STRATEGIC VISION 2023 - 2025

2026 UPDATE

WESTON SCHOOL

VISION

"We empower students to strive for success for self, others, our community and our environment."

GOALS	INITIATIVES	SUCCESS STATEMENT
Our Practice, Our Programmes For a consistent language of learning to be defined, enabling clarity of a rich, place based local curriculum.	• Refinement of PB4L practices • Curriculum development - Literacy - Maths • Assessment for learning	Teachers and students share a consistent language of learning, within authentic local learning contexts, and students are achieving.
Our Place, Our Community To develop and enhance strong, positive, learning focused relationships across our entire community.	• Transition to school programme • Intentional planning for Te Tiriti o Waitangi	• New enrolments and whānau are informed and feel welcomed into our school. • The principles of Te Tiriti o Waitangi are actively present in our school.
Our People For students, staff and whānau to be supported to be their best selves in our school community.	• Whānau Learning Connections • Wellbeing programme developed for staff • Student attendance	• Whānau are actively involved in supporting their child's learning • Student achievement increases • Staff feel valued and supported to undertake their roles • Student attendance meets government targets

Learning together, caring about our future.
Te ako tahi me te whakaaro nui ki to tatou anamata.

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
Focus: Refinement of PB4L Practices	• For a two year PB4L Implementation Plan to be formulated that guides school wide focus areas and practice	• Outline implementation plan • Link to te Ao Maori to give effect to te tiriti o Waitangi through our values programme	PB4L Team		End Term 2	• Implementation plan is in place • Implementation plan is guiding classroom focus of values teaching • Values teaching is undertaken regularly in classrooms
	• For all teachers to be informed and have clear guidance as to the expectations of PB4L across the school	• Update Handbook (paper copies) to all staff including CRT/PRT release teachers • Relievers Folder with the 1 page doc about PB4L at Weston + Behaviour Matrix including PB4L overview sheet/flow chart from Handbook	PB4L Team	Strategic Teams meeting	Mid Term 2	• Make the Handbook at useable document (that can link in planning).
	• For teachers to be intentional and to plan for the teaching of school values in order to best meet the needs of children at particular developmental stages. • For students to be clear on the expectations as they move through the school	• Explicit teaching - lessons and progression developed and taught fortnightly by classroom teachers	PB4L Team	Teaching Team Meetings	On-going over the year. Monitored 2x term	• Plans for explicit teaching saved in PB4L Planning Folder - checked by PB4L team leads • Students can articulate information and lessons covered. • PB4L team leads check planning of lessons by other teachers in their teaching team.

	• Develop systems that ensure PB4L is integrated into a range of school systems and implemented consistency across the school.	• Teaching Team meetings include a weekly slot that is run by PB4L team lead to make sure lessons are being taught and saved in folder. • There is a consistent use of Reflective Behaviour forms. • PB4L teaching team lead to monitor pastoral data to inform teachers of who needs phone calls home/meeting with parents.	PB4L Team	Strategic Teams meeting Teaching Team Meetings	On-going over the year. Monitored 2x term	• Consistency of displaying numbers of tokens for students so that they can be independent • Token Expectations - documentation of token accumulation (student led) • Reflective behaviour forms are being used regularly and consistently. • PB4L leads to support teaching teams to respond to PB4L data (pastorals) - who? - what? - when? - why? - now what?
	• Develop opportunities for education of our systems to the wider community	• Plan a slideshow to explain PB4L at Weston • Open afternoon meeting for families - to explain PB4L and how it operates at Weston	PB4L Team SLT (at Open afternoon)	Strategic Teams meeting	Term 2	• Open Afternoon information session held • Parents feel informed aware of the systems in place and why
	• Plan for continued development of PB4L at Weston School.	• Unpack Tier 2 Handbook as a Strategic Team to identify next steps in PB4L development • Plan sessions as a PB4L team to look at implementing Tier 2 effectively for the second half of the year	PB4L Team	Strategic Teams meeting PB4L facilitator	Term 3	• Action plan for Tier 2 evident
	• For the Board to be reported to twice a year, in order to be informed about the effectiveness (or not) of the programme in place	• Develop a template to report to the Board with in order to make reporting clear, specific and consistent over time. • Board reported to at the end of T2 and end of T4.	PB4L Team	Strategic Teams meeting PB4L facilitator Board	Term 2 Term 4	• Teaching teams taking greater responsibility by responding to PB4L data analysis (through team meetings) • Reports to Board in Terms 2 + 4 by PB4L team.
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	• Identify role of Enviro Leads in each team. • 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.	Enviro School Lead Principal	$3000+ any additional Funding obtained	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 incorporates elements of Enviro School Principles where possible	Yr 7 & 8 teachers Principal	Technology budget	On-going	• Yr 7 & 8 Technology programme has environmental links where possible and includes industry links to these
	2. Curriculum Development					
Strategic Initiative	**Intended Outcomes**	**Actions**	**Responsible**	**Resources ($ & time)**	**Complete by**	**Measure**
Maths development in line with the revised NZC	• Teachers are given clear guidelines and expectations for planning of classroom programmes.	• Planning sheets will be refined to ensure that they are meeting the needs of the Revised NZC.	Strategic Team	Team Meetings	By the end of Term 1 2026.	• All teachers will be using a team planning sheet within their teams to ensure consistency. • During Team meetings ST will check in to ensure maths planning is being used • Indicators to be used will be: ▪ Knowledge required to achieve learning intention is outlined ▪ Practices from NZC are highlighted ▪ Material required are listed ▪ Clear learning intentions and success criteria are recorded ▪ Concepts being explicitly taught in sequential order ▪ Maintenance or review of previously taught concepts to begin the lesson ▪ Independent activities match the learning intention
		▪ Utilise PLD from Rob Proffitt-White in teaching and learning programmes. • Tiffany will plan for and lead a staff meeting each term to present the new information from PLD	Tiffany Deidre/ST Kathryn Rachel Susan/ Danielle	PLD each term $6000	By the end of Term 4 2026	• Termly staff meetings have taken place that have upskilled teachers in the use of rich routines • rich routines will be present in classes as part of a maintenance programme e.g. moveNprove, discussNdefend, scrap paper challenge, revisitNretain, recallNreason • use of open tasks for diagnostic snapshots, to check understanding or to extend students
	Assessment information is used to plan for teaching and learning programmes	• unpack PAT information in Years 4-8 with buddy • pre and post checks for each new concept • formative notes recorded on planning • scrap paper challenge shared and undertaken across our school	Maths Curriculum Team		On-going	• Assessment information can be seen to be informing teacher practice. • PAT information has been used for teachers to gain a greater understanding of cohort needs • Notes are evident on planning, demonstrating teacher responsiveness to on-going formative assessment • Scrap paper challenge data from Weston School is compared to nationally collected data and helps inform teaching.
	Parents are informed of current practices in classrooms and how they can support their child/ren at home	• Plan a presentation to present to parents • Allocate specific jobs e.g. collecting materials, • involve kids in the games • link with Literacy • Home and School to cater?	Maths Curriculum Team		Term 2	• Parents attend the information afternoon. • Parents are engaged in supporting their children to increase maths knowledge • Parents feel more informed about the teaching of maths in our school and how they can support their child (survey those coming to the information session prior and after)

		• Have a Parent Information in Term 2				
	Home Learning connections and expectations are developed in order for akonga to be supported in their maths learning at home	• Teaching Teams outline clear expectations to akonga and whānau about home learning expectations, in order to build maths capability in learners • Structures are set up that are regular and maths focused in each classroom	Maths Curriculum Team Classroom teachers		Set up in Term 2 across the school On-going across the year	• Various practices are evident across each teaching team eg Google Classroom in Rākau, ????? in Māhuri and Home Learning Books and activities in Tupu that connect home with what is happening at school • Regular Newsletter snippets give parents ideas of how they can be supporting their child/ren at home
Literacy development in line with the revised NZC English curriculum	For us as a school to understand how we can best be informed as to how we can support parents to support their children in their learning at home.	• Literacy Lead team gains an understanding of how parents want to be informed about how they can support their child/ren.	Erina Danielle		End of Term 1	▪ Parents are surveyed about what the best ways are to support them to support their children in literacy. Options are: A survey out parents - Google Form - an information evening - a workshop - a pamphlet - a slideshow - a short video • The survey results and the ability to then formulate a next step in response to their needs.
					Term 2	• Parent information is planned in response to how parents wish to be informed and upskilled in supporting their child • Parents feel informed and understand how they can support their children at home.
	Home Learning connections and expectations are developed and implemented in order for akonga to be supported in their literacy learning at home.	• Each teaching team has clear expectations outlined so that teachers and whānau understand home learning opportunities and expectations • Māhuri and Rākau teams to have clear expectations set up for the beginning of Term 2.	Teaching Teams (led by Literacy lead in the team) Classroom Teachers	Teaching Team meetings	Start of Term 2 Review at Learning Conferences T3	• Tupu team refine their Home Learning expectations • Māhuri and Rākau expectations are clear and being implemented across all classrooms • Newsletter -did you know? literacy snippets
	Students are making progress in the literacy areas of Spelling and Reading.	• Janis Consultant visits x 4 and staff meetings. • Explicit Tier 1 teaching across the school is consistent and of a high level • Teacher Review of PD sessions and of video sessions filling in the observation forms and next step _ pink for think gold for glory. • Termly Staff Meetings - watch videos from IDeaL platform as recommended by Janis.	Literacy Lead Team Janis Sandri – Literacy Coach	$16500 PLD $3107 Platform	Ongoing	• Assessment data shows increase in achievement of students across the school. ▪ Spelling Testing T1 and T4 ▪ Reading Assessments T2 W 1 - 3 & T4 • Coaching reports from Literacy Coach show development of teacher practice. Reflection for Janis and next steps - Intervention practices and impact are reviewed • Student engagement in literacy is high. • Teacher self-evaluation of own development of capability shows increase in competence, capability and confidence.
	Teachers to embed high impact teaching practices as effective Tier 1 teaching.	• For teachers to be given the time to develop and embed teaching practices that have been developed over the past two years • Teachers to observe other teachers – at least once a term	Classroom teachers	Time CRT Time	Ongoing	• Teachers use CRT time to observe other teachers and learn from others • Teachers get feedback from literacy coach and put recommended actions into practice • Tier 1 teaching practices are clear and consolidated in every classroom. • Teachers will identify a goal from the observation after noticing 'Pink to think' and 'Gold for Glory'

		• Teachers to video themselves and evaluate using the iDeaL checklist for spelling				

	The use of the Scribo tool is investigated and a decision made about it being an intervention tool for Yr 6-8 writers who are 'below' expected level	• Deidre to undertake the PLD.
		• Deidre to work with a small target group of students
			Deidre	Time	Term 2 & 3	• Intervention programme evaluated based on:
						  • Student achievement data
						  • Student feedback as to the engagement of the programme

	Student achievement in Writing increases Target group: Maori and Boys	• 2025 student data is analysed by teachers • Priority students who are in the target group to be identified. • Intervention programme for target group to be implemented using online writing tool for Yr 7 & 8 and classroom programme for Yrs 4-8.	Classroom Teachers Deidre Intervention teachers	Time	Terms 2 & 3	• Target group identified • Intervention programme implemented • Achievement monitored • Student achievement is at an accelerated pace (ie akonga progress at a rate faster than previously)

3. Planning, Assessment and Reporting

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	Measure
Planning	School wide templates are developed for all curriculum areas	• Explore possible planning templates that can be used across various Curriculum areas • Design and review templates for use across the school	Curriculum /Maths Strategic team		Term 3	• Templates have been designed • School wide planning templates are being used across the school
Assessment	The principles of Assessment for Learning are kept to the fore so that Assessment is informing teaching and learning	• Review of Assessment practices as required by the Ministry • Teachers are upskilled in the use of the Assessment tools in order to use them to inform their teaching. • Evaluation of how A4L is embedded across the school and is to be continued. • Assessment is clearly outlined in the Teaching and Learning Framework	Deidre	Assessment Budget	Term 2	• PATs used as one form of assessment for Overall Teacher Judgements. • Teachers feel confident and are competent and consistent in their use of assessment tools for specific assessment. • Teachers are using assessment information to plan their teaching • Assessment practices across the school are consistent. • The Teaching and Learning Framework outlines clear assessment expectations.
Reporting	To ensure that Weston School reporting complies with legislative requirements	• Review our school report in line with legislative requirements	Deidre			• Report is reviewed in line with legislation.
		• Adapt any report requirements	Deidre	$500	End of Term 3	• Reports meet legislative requirements

Annual Goal #2: Our Place, Our Community

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

1. Transition to School Programme

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	Measure
Transition to school programme	A clear procedure is in place so that all school staff involved in the process are aware of actions required, and so that whānau feel welcomed and informed	• Procedure developed and in place	Principal TIC NE Transition	Time	End of Term 1	• Transition to School procedure is implemented • All staff involved in this process (Office Admin, TIC NE Transitions, NE teachers, Principal) are undertaking their expected roles
					On-going	• Parents feel welcomed and informed on their 5 year old starting school

2. Te Tiriti o Waitangi

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	Measure
Intentional planning for 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 TIC Cultural Leadership	$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 beginning of each term.
		• Kapa haka involves online resources to support our students and staff.	DP	$4000 (funded by Home and School)	On-going	• Classrooms undertake regular Kapa haka using the Kapa haka online resource • Kapa haka is a weekly programme that is embedded into school time for those who wish to take part in it in performance. • Weston School participates in the Waitaki Hui Ako
		• 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	$4000	Term 1	• Kapa Haka Online resource
		• 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 - 2025 - with 2024 in brackets: 62.5% (56%) of students are attending 90% of the time, 27.5% (31%) are attending 80-90% of the time, 10% (9%) are attending 70-80% of the time, 0% (3%) are attending less than 70% of the time.)	Whānau Hui collects information about how we can increase Māori student attendance.	Ts in C Whanau Hui Principal	Whānau Hui	Termly	• 2025 Maori student attendance has improved compared with 2024 attendance data.
		Termly data of Māori attendance rates is analysed and reported to staff and Board.	TIC Cultural Leadership Principal			

WESTON SCHOOL

AKO Teaching · Learning
KAITIAKITANGA Protecting & caring for our environment
MANAAKITANGA Care · Kindness · Respect · Compassion
TINORANGATIRATANGA Self-empowerment & determination
WHANAUNGATANGA Connections · Belonging · Community

Annual Goal #3: Our People

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

1. Whānau Learning Connections

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	Measure

Whānau Learning Connections	Whānau are supported and informed through school meeting opportunities, to support their children in their learning at home.	• Strategic teams run Whānau education sessions to inform and upskill parents	Strategic Teams	Allocated Strategic Team meetings	End of Term 2	• Whānau information evenings are held and well supported by parents.
						• Information evenings outline:
						  • Expectations of teaching teams for home learning
						  • Ways that parents can further support through activities and games

	Whānau are actively involved in supporting their child's learning	• Each teaching team and/or class teacher has a clear outline for what is expected in regards to home learning activities by each of their children	Strategic Teams
			
			Classroom teachers
				Teaching Team meetings	On-going	• Review each term in teaching teams as to how successful this is happening:
						  • Are children engaged in these activities?
						  • Is it making a difference to learning in the classroom?
						  • If not – what changes need to happen? How do you know?

2. Staff Wellbeing

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	• Measure
Wellbeing programme developed for staff	For staff to be aware of supports and initiatives that are in place to support their wellbeing.	• Deidre to explore Queensland Education programme to support principal and teacher wellbeing • Deidre attend 'Innovative Schools Wellbeing conference' in Brisbane	Deidre	$8000 (as per Otago Primary Schools' Assn Prestigious Study Award)	End of Term 2	• Outcomes of Study Award are shared with the Board • Outcomes of the Study Award are shared with OPPA at AGM (Term 4) • Study outcome is in a practical format that shows what is in place already at Weston School • Study outcome identifies any new initiatives (and costs) that are recommended for Weston School
		• 2027 plan developed and planned.	Deidre	Study Award	End of Term 3	• Staff Wellbeing programme outline shaped for 2027. • 2027 Budget identifies Staff wellbeing programme

3. Student Attendance

Strategic Initiative	Intended Outcomes	Actions	Responsible	Resources ($ & time)	Complete by	• Measure
	To educate our school community on the importance	• Twice a term publish information in our school	Deidre		Termly (x2)	• Twice a term, information about attendance is published in the school newsletter

Student Attendance	of students attending school regularly.	newsletter about the importance of student attendance. • One of these will include some of the attendance data from the previous year.				• One of these will include the attendance data from the term prior
	For student attendance to increase	• The Weston School Attendance Management Plan will be developed and uploaded onto our school website • The School Attendance Management Plan is enacted in the school processes	Deidre		Beginning of Term 1	• Weston School Attendance Management plan is on our school website
			Deidre Attendance Officer/Admin		Ongoing	• Regular review of children's attendance data