Westport South School Annual Implementation Plan - 2026

References to Regulations in this document refer to the
[Education (School Planning and Reporting) Regulations 2023](#).

Summary of the plan…
At Westport South School, we are aiming to achieve the Government priorities through our Strategic Plan. In 2026, 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 and the new English and Mathematics curriculum.
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 our school's Attendance Management Plan 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 the foundation of our Strategic Plan:
Our Learning; Our Place; Our Way.
In 2025 we also consulted our school community, and this has led to some minor changes in our Strategic Plan. These changes will be enabled through this Annual Implementation Plan.
Regulation 9(1)(e)

General description of how the kaupapa of your kura reflects 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.
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 whānau to continue in 2026.
Our strong PB4L programme sits behind our HEART whakataukī, 'whāia te ara whatumanawa.' 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(2)

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*   *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.*   *Regulation 9(1)(a)*
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.*   *Regulation 9(1)(a)*
What do we expect to see by the end of the year?   • *Provide comprehensive professional learning and support for staff on the new curriculum requirements.*   • *Incorporate real-world, local, and inquiry-based learning opportunities to engage students.*   • *Enhance the school's reporting to parents' process.*   *Regulation 9(1)(d)*

Actions *Regulation 9(1)(b)*	Who is Responsible? *Regulation 9(1)(c)*	Resources Required *Regulation 9(1)(c)*	Timeframe	How will you measure success? *Regulation 9(1)(d)*
Engage in ongoing professional learning and development focused on the refreshed English and Mathematics curriculum. Use staff meetings and teacher only days to unpack curriculum expectations, progressions, and teaching implications. Create shared planning and assessment tools aligned to the new curriculum. Regularly reflect on practice through professional dialogue and inquiry.	Principal to lead. Teaching staff. Curriculum leaders. Principal.	PLD resource. Mathematics and Literacy resources. Teacher Only Days throughout 2026. Planned staff meeting time. Release time for curriculum leaders. PGC space for reflection.	Teacher Only Days: Two pre 2026 start. One in Term 2. One in Term 3.	Student achievement data. PGC documentation. Planning documentation. Review / evaluation of PLD. Targeted student reports. Structured literacy intervention reporting and data. This will be shared with senior managers, BOT and MOE.
Design learning experiences that connect to the local community, environment, and contexts relevant to students. Incorporate authentic learning opportunities such as outdoor learning, community projects, and real-life problem contexts.	Teaching staff.	Westport South School Local Curriculum that includes curriculum phases.	Termly planning templates.	Collation of learning contexts. Whānau voice.
Develop clearer, more consistent reporting formats that align with the new curriculum and reporting expectations. Ensure reports clearly communicate progress, next steps, and ways whānau can support learning at home.	Senior management. Teaching staff.	Time to develop and evaluate the success of new reporting. Upskilling of teachers to use the reporting templates effectively. Professional learning from our SMS provider: EDGE.	Attitude to learning reports: T1: Weeks 4 and 8 T2: Weeks 3 T3: Weeks 3 and 8 Interim reports: T2W10 End reports: T4W9	Feedback from staff and whānau.

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Strategic Goal:
Goal 2: Our Place
Improve Physical and Learning Environments
Westport South School will create a safe, stimulating, and innovative environment where students and staff can thrive physically, socially, and academically.
Regulation 9(1)(a)

Annual Target/Goal:
Develop Sustainability: *Enable student leadership programmes that prioritise sustainable approaches.*
Regulation 9(1)(a)

What do we expect to see by the end of the year?
- *Introduce projects that promote sustainability, such as native planting, gardening, composting, and recycling initiatives.*
- *Promote student-led initiatives to care for and improve the school grounds and community spaces.*
- *Improve access to learning technologies, including computers, digital tools, and software for all students.*

Regulation 9(1)(d)

Actions *Regulation 9(1)(b)*	Who is Responsible? *Regulation 9(1)(c)*	Resources Required *Regulation 9(1)(c)*	Timeframe	How will you measure success? *Regulation 9(1)(d)*
Plan and implement at least three sustainability projects (e.g., native planting, gardening, composting, recycling initiatives). Integrate sustainability projects into classroom learning and local curriculum connections. Provide students with opportunities to plan, execute, and evaluate sustainability initiatives.	Senior management team. Teaching staff. Students.	Time and space for student leadership. Planning workshops to develop sustainable project ideas. Budget to enable project success.	Term 2 set up.	Completion of projects. BOT reports.
Support students to design, lead, and implement projects that enhance school or community spaces. Recognise and celebrate student contributions through assemblies, newsletters, and displays. Incorporate student feedback and reflection to improve future projects.	Principal and staff.	Enable resource and staffing for student led projects. Feedback from students. Enable quality review. Acknowledgement process.	Term 2 set up. Term 4 celebration.	Completion of projects. BOT reports.
Procure additional digital devices, software, and tools to ensure all students have appropriate access. Implement digital learning programmes that integrate technology effectively into classroom teaching. Provide professional learning for staff to build confidence and capability in using technology to enhance learning.	ICT lead. Staff.	Budget for replacement of ICT equipment. Upskilling of staff.	Year round. Apply for funding for new devices in Term 1.	Student voice. BOT report. Stocktake of devices.

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Strategic Goal: **Goal 3: Our Way** ***Strengthen the School's HEART Values and Positive Behaviours*** *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.* *Regulation 9(1)(a)*	
Annual Target/Goal: ***Improve Attendance:*** *Improve regular attendance across Westport South School.* *Regulation 9(1)(a)*	
What do we expect to see by the end of the year? • *Implement a schoolwide attendance tracking system with regular monitoring and reporting.* • *Expand leadership roles for students across all year levels, including mentoring, peer support, and environmental stewardship.* • *Ensure all students feel respected, valued, and included, with a focus on supporting diverse learning needs and backgrounds.* • *Celebrate local culture, heritage, and community connections through events, performances, and classroom learning.* *Regulation 9(1)(d)*	

Actions *Regulation 9(1)(b)*	Who is Responsible? *Regulation 9(1)(c)*	Resources Required *Regulation 9(1)(c)*	Timeframe	How will you measure success? *Regulation 9(1)(d)*
Implementation of the Westport South School Attendance Management Plan.	Principal	Attendance Management Plan. Budget to assist with attendance initiatives.	Management Plan published before day 1 (review termly).	Every Day Matters report (termly).
Provide a range of student leadership opportunities and develop clear role descriptions and expectations for student leaders. Offer training and guidance to support students in their leadership roles. Recognise and celebrate student contributions to the school community.	Principal and teaching staff.	Budget and staffing to assist with leadership. Student leadership group to be facilitated. Acknowledgement processes confirmed.	Start in Term 2 (allow Term 1 to see potential leaders).	Student voice. Feedback from staff about the impact of student led projects. BOT reports.
Embed inclusive practices in teaching and learning programmes to support diverse learning needs and backgrounds. Continue to embed and relaunch our schoolwide HEART values. Promote a school culture that celebrates diversity and our HEART values.	Senior managers. HEART team.	Staff meeting time. Twice termly meetings of the PB4L team. PB4L documentation: • 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	Termly plans.	PB4L TFI data. This will be completed by our PB4L facilitator. Staff, student and whānau voice about our PB4L processes.
Continue to build partnerships with local iwi to enable the development of a Westport South School narrative. Initiate the use of Te Whare Tapa Whā.	Principal, BOT, staff and Ngati Waewae.	Budget to complete narrative with Ngati Waewae. Consultation and feedback processes for the school narrative. Understanding of the Te Whare Tapa Whā resource.	Term 1 to consult. Term 3 to publish for the community.	Sharing of the narrative with the school community. Feedback from staff and whānau.