



Strategic Plan 2024-2025

Westburn School

Te Kura O Hereora

Strategic Goal	Initiatives	Success Outcomes
Foundational Curriculum Develop an engaging and flexible school curriculum that retains emphasis on Reading, Writing, Mathematics, and Science.	Implement a responsive PLD programme focused on pedagogical practice and relationship-based learning. Embark on SAT-STEP and PLD in Science capabilities. Confirm a whole-school Literacy approach (Structured Literacy, Balanced Literacy and The Code). Continue to refine our Maths programmes to ensure a balance between approaches and groupings.	Our foundational learning programmes (Reading, Writing, and Mathematics) operate consistently across the school, ensuring improved moderation of achievement and clear expectations of practice. Students' Science capabilities and their motivation for Science learning/activities are increased.
Broader Curriculum Provide opportunities for our students to extend their skills and enhance their learning beyond the classroom, such as EOTC, Music, Sport, and STEM.	Investigate and provide a broad range of sporting and musical opportunities for students. Identify opportunities to learn outside the classroom and provide experience in working and learning outdoors. Identify a STEM programme and provider to strengthen school practices in this area.	Students are able to engage in a range of sport and music opportunities appropriate to their skill level. A range of learning opportunities, spaces and environments are experienced over students' time at Westburn. A strong STEM programme is included in the Westburn curriculum.
Culture Prepare and equip students for their future in our bicultural country and multicultural community.	Continue to explore relationship-based learning through the context of bicultural partnership. Ensure that our school's practices are consistent with tikanga and applied consistently throughout the school. Undertake regular opportunities to celebrate and learn about the cultures within our school community.	All cultures within our school community report that they feel valued and respected. Our students have a growing awareness of the cultures of their peers. Students have the skills and knowledge to participate easily in bicultural settings. Te Tiriti o Waitangi is honoured and enacted in the daily life of our school.
Inclusion and Support Resource the programmes and activities that support students to develop the attributes and skills that will make them successful at school and in their community.	Implement systematic teaching of the skills valued by our community and identified in our 2023 consultation. Provide resourcing for classroom support beyond the provision of the Ministry of Education. Implement the Collaborative & Proactive Solutions approach throughout the school, training staff in its use.	The skills valued by our community are included in planning and teaching programmes and demonstrated daily by students. Classes are provided with teacher aide support and social agency support that is above Ministry of Education provision. Students are increasingly able to manage their own behaviour and interactions.

Whakaute - Respect

Hiranga - Excellence

Whanonga Tika - Citizenship

Measures – Ngā Māka

Initiatives – Ngā Whakaara	Measures – Ngā Māka	Success Outcomes – Ngā Piki
Foundational Curriculum		
Implement a responsive PLD programme.	SLT and TL teaching observations, PGC conversations.	Our foundational learning programmes (Reading, Writing, and Mathematics) operate consistently across the school, ensuring improved moderation of achievement and clear expectations of practice. Students’ Science capabilities and their motivation for Science learning/activities are increased.
Embark on SAT-STEP and PLD in Science capabilities.	SAT STEP feedback, teacher feedback, visibility in planning and assessment.	
Continue to refine our current curriculum programmes	Student survey, SLT and TL teaching observations, PGC conversations.	
Continue to engage with the Curriculum Refresh.	Curriculum Refresh timelines.	
Broader Curriculum		
Provide a balance between learning inside and outside the classroom.	Tracking termly planning, student and parent feedback.	Students are able to engage in a range of sport and music opportunities appropriate to their skill level. A range of learning opportunities, spaces and environments are experienced over students’ time at Westburn. A strong STEM programme is included in the Westburn curriculum.
Investigate STEM programmes, considering specialist teaching opportunities.	Plan established for 2025 and approved by staff and Board.	
Streamline/extend sports opportunities.	Student and parent survey, tracking of activities/opportunities.	
Continue SMP and specialist music teaching and explore other opportunities.	Student and parent survey, feedback from tutors.	
Culture		
Teach te reo Māori in a cumulative way throughout the school.	Poutama Reo scale.	All cultures within our school community report that they feel valued and respected. Our students have a growing awareness of the cultures of their peers. Students have the skills and knowledge to participate easily in bicultural settings. Te Tiriti o Waitangi is honoured and enacted in the daily life of our school.
Continue to develop positive relationships within the school (ERO focus).	Termly internal evaluation, ERO rubric, Hikairo Schema checklists.	
Develop tikanga appropriate to our kura.	Ngāi Tahu approval.	
Represent our cultural narrative throughout our school.	Observations, walk through of school site – visual and aural.	
Hold an annual cultural day/week to celebrate all of the cultures in our school.	Student and parent survey.	
Inclusion and Support		
Implement a coherent and consistent Hauora programme throughout the school.	Teacher and student survey, SLT and TL observations.	The skills valued by our community are included in planning and teaching programmes and demonstrated daily by students. Classes are provided with teacher aide support and social agency support that is above Ministry of Education provision. Students are increasingly able to manage their own behaviour and interactions.
Ensure that high standards for student learning and behaviour are in action.	Behaviour data, SLT and TL observations, RBL matrix.	
Ensure teaching programmes protect foundation learning and include key skills.	Tracking of timetables and planning, SLT and TL observations.	
Resource student support above the provision of the Ministry of Education.	Teacher feedback, behaviour data, learning support data.	

Student Achievement Targets for 2024

Target	Cohort	Contextual Data
Reading		
To increase the percentage of Māori students in Years 6, 7 & 8 who are achieving 'at expectation' for their year level to 100%.	<ul style="list-style-type: none"> 7 students in Year 6 2 students in Year 7 2 students in Year 8 	<p>In 2023, 80.5% of all students were achieving at and above the expectation for their year level in Reading.</p> <p>This is inclusive of the following cohort and group achievement data, which are relevant to the target:</p> <ul style="list-style-type: none"> 86.2% of students in Year 5 57.1% of Māori students in Year 5 (4 of a cohort of 7) 81.2% of students in Year 6 50.0% of Māori students in Year 6 (1 of a cohort of 2) 81.6% of students in Year 7 50.0% of Māori students in Year 7 (1 of a cohort of 2)
Writing		
To increase the number of students in Years 4 & 6 who are achieving 'at expectation' for their year level to 80%.	<ul style="list-style-type: none"> 49 students in Year 4 58 students in Year 6 	<p>In 2023, 74.4% of all students were achieving at and above the expectation for their year level in Writing.</p> <p>This is inclusive of the following cohort and group achievement data, which are relevant to the target:</p> <ul style="list-style-type: none"> 69.4% of students in Year 3 (34 of a cohort of 49) 60.3% of students in Year 5 (35 of a cohort of 58)
Mathematics		
To increase the number of Pacific students in Years 2 & 3 who are achieving 'at expectation' for their year level to 100%.	<ul style="list-style-type: none"> 2 students in Year 2 3 students in Year 3 	<p>In 2023, 83.5% of all students were achieving at and above the expectation for their year level in Mathematics.</p> <p>This is inclusive of the following cohort and group achievement data, which are relevant to the target:</p> <ul style="list-style-type: none"> 92.5% of students in Year 1 50.0% of Pacific students in Year 1 (1 of a cohort of 2) 89.1% of students in Year 2 66.7% of Pacific students in Year 2 (2 of a cohort of 3)

Appendix – Links to National Education Requirements

	Goal 1 – Foundational Curriculum	Goal 2 – Broader Curriculum	Goal 3 - Culture	Goal 4 – Inclusion and Support
National Educational Learning Priorities (NELP)	Priorities 1, 2, 3, 4, 6	Priorities 1, 2, 3, 5, 6, 7	Priorities 1, 2, 3, 4, 5, 6, 7	Priorities 1, 2, 3, 4, 6
Te Mātaiaho	Mataitipu (vision) Mātaiaho (learning areas)	Common Practice Model Mātainuku (foundations) Mātairangi (kaupapa) Mātairea (progress)	Mātairangi (Kaupapa) Mataitipu (vision) Mātairea (progress)	Mataitipu (vision) Mātaiaho (learning areas)
Ka Hikitia	Objectives 1, 2, 3, 4, 5	Objectives 1, 2, 3	Objectives 1, 2, 3, 4, 5	Objectives 1, 2, 3, 4, 5
Education & Training Act (2020): Section 127	(1): a, b, d (2): a, b	(1): a, b, c, d (2): a, b	(1): a, b, d (2): a, b	(1): a, b, d (2): a, b
Strategies for giving effect to Te Tiriti o Waitangi	Further developing our relationship and connection with Ngāi Tūāhuriri and Kāi Tahu. The school will engage with Tāngata Whenua (Ngāi Tūāhuriri and Kāi Tahu) to ensure the aspirations of Māori are being delivered through implementation of Te Mātaiaho. Tikanga Māori, Mātauranga Māori and te ao Māori will be woven through the curriculum. Whānau Māori voice has been sought regarding the specific skills to be targeted.	Further developing our relationship and connection with Ngāi Tūāhuriri and Kāi Tahu. Engaging with Tāngata Whenua to ensure the aspirations of Māori are being delivered through implementation of Te Mātaiaho. Whānau Māori aspirations will be reflected in our school curriculum. Tikanga Māori, Mātauranga Māori and te ao Māori will be woven through the curriculum. Staff will engage with PLD programmes in cultural capabilities.	Continue to grow our relationships with Kāi Tahu and Ngāi Tūāhuriri, including exploring the establishment of an annual noho marae. Enact the naming strategy and cultural narrative gifted to our kura by Kāi Tahu.	Further developing our relationship and connection with Ngāi Tūāhuriri and Kāi Tahu. The school will engage with Tāngata Whenua (Ngāi Tūāhuriri and Kāi Tahu) to ensure the aspirations of Māori are being delivered through implementation of Te Mātaiaho. Tikanga Māori, Mātauranga Māori and te ao Māori will be woven through the curriculum. Whānau Māori voice has been sought regarding the specific skills to be targeted.
Inclusivity	UDL strategies Resources to ensure accessibility for students	UDL strategies Resources to ensure accessibility for students	Resources to ensure accessibility for students	Resources to ensure accessibility for students
Collaboration/Partnerships	Tait Foundation SAT STEP (Science)	North-West Cluster – STEM Tait Foundation SAT STEP (Science)	Whānau Māori The school community	Whānau Māori The school community

Addressing needs not yet met	<p>Pacific and Māori students</p> <p>Students with learning needs</p> <p>Students not making sufficient progress</p> <p>Gifted & Talented and academically-able students</p> <p>Students have been identified via tracking of progress and achievement data, and teacher observation. Their individual needs will be addressed via IEPs, differentiated instruction, school achievement targets and learning support programmes.</p>	<p>Pacific and Māori students</p> <p>Students with learning needs</p> <p>Students not making sufficient progress</p> <p>Gifted & Talented and academically-able students</p> <p>Students have been identified via tracking of progress and achievement data, and teacher observation. Their individual needs will be addressed via IEPs, differentiated instruction, school achievement targets and learning support programmes.</p>	<p>Pacific and Māori students</p> <p>Students with learning needs</p> <p>Students have been identified via tracking of progress and achievement data, and teacher observation. Their individual needs will be addressed via IEPs, differentiated instruction, school achievement targets and learning support programmes.</p>	<p>Students with learning needs</p> <p>Students not making sufficient progress</p> <p>Students with social and behavioural needs</p> <p>Students have been identified via tracking of progress and achievement data, and teacher observation. Their individual needs will be addressed via IEPs, differentiated instruction, school achievement targets and learning support programmes.</p>
Professional Development	<p>Tait Foundation SAT STEP (Science)</p> <p>Pedagogical PLD</p>	<p>Tait Foundation SAT STEP (Science)</p> <p>STEM PLD – provider TBC</p>	<p>Cultural Lead PLD</p>	<p>Pedagogical PLD</p>
Information informing this plan	<p>The Westburn Te Kura o Hereora School Board created this strategic plan following consultation with stakeholders within our community regarding their aspirations for their children and our school. Stakeholder groups included Board, staff, students, parents, and local agencies, businesses and groups.</p>			
Board prioritisation of goals	<p>Information provided via stakeholders and our ongoing internal evaluation was used to prioritise goals and actions. The Board's intention is to meet its primary objectives via pursuit of these goals. The goals were selected based on priorities identified by stakeholder groups and influenced by the National Education Learning Priorities, Ka Hikitia-Ka Hāpaitia, the Pacific Education Plan, and other national strategies.</p>			
Te Tiriti o Waitangi	<p>The Westburn Te Kura o Hereora School Board seeks to honour and give effect to Te Tiriti o Waitangi. The strategies which enact this aim are largely drawn from the Cultural Narrative gifted to our school by Ngāi Tahu and from engagement with whānau Māori.</p>			
Measurement	<p>Evaluation, measurement of progress, evidence, and processes used to achieve the goals are detailed on page 7 of the plan.</p>			
Identifying and catering for learners whose needs have not yet been well met.	<p>Groups of students were identified through analysis of progress and achievement data in mid- and end-2023. The groups identified include:</p> <ul style="list-style-type: none"> - Māori students; - Pacific students; - Gifted & Talented and academically-able students; and - Students whose achievement has plateaued for three or more data points. <p>These students' needs are reflected in both the strategic plan and also in our annual targets for 2024.</p>			