

Westport South School Strategic Plan – 2025-2027

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)
Goal 1: Our Learning... Enhance Academic Achievement and Learning Engagement Westport South School is committed to empowering every student to achieve academic success, engage with their learning, and develop the skills needed for lifelong growth.	1(a): Every student at the school is able to attain their highest possible standard in education achievement. 1(c): The school is inclusive of and caters for students with differing needs. 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. 1(diii): The school gives effect to Te Tiriti o Waitangi including by achieving equitable outcomes for Māori students.	NELP 1 – Learners at the Centre: Learners with their whānau at the centre of education. NELP 2 – Barrier Free Access: Great education opportunities are within reach for every learner. NELP 3 – Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau. Ka Hikitia Te Whānau: Education provision responds to learners within the context of their whānau. Te Rangatiratanga: Māori exercise their authority and agency in education.	➔	Strengthened delivery of core curriculum areas. This includes the MOE focus on development of structured mathematics and literacy. Development of a local curriculum. Enhanced parent and whānau involvement in school activities. Improved attendance.	➔	Focus on improving literacy and mathematics outcomes by implementing evidence based teaching strategies and providing targeted support for students requiring additional assistance. Develop and implement a local curriculum that integrates the unique history, culture, and environment of the Buller region, ensuring students connect with their community and develop a sense of place through meaningful, place-based learning experiences. Increase engagement through regular school wide events and transparent communication channels to strengthen the home school partnership and support student learning. Strengthen attendance initiatives by identifying barriers to regular attendance, partnering with whānau to provide support that motivates students to attend school consistently.	➔	Regular analysis of student achievement data and progress. Completion of yearly analysis of variance. Obtain whānau voice on an annual basis. This will show current strengths and areas for development. Attendance rates that will be measured through the 'Attendance Matters' summary reports provided each term.
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.	1(bi): The school is a physically and emotionally safe place for all students and staff. 1(c): The school is inclusive of and caters for students with differing needs.	NELP 1 – Learners at the Centre: Learners with their whānau at the centre of education. NELP 2 – Barrier Free Access: Great education opportunities are within reach for every learner. Ka Hikitia Te Tuakiritangi: Identity, language and culture matter for Māori learners. Te Whānau: Education provision responds to learners within the context of their whānau.	➔	Upgraded learning facilities. An investment in outdoor and active learning resources. Spaces for environmental and hands-on learning.	➔	Provide modern, flexible, and comfortable spaces that support diverse learning styles and teaching approaches. Improve playground facilities and sports equipment, to enhance student physical health and wellbeing. Develop outdoor classrooms and garden areas, to encourage connection to nature and sustainability.	➔	Completion of a yearly EEO process with all staff. Obtain whānau voice on an annual basis. This will show current strengths and areas for development. Collation of student voice to understand the direction students would like the school to go in. Annual report information.

<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 values of Honesty, Encouragement, Attitude, Respect, and Together We Can.</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 discrimination within the school.</p> <p>1(diiii): 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 3 – Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau.</p> <p>Ka Hikitia</p> <p>Te Tangata: Māori are free from racism, discrimination and stigma in education.</p> <p>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>Reinforced HEART values that are integrated in all settings.</p> <p>Enhancement of the Positive Behaviour for Learning (PB4L) framework at Westport South School.</p> <p>Empowered student leadership.</p> <p>Celebration of achievements.</p>		<p>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.</p> <p>Develop and implement consistent behaviour management strategies that align with the HEART values, promoting a positive and respectful school culture.</p> <p>Provide opportunities for students to take on leadership roles that exemplify the HEART values, fostering a sense of responsibility and community involvement.</p> <p>Recognise academic, cultural and sporting achievements, reinforcing positive behaviours and fostering pride among students.</p>		<p>Standardised PB4L data (SET, TFI) that will be completed with facilitated expertise.</p> <p>Attendance rates that will be measured through the 'Attendance Matters' summary reports provided each term.</p> <p>Obtain whānau voice on an annual basis. This will show current strengths and areas for development.</p> <p>Collation of student voice to understand the direction students would like the school to go in.</p>
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