify staff, students, and parents about the construction timeline and expected completion. Prepare a communication plan for updates during the build. Assign Project Oversight: <ul style="list-style-type: none"> Appoint a project manager or team responsible for overseeing the build. Compliance Checks: <ul style="list-style-type: none"> Ensure all necessary permits and approvals from local authorities are in place before construction begins. Verify compliance with safety, accessibility, and environmental standards. 	Craig Adams Lucas Hateley Playco (Greg Hansen)	Quality, precise and accurate documentation and contracts that includes timelines, costings and logistics.	February 2025	Completed paperwork and documentation that allow for the construction of the playground to commence promptly.
Construction Preparation Site Readiness: <ul style="list-style-type: none"> Clear the site of any existing structures, debris, or obstructions. Prepare the ground as required by the design plans. 	Craig Adams Lucas Hateley Playco (Greg Hansen) WestReef Services LTD	Capital resource to complete this phase. This will be completed through a contract between the school and local company.	February-March 2025	Completion of construction preparation phase. This will be completed alongside whānau. Therefore, we will get feedback as we progress.
Construction Phase Regular Monitoring: <ul style="list-style-type: none"> Schedule regular site visits to monitor progress and ensure adherence to design specifications. Contractor Coordination: <ul style="list-style-type: none"> Maintain open communication with contractors to address any issues promptly. Ensure safety protocols are followed on-site. Weather Contingencies: <ul style="list-style-type: none"> Prepare for potential delays caused by weather and include buffer times in the schedule. 	Craig Adams Lucas Hateley Playco (Greg Hansen)	Capital resource to complete this phase. Meetings, guidance and evaluation from the project manager (Greg Hansen) with the Principal and Board of Trustees.	March-April 2025	Completion of our school playground that allows for accessibility and inclusiveness for all students at Westport South School. The Board of Trustees, Principal, staff and students will supply feedback during this phase.
Post-Construction Tasks including Launch and Handover Inspection and Certification: <ul style="list-style-type: none"> Arrange for a final inspection by relevant authorities to certify that the playground meets safety standards. Testing and Adjustments: <ul style="list-style-type: none"> Test all equipment and features to ensure functionality, and address issues if needed. Clean-Up: <ul style="list-style-type: none"> Ensure the site is clean and free of construction debris. Official Opening: <ul style="list-style-type: none"> Organise a launch event to celebrate the new playground with the school community. Maintenance Plan: <ul style="list-style-type: none"> Establish a maintenance schedule and assign responsibilities for upkeep. 	Craig Adams Lucas Hateley Playco (Greg Hansen) Steven Anderson	The school will be guided through this by our playground project manager (Greg Hansen). Health and safety documentation and hazard register. A clear and consistent maintenance plan that	April 2025	Completion of a yearly EEO process with all staff. Obtain whānau voice. This will show current strengths and areas for development within this project. Collation of student voice to understand the overall feeling about this project from the students.

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Feedback Mechanism:

- Create a system to collect feedback from users to identify areas for improvement.

extends the lifetime of
our asset.

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Strategic Goal: Goal 3: Our Way Strengthen the School's HEART Values and Positive Behaviours <i>Westport South School is dedicated to nurturing a culture of respect, empathy, and resilience, guided by our HEART values of Honesty, Encouragement, Attitude, Respect, and Together We Can.</i> <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: Reinforce HEART Values Integration: <i>Embed the HEART (Honesty, Encouragement, Attitude, Respect, Together We Can) values into daily school life through planning, explicit teaching and learning programmes, and effective review.</i> <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? <ul style="list-style-type: none"> A relaunch of our HEART values at Westport South School. Consistent approach to pastoral care at Westport South School. An improvement in the schoolwide TFI data. Starred approach to attendance. <i>Regulation 9(1)(d)</i>				
Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
A relaunch of our HEART values.	PB4L team	Twice termly PB4L team meetings. Relaunch our school HEART values in Term 1 that inspires the school community. Creation of new HEART PowerPoints. A meaningful positive reward system.	Relaunch 'HEART' in Term 1. Throughout 2025.	Pastoral data, both positive and negative data that will be able to show trends. TFI data that will be completed alongside our PB4L facilitator. Attendance data through the Every Day Matters reports.
An induction for all staff and students.	Craig Adams Senior managers	Induction documentation including: <ul style="list-style-type: none"> Westport South School flowchart Events timetable for each term Day 1 PowerPoint that will be shared to all students by all teaching staff HEART documentation including: matrix, showing HEART, TIMS, lockdown 	Ready by the start of the school year. Review in Term 4.	TFI data that will be completed alongside our PB4L facilitator. Staff voice through our EEO survey.
Review and gain feedback for our PB4L framework.	School community PB4L team	Review documentation, in the form of a survey, that clearly shows strengths and areas of development for our PB4L programme.		TFI that will be completed alongside our PB4L facilitator. Staff, student and whanau voice about PB4L.
Attendance systems that include initiatives to improve regular student attendance.	Principal, senior managers and office staff	Development of our schoolwide approach to attendance. This will use the 'STAR' approach.	Implement and trial in Term 1. Aim to be fully in action by the end of Term 2.	Attendance data through the Every Day Matters reports. Schoolwide attendance tracking as per the STAR approach.