WESTON SCHOOL

ANNUAL PLAN 2025

Annual Goal #1: Our Practice, Our Programmes

Goal: For a consistent language of learning to be defined, enabling clarity of a rich, place based local curriculum
Success Statement: Teachers and students share a consistent language of learning, within authentic local learning contexts.

1. School Culture Development

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	Measure
PB4L	All staff and students are clear on behavioural expectations and required systems. Tier 2 systems are put in place to support students who don't respond to Tier 1.	• Review of Tier 1 programme and handbook. • lead the implementation of Tier 2.	DP PB4L Team	Staff Meetings PD Sessions with PB4L Facilitator (team)	Term 2 Week 9	• Consultation with staff, whānau and student voice, with the intent to streamline our processes purposefully. • Handbook developed so that Tier 2 interventions are clear for staff and students. • Tier 2 interventions have a positive impact on those who require this intervention. • Implementation of programme is enabling a focus on teaching and learning, and clear processes for students who require Tier 2 behavioural supports.
	Students are recognised and reinforced for expected behaviours in the classroom and in the playground.	• PB4L team develop a plan and consult with the staff and students on what acknowledgements would be best received and financially viable.	Deputy Principal PB4L Team	PB4L Team Meetings	Term 2 Week 9	• Acknowledgements developed and in use. • Acknowledgements for 100, 150 & 200 tokens are active throughout the school.
	School values are reflected both inside and outside classrooms, as a visual reminder of expectations.	• PB4L Team to plan and consult on outside signage; location and design	Deputy Principal Principal	$3000	Term 3 Week 5	• Additional signage developed and in use in the playground and around classrooms.
	Explicit teaching of the values occurring regularly	• All teachers to undertake weekly teaching of a school value. • PB4L team to monitor teaching practices across the school.	PB4L Team Classroom Teachers	Staff Meetings Team Meetings Shared Staff Drive for resources	On-going	• Continual development of school wide resource bank of values lessons available (refined, adapted, evolved) that's age appropriate (team resource). • Intentional and explicit classroom lessons that are focused on specific values and expected behaviours happen at least weekly.
	PB4L Data is being used to inform decisions	PB4L team: • analyse pastoral data • provide summary report of the data • report this to teaching staff twice a term. • Provide Board with a half yearly report	PB4L Team Deputy Principal	PB4L Team meetings Release time as necessary. Staff Meetings	Termly	• Data gathering system is clear and enables analysis of data to easily happen by PB4L team. • PB4L team to review monthly the pastoral data to track trends and make decisions, and to distribute this to teaching teams. • Board are receiving regular PB4L Data reports twice yearly. • Changes in our behavioural systems and school processes occur as a result of the data analysis.

	PB4L Programme is having a positive effect on student attendance and engagement	• PB4L team undertake a review of the school wide PB4L practices with: o Staff o Students o Whānau	PB4L Team	Staff Meeting Student Voice - Feedback	Termly	• Review of PB4L programme identifies where the programme is working and where it isn't. Review question: is what we are doing making a difference? • Analysis of Student Attendance Data shows children are choosing to attend school due to being engaged • Student voice/feedback about their school (their learning environment and the playground) is analysed and provides positive feedback from students.
Enviro School	Classroom programmes integrate aspects that support our Enviro School focus.	• Enviro Leader provides opportunities to increase teacher knowledge. • Teachers intentionally plan for the integration of Enviro School principles in their classroom programmes.	Enviro School Lead Classroom teachers	Ref Budget in Local Curriculum Dev	Termly	• Lead teacher in each teaching team to promote Enviro School ethos and ensure it is covered in curriculum planning. • Classroom teachers are explicitly planning for Enviro aspect to integrated units of work • Classroom programmes reflect Enviro Schools principles. • WDC Enviro School facilitators support staff through regular staff meetings. • Students are exposed to a range of environmental aspects in their classroom learning programmes.
	Initiatives and Programmes around the school reflect the Enviro School Values	• Enviro Leader keeps the Enviro principles and values to the fore, by sharing resources and ideas with staff at staff meetings and in other opportunities. • Yr 7 & 8 Technology programme incorporates elements of Enviro School Principles where possible	Enviro School Lead Principal Yr 7 & 8 teachers Principal	$3000+ any additional Funding obtained Technology budget	On-going	• Continued development with Environmental sustainability evident. • School Recycling Centre is operational and improvements across the school in rubbish management are evident. • School Kitchen Classroom is functional and supporting class programmes. • Classroom programmes reflect the Enviro Schools values and are explicitly planned to focus on these. • Yr 7 & 8 Technology programme has environmental links where possible and includes industry links to these
Giving Effect to Te Tiriti o Waitangi	School activities and curriculum are designed in a collaborative process with tangata whenua and whānau.	• School based whānau hui includes consultation with whānau and whānau based activities	Whanau Hui team	$500	3 a year	• School activities and curriculum programmes reflect the needs of tangata whenua and whānau. • New students, staff and whānau are welcomed with a mihi whakatau at the end of each term.
		• Kapa haka involves community resources to support our students and staff.	TsIC Cultural Leadership + Music Kapa Haka tutor	$3000	On-going	• Kapa haka is a weekly programme that is embedded into school time for those who wish to take part in it. • Weston School participates in the Otago Polyfest
		• Teachers include Te Tiriti O Waitangi explicitly in their curriculum planning.	TIC Maori Team Leaders		On-going	• Teaching plans are explicit and show deliberate teacher intentions for TToW.
	Māori achieve success AS Māori	• Staff and whānau identify barriers to learning for Māori students.	Teachers IC Whanau Hui Principal	Staff Meeting	Term 2	• Staff awareness of the needs of Māori students is increased and supports in place to enable both teachers and students to be supported.
		• Te reo is delivered with confidence and purposefully	TIC Maori Deputy Principal	$3000	Term 2 onwards	• Te Puna Reo resource is purchased and used in classes to direct teaching and support of te reo in classrooms.
		• Teachers explicitly plan to meet the needs of Māori students.	Team Leaders	Team Meetings	On-going	• Teaching plans show deliberate teaching intentions to meet the needs of Māori students, identifying target students.
	Maori student attendance rates are improving. (Current data - 2024 - with 2023 in brackets:	• Whānau Hui collects information about how we can increase Māori student attendance.	Ts in C Whanau Hui Principal	Whānau Hui	Termly	• 2024 Maori student attendance has improved compared with 2023 attendance data.

	56% (60%) of students are attending 90% of the time, 31% (24%) are attending 80-90% of the time, 9 (4%) are attending 70-80% of the time, 3% (12%) are attending less than 70% of the time.)	• Termly data of Māori attendance rates is analysed and reported to staff and Board.	TIC Cultural Leadership Principal			

2. Curriculum Development

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	Measure
Curriculum Development - including Maths	The 'Assess, Teach, Learn' model will be evident as teachers use assessment information to inform teaching and learning programmes	• Curriculum team lead teachers through consistent practices to align assessment with a focus on informing teaching in Maths.	Curriculum Team Team Leaders	Team Meetings Staff Meetings	On-going	• Assessment processes are used to inform teaching and learning, rather than seen as the end point. • Develop and refine in order to ensure fidelity across the school. • Teachers adapt programmes and are responsive to formative assessment
	A school wide 'Walk Through' process is refined, for teachers to receive timely and effective pedagogical feedback.	• SLT to co-construct with teachers, a walk through template	Principal Team Leaders	Team Leaders to use Leadership release time	Term 2 Week 5	• Walk throughs are defined and refined to enable clarity. • Development towards peer observation and feedback • Walkthroughs are undertaken and provide teachers with clear and responsive feedback in regards to pedagogical practices and modelling.
	Teachers understand the refreshed NZ Curriculum in Maths	• Lead team to undertake PLD with The Learner First • Lead team lead teaching staff through sessions focussed on Maths understanding and pedagogy	Principal DP Junior Team Lead Maths Lead	$6000	1x Term	• Lead team are clear on their understanding of the refreshed NZC Maths • Lead team have led Maths PLD for teachers • Teachers understand the refreshed NZC Maths and the progressions as students move through the school.

	Teachers can implement the refreshed NZ Curriculum in Maths confidently, and at the appropriate level for where they are teaching	• School wide documentation is clear so as to outline expectations at each level
		• Teachers have planning outlines that guide their planning and practice
		• Teaching Teams have clear expectations for deliberate teaching in Maths
			Curriculum Team	Teacher only day (May 30 + 1)
				Staff Meetings
					Termly check ins + additional sessions as required
					
					On-going - On Team Leaders meeting agenda with teams
						• Teachers plans:
						  • reflect intention and progression of lessons.
						  • Show development of a variety fo approaches being used to meet the needs of learners.
						  • Provide opportunities for reflection and next steps teaching
						  • Show where assessment is used to inform practice.
						• Teachers teaching reflects the school wide, evidence based approaches that are being used in our school
						• Staff meetings are undertaken in which the schoolwide documentation is reviewed and refined.
						  • Schoolwide implementation consistent?
						  • Is this making a difference to Student data?
						  • What will student voice look like?
						• Coaching observations by Curriculum team leaders are undertaken to support classroom teacher's development
						
						Student achievement in Maths improves.

						• Maths Target - Maori • 2023 53% at or above expected level • 2024 49% at or above expected level • 2025 Target: 60% at or above expected level
	School wide consistency of teaching programmes is intentionally preplanned and tracked through school wide plans and teaching teams in the curriculum areas of: Health and PE, Science, Social Sciences (including ANZH), Technology and The Arts.	• School wide tracking documentation is established. • Tracking document is used by teaching teams to monitor coverage and look for gaps.	Curriculum Team	Staff meetings	Term 3	• School wide tracker is in place • Teaching Teams are putting information on the tracker and using this to plan for upcoming programmes.
Literacy	Teacher knowledge of the Science of Reading and Structured Literacy Practices is strengthened	• Teachers to undertake Cohort 3 PLD in Structured Literacy with Learning Matters	Principal	MoE Funded PLD	Terms 1 & 2	• Teachers are more confident in the knowledge of how to teach reading and spelling using consistent practices. • Teachers are readily and intentionally using iDeaL to teach reading and spelling (and handwriting in the Tupu team)
		• Coaching/Modelling of Structured Literacy to be provided for teachers to support their own learning and pedagogical practices	Literacy Team	$10000	Terms 2 & 3	• Lessons within classrooms will align with the iDeaL observation sheet. • Teachers are exposed to exemplary practice through the use of their CRT time to observe other teachers • Teachers are given feedback by specialist facilitator and 'in house' mentors
	Development of teacher knowledge shows a collective understanding and aligned pedagogical approaches to literacy (Reading, Writing, Spelling and Handwriting) teaching for improved student achievement	• The iDeaL platform is continued to be used by teachers to teach Reading and Spelling.	Literacy Team LSC Classroom teachers	$2400 (platform)	On-going	• Teachers design learning, based on assessment information • Teachers undertake teaching of reading using the iDeaL platform with the support and guidance from the SL Team. • Pedagogical practices in Reading, Spelling, Writing and handwriting are collected in a consistent manner across the school (measured by leadership team and Literacy team walk throughs) • Teachers will video selves and undertqke reflections using the iDeaL checklist and a colleague
		• Teachers assess using the iDeaL assessment tools • Teachers determine exactly what each child knows and where the gaps are • Teachers design teaching programmes that are responsive to student need			Term 1 + Term 4 – school wide data On-going for specific children	• Teachers are clear on assessment practices to inform teaching • Data is collected in a consistent manner across the school. • Data is analysed and child achievement levels are clear. • Classroom programmes are designed, determined by and responsive to assessment data.
		• The Syntax Project is implemented school wide to teach Writing conventions			On-going	• Teaching practices in Writing across the school are aligned with clarity and fidelity.
		• iDeaL Writing explored	LSCs TIC Literacy	$1000	Term 2	• Literacy Lead and LSCs attend PLD workshop • Any relevant changes to practice are firstly shared with the SLT and then the Literacy team, before a plan for change is developed and enacted.

		• A document is created that outlines the pedagogical approaches used in our school.	Principal		Term 3	• The School 'Teaching and Learning Framework' document clearly outlines the approaches required in Reading, Writing and Spelling

	The implementation of structured literacy practices across the school shows an increase in student achievement in Reading and Writing	• Student achievement data analysed at Mid Year in line with refreshed NZC.
		• Student achievement data analysed at End of Year
			Leadership Team
			SL Team
			LSC
				SL Team to analyse data	Term 2
					Term 4
						Student achievement in Reading and Writing improves.
						• Reading Target - Boys
						  • 2023 63% at or above expected level
						  • 2024 64% at or above expected level
						  • 2025 Target: 70% at or above expected level
						• Writing Target – All students
						  • 2023 55% at or above expected level
						  • 2024 52% at or above expected level
						  • 2025 Target: 65% at or above expected level

	Teachers are implementing the revised NZC in Literacy, identifying further areas to develop across the school	• Handwriting development across the school is in place, and expectations for teachers are clear. • The Literacy Leadership team are open and responsive to needs that arise. • Punctuation, some sentence structure and spelling high frequency words will be focused on as moderation areas for writing	Literacy Team		Handwriting Term 1 Oral Language Term 3 End Term 1 End Term 3	• Handwriting in NZC refresh is explored and relevant PLD for staff delivered, with suitable supports put in place. • Review Term 3 • Oral language in NZC refresh is explored and relevant PLD for staff delivered, with suitable supports put in place. • Review Term 4 • Clear focus for teaching • Student progress

3. Local Curriculum Development

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	Measure
Embed Local Curriculum: Yrs 1-6	Each teaching team's outline for the year clearly reflects explicit planning within local contexts and utilising of local resources.	• At the beginning of each term, teaching teams are to identify the context of local curriculum that will be included in their teaching programmes • Local curriculum included in teaching programmes	Curriculum Team Classroom teachers	$2000 per teaching team (Tupu and Māhuri) Local Community	Termly	• Termly plans • Report to Board Term 3: Annual Plan update
Embed Local Curriculum within Yr 7 & 8 Technology Programme	Year 7 & 8 students experience a high quality, integrated Technology programme, alongside industry partners and/or within the local community.	• Teachers plan a high quality technology programme, utilising local industry partners • Programme is undertaken with visits to industry partners	Rākau Teaching Team Principal	$5000 consumables Release time to support PLD time of teaching team Local industry partners	Termly	• Industry partners are an important part of Technology programme • Student Voice: Feedback • Whānau Voice: Feedback re programme • Report to Board on progress being made to delivery Yr 7 & 8 Technology programme.

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Annual Goal #2: Our Place, Our Community

Goal: To develop and enhance strong, positive, learning focused relationships across our entire community.

1. Online, real time reporting and communication developed

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	Measure
Online, real time reporting and communication with Seesaw* is implemented. (note that we found Educa 'clunky' and it wasn't user friendly and as a result we have changed to Seesaw as the platform to communicate and celebrate learning on)	Teachers are upskilled in the use of Seesaw and are confident to use Seesaw as a real time reporting tool.	• Those in the Curriculum team who haven't already undertaken it to undertake Seesaw 'Ambassador' training	Curriculum Team	Seesaw $3100 Assessment for Learning Team	Term 2 Week 3	• Seesaw is implemented school wide as a tool to inform whānau of student progress and achievement.
		• Curriculum team lead and support teachers through the use of Seesaw	Curriculum Team	Staff Meetings	Term 2 Week TBC	• Coverage plan developed that is linked to school assessment plan. • Posts show learning outcomes as well as learning activities • Teachers are posting regularly
		• Teachers create posts for individual children as well as whole class posts, relevant to the purpose of publishing.	Classroom teachers	Team Meetings	From Term 2	• Teachers are utilising Seesaw as a communication and reporting tool. • Regular activity on each child's page provides a window into their learning.
	Seesaw is used by students, teachers and whānau to communicate and inform of progress and achievement.	• Parent session is run in order to inform and upskill whānau	Curriculum Team		Term 3	• Parents are engaged and contributing to their child's posts.
	Whānau are engaged in their use of Seesaw	• Develop a Seesaw Whānau Consultation Group (SWCG) to provide input • SWCG are positive about their input and the use of Seesaw as a communication and reporting tool.	Team Leader Principal	$400 in Incentive activities to engage parents Whānau meetings	Terms 3 + 4	• Whānau are engaging with student stories on Seesaw through their comments. • Whānau have input into shape and outcomes of Seesaw
Attendance and Engagement	Edge is used for all schoolwide communication to families, and specific family communication (such as absences) with the office.	• Student absences communicated by families with office via Edge •	Admin Staff Teachers	Time to upskill in any areas	On-going	• Edge is being used regularly for parents to communicate absences • Whānau feedback re use of attendance data, reports, finance information

	Edge is utilised to its potential in regards to student data and analysis of the data	• Relevant data is selected as the priority to analyse and communicate with staff.	Principal All strategic Teams	Time $600	Term 2 + Term 4	• Data in Edge is relevant and used to inform teaching and learning • Use and analysis of data is strengthened across the wider teaching team, and is reflected in teaching programmes. • Attendance is tracked
	Attendance is measured, needs identified and if required a plan is put in place.	• 70% of students attending 90% of each term at the end of each year.	Principal		Ongoing	• Close monitoring of attendance by principal. • Needs identified by Principal • Plan put into place if required • Engagement of Attendance Service for whānau requiring support.

2. Community Engagement Plan Developed and implemented

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	Measure
Community Engagement Plan	Community Engagement plan shows intent to engage and connect with whānau to have learning focused relationships that strengthen the home/school partnership.	• Consultation with various groups in the school as to who they want to engage with • Whānau are consulted with as to how they wish to be connected to the school	Principal Senior Leadership Team	Plan time in Meetings (Staff, Board, Home & School) Time with students		• Community Engagement Plan is completed and communicated to the community
	Mutually beneficial relationship with Moeraki Marae established.	• Meet with Moeraki Runanga representative as to how we can support them as well as be supported by them.	Principal DP	Time		• Active relationship between school and Runanga
	Engagement of Pasifika Community undertaken	• DP to participate in Waitaki Pasifika group • Support systems to be explored and consulted with Pasifika families.	Deputy Principal	Time		• Greater involvement of Pasifika Community Members in our school
	Specific events planned and mapped out over the year, in which to explicitly invite whānau and community involvement.	• School wide, whole year calendar is developed to show community when and how they can be involved.	Leadership Team	Time		• Whānau and community involvement is 'targeted' for specific events over the next 12 months eg Hangi, Activity week, Performances, Shared kai
	Transition to School Plan is clear and consistent	• NE teachers develop a clear plan for transitioning students from ECE to Weston • Suitable plans and documents are developed in order to provide a clear outline to any NE teacher, and all incoming whānau on what transition into Weston School looks like	Principal NE Teachers			• School procedure is refined and clear • Teachers are consistent with the transition plan that is developed. • Whānau understand the transition into Weston School.
	The wider community is engaged with and connected to the school in a way that maximises their	• Regular features in school newsletter about what has been going on stating benefits to children	Principal	Time		• Engagement in the school reflects an increased involvement of both formal and informal connections with our wider school community.

	involvement and the strengths that they are able to offer.	• Various groups invited to be involved in the school. • Learning is celebrated.				• Celebrate community connections – shared kai, thank you morning tea, acknowledgement of sponsors etc. • Open mornings, whānau invites, parental involvement in activities, assembly attendance.

WESTON SCHOOL

Annual Goal #3: Our People

For students, staff and whānau to have leadership opportunities and skills developed and fostered.

1. Leadership Plan developed

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	Measure
Leadership development	Senior Leadership Team are supported in their development as leaders, and as a cohesive team.	• SLT undertake specific leadership support and development alongside SLTs from other schools • Principal undertakes Leadership development as part of a Professional Learning Group.	Principal	Principal $3000	On-going	• Senior Leaders feel supported in their roles • Senior Leaders are empowered and confident as leaders (feedback) • Consistency across all teaching teams is reflected in how each team operates
	Senior students are provided with various opportunities to be leaders within the school and the community. Senior students are exposed to a range of leadership role models and experiences, and identify the various capabilities that leaders require.	• Senior Students have the opportunity to hear and experience leadership role models. • Year 8s attend National Young Leader's Day	Deputy Principal Rākau Team Leader	$2500		• Senior Students are inspired and undertaking a variety of leadership roles around the school **The Leadership Plan will outline the focus of the role model talks, specific leadership opportunities that will be sought for our Senior students.**
	Board	• NZSTA training is available to the Board and taken up when this aligns with Board need or opportunity.	Board	Time		• Board members are undertaking relevant NZSTA Training.