

Westport South School Strategic Plan – 2025-2027 (2026 Update)

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

Vision Statement:

Working together with care and inspiration for tomorrow's learners. [Refer Regulation 7 \(a\)](#)

Summary of the information used to develop this plan/How did you create this plan:

This strategic plan was developed after a thorough consultation process that included all stakeholders of Westport South School. The Board of Trustees carefully developed a thought-provoking survey that was answered by school whānau, staff and the wider community. The results were synthesized and senior management collated goals that were taken to staff for feedback. From here goals and actions were developed and shared with the Board of Trustees. The BOT spent time reflecting upon these strategic goals and are happy with the direction that they will allow the school to take. We are also aware that this document is ever evolving and if needed, we are happy to adjust as we move through this three-year cycle. [Refer Regulation 7 \(c\)](#)

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements		What do you expect to see?		How will we achieve or make progress towards our strategic goals?		How will you measure success?
Refer Regulations 7(1)(b)	Refer Regulations 7(1)(b)	Refer Regulations 7(d)		Refer Regulations 7(g)		Refer Regulations 7(e), 7(f)		Refer Regulations 7(g)
<p>Goal 1: Our Learning... Enhance Academic Achievement and Learning Engagement</p> <p>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.</p>	<p>1(a): Every student at the school is able to attain their highest possible standard in education achievement.</p> <p>1(c): The school is inclusive of and caters for students with differing needs.</p> <p>1(di): The school gives effect to Te Tiriti o Waitangi including by working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.</p> <p>1(diii): The school gives effect to Te Tiriti o Waitangi including by achieving equitable outcomes for Māori students.</p>	<p>NELP 1 – Learners at the Centre: Learners with their whānau at the centre of education.</p> <p>NELP 2 – Barrier Free Access: Great education opportunities are within reach for every learner.</p> <p>NELP 3 – Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau.</p> <p>Ka Hikitia Te Whānau: Education provision responds to learners within the context of their whānau.</p> <p>Te Rangatiratanga: Māori exercise their authority and agency in education.</p>	➔	<p>Implementation of the English and Mathematics curriculum</p> <p>Enhanced parent and whānau involvement in learning</p> <p>Use of assessment practices that enhance learning</p>	➔	<p>Build teacher capability through ongoing, high quality professional learning and development; Use clear curriculum progressions to ensure consistency of teaching and learning across all year levels; Align planning, teaching, and assessment practices; Use evidence-based approaches, including structured literacy and effective mathematics pedagogy, to support all learners.</p> <p>Increase engagement through regular school wide events and transparent communication channels to strengthen the home school partnership and support student learning; Develop and use new reporting to parents' procedures.</p> <p>Use a balanced range of formative and summative assessment practices; Ensure assessment information is timely, accurate, and clearly understood by teachers, students, and whānau; Use assessment data to identify strengths, gaps, and next steps in learning.</p>	➔	<p>Regular analysis of student achievement data and progress. Completion of yearly analysis of variance. Teacher PGC documentation.</p> <p>Obtain whānau voice on an annual basis. This will show current strengths and areas for development.</p> <p>Regular analysis of student achievement data and progress. Completion of yearly analysis of variance.</p>
<p>Goal 2: Our Place... Improve Physical and Learning Environments</p> <p>Westport South School will create a safe, stimulating, and innovative environment where students and staff can thrive physically, socially, and academically.</p>	<p>1(bi): The school is a physically and emotionally safe place for all students and staff.</p> <p>1(c): The school is inclusive of and caters for students with differing needs.</p>	<p>NELP 1 – Learners at the Centre: Learners with their whānau at the centre of education.</p> <p>NELP 2 – Barrier Free Access: Great education opportunities are within reach for every learner.</p> <p>Ka Hikitia Te Tuakiritangi: Identity, language and culture matter for Māori learners.</p> <p>Te Whānau: Education provision responds to learners within the context of their whānau.</p>	➔	<p>Improved sustainable and environmentally friendly practices</p> <p>Upgraded technology and resource</p>	➔	<p>Develop outdoor classrooms and garden areas, to encourage connection to nature and sustainability; Develop sustainable projects that enhance learning while caring for our school grounds and local environment; Encourage student leadership and agency in sustainability initiatives; Building connections between sustainability, the local curriculum, and real-world learning opportunities.</p> <p>Provide reliable, fit-for-purpose digital technologies that support teaching and learning; Ensure equitable access to learning resources across the school; Support staff to confidently and effectively integrate digital tools into learning programmes.</p>	➔	<p>Completion of a yearly EEO process with all staff. Obtain whānau voice on an annual basis.</p> <p>Teacher PGC documentation. Completion of a yearly EEO process with all staff.</p>
<p>Goal 3: Our Way... Strengthen the School's HEART Values and Positive Behaviours</p> <p>Westport South School is dedicated to nurturing a culture of respect, empathy, and resilience, guided by our HEART</p>	<p>1(bi): The school is a physically and emotionally safe place for all students and staff.</p> <p>1(bii): The school gives effect to relevant student rights.</p> <p>1(biii): The school takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of</p>	<p>NELP 1 – Learners at the Centre: Learners with their whānau at the centre of education.</p> <p>NELP 3 – Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau.</p> <p>Ka Hikitia</p>	➔	<p>Improved attendance for all students</p> <p>Enhanced student leadership and</p>	➔	<p>Strengthen attendance initiatives by identifying barriers to regular attendance, partnering with whānau to provide support that motivates students to attend school consistently. This will be based on our school's Attendance Management Plan.</p> <p>Provide meaningful leadership opportunities for students across all year levels; Encourage students to take ownership of their learning, behaviour, and contribution to the school</p>	➔	<p>Attendance rates that will be measured through the Every Day Matters reports termly.</p> <p>Student voice will be obtained. Leadership</p>

<p>values of Honesty, Encouragement, Attitude, Respect, and Together We Can.</p>	<p>discrimination within the school. 1(diiii): The school gives effect to Te Tiriti o Waitangi including by achieving equitable outcomes for Māori students.</p>	<p>Te Tangata: Māori are free from racism, discrimination and stigma in education. Te Tuakiritangi: Identity, language and culture matter for Māori learners. Te Whānau: Education provision responds to learners within the context of their whānau.</p>	<p>responsibility opportunities</p> <p>Reinforcement of inclusive practices and cultural responsiveness</p> <p>The use of 'te whare tapa whā' across the school</p>	<p>community; Develop leadership roles that reflect service, responsibility, and positive role modelling aligned with the HEART values.</p> <p>Alongside Ngati Waewae, develop a Westport South School narrative; Create learning environments where all students feel valued, safe, and respected; Strengthen culturally responsive teaching practices that recognise and celebrate diversity.</p> <p>Use Te Whare Tapa Whā as a shared framework to support student and staff wellbeing; Integrate physical, mental and emotional, social, and spiritual wellbeing into learning and daily practices; Support students to develop strategies to understand and manage their wellbeing.</p>	<p>celebrations to take place also.</p> <p>Teacher PGC documentation. Termly pastoral reports.</p> <p>Obtain whānau voice on an annual basis.</p>
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