



School Charter and Strategic Plan 2021 - 2023

Vision:

At Bellevue School we are active, connected life-long learners.

Motto:

E tipu e ako – Where Learning Grows.

Guiding Principles/Values:

- **Māia** - Confidence
- **Whakaute** - Respect
- **Takohanga** - Responsibility
- **Manawaroa** - Resilience/Perseverance
- **Aroha/Whanaungatanga** - Empathy/Inclusion

Responsibilities:

Bellevue School is obligated to fulfil the requirements set out in the National Education Goals and to administer the school according to the National Administration Guidelines 1- 8 in partnership with our community.

Our school is committed to delivering the curriculum to all students in balanced programmes as outlined in the National Curriculum Statements and Bellevue School Curriculum. This includes our commitment to implementing the principles of Te Tiriti o Waitangi, honouring our unique Māori heritage and the cultural diversity of our learning community.

Bellevue School is also committed to enabling all learners to attend school regularly, participate, engage and achieve - including those with Special Learning Needs.

Te Tiriti o Waitangi – The Treaty of Waitangi:

Our Vision Statement for implementing the principles of the treaty (participation, partnership, protection) for Bellevue School.

New Zealand is developing a unique identity which involves Māori and tauwi (other cultures) becoming one identity where all New Zealanders live in partnership with Te Tiriti o Waitangi.

At Bellevue School:-

- While the identity, language and culture every student brings to school is valued and respected in our learning community, the school has an obligation to enable Māori students to experience success as Māori.
- As part of New Zealand's unique heritage, everyone in the learning community has a responsibility to enable our Māori students to have educational success as Māori.
- Establishing genuine relationships and connections with Māori students is paramount.
- Te Reo and Tikanga Māori are a normal part of everyday school life.
- Whānau/families, children and staff in our learning community work in partnership to promote Māori cultural heritage, language and students learning.

Resources:-

- Ka Hikitia
- Tātaiako
- Māori Achieving Success As Māori framework document
- Hautū -Māori Enjoying and Achieving Education Success as Māori
- New Zealand Curriculum
- Me Kōrero
- Iwi, Hāpu, Kaumatua, Whānau, Kaiako
- Papakāinga - Ngā Hau e Whā o Paparāangi
- Connections with local schools

2021-2023 Goals:

1. Strengthen Board capability to sustain an active role in strategic planning and governance responsibilities to improve learning for students.
2. Strengthen positive, effective relationships in our community to improve ako (teaching and learning practice) within the school and beyond.
3. Support student wellbeing so students grow as successful learners and achieve outstanding personal progress within the NZ curriculum, particularly those who are at risk.

Strategic Framework for 2021- 2023 Charter and Annual Plan for 2021

Domains	Strategic Goals	Actions and Expectations for 2021
<p>Domain 1 – Stewardship</p> <p>The board actively represents and serves the school and the education community in their Stewardship role.</p> <p>The board scrutinises the effectiveness of the school in achieving valued student outcomes</p> <p>The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted</p> <p>The board effectively meets its statutory responsibilities</p> <p><i>'School Evaluation Indicators – Effective Practice for Improvement and Learner Success' (ERO 2016)</i></p> <p>Domain 2 – Leadership for equity and Excellence</p> <p>Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence</p> <p>Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing</p> <p>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</p> <p>Leadership promotes and participates in teacher learning and development</p> <p>Leadership builds collective capacity to do evaluation and inquiry for sustained improvement</p> <p>Leadership builds relational trust and effective collaboration at every level of the school community</p>	<p>Goal 1: Strengthen Board capability to sustain an active role in strategic planning and governance responsibilities to improve learning for students</p> <p>Sub-Goals 2021:</p> <p>1. Share Bellevue School vision and encourage community members to support the current charter and strategic plan.</p> <p>2. Strengthen the internal and external evaluation to improve student wellbeing and learning outcomes.</p> <p>3. Develop school buildings, facilities and landscape to support learning and wellbeing by enhancing the internal and external learning spaces.</p>	<p>1.1.1 Provide a range of opportunities to gather and share information from school to community, also community to school (including parents/whānau, students, staff and the wider community where possible eg: Papakainga, Early Childcare Centres, local intermediate/college).</p> <p>1.1.2 Use information from 1.1.1 to support strategic direction for 2022 - 2024</p> <p>1.1.3 Use regular communications and opportunities to show links between School and Board activities and Charter Goals.</p> <p>1.1.4 Provide opportunities for the Community to provide feedback/direction to improve student learning programmes eg: Biannual Health and PE survey.</p> <p>1.2.1 Improve the collection and analysis of student achievement information to make considered/deliberate decisions that support increased student well-being and learning outcomes.</p> <p>1.2.2 Respond to internal/external evaluation to provide opportunities to enable equity and excellence in student outcomes – especially for identified individuals within priority groups of Māori, Pasifika and students with special needs.</p> <p>1.2.3 Regularly review programme delivery and assessment reports showing:</p> <ul style="list-style-type: none"> • numbers of students progressing/not progressing compared to targets • next steps to address identified gaps <p>to evaluate/assess the impact of programmes on student learning and wellbeing.</p> <p>1.2.4 Allocate Board resources to enhance and improve evaluation and to support teaching and learning.</p> <p>1.3.1 Allocate/target Board resources to facilitate a property plan in order to deliver the best environment possible for current students.</p> <p>1.3.4 Incorporate student, staff and community voice in developing and enhancing our learning spaces.</p> <p>1.3.5 Work with the Ministry of Education and Maynard Marks Construction Property Consultants to assist with condition assessment and develop 10YPP with identified priorities for 5YA.</p>

'School Evaluation Indicators – Effective Practice for Improvement and Learner Success' (ERO 2016)

Domain 3 – Educationally Powerful Connections and Relationships

School and community are engaged in reciprocal, learning-centred relationships

Communication supports and strengthens reciprocal, learning-centred relationships

Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support

Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners

'School Evaluation Indicators – Effective Practice for Improvement and Learner Success' (ERO 2016)

Domain 4 – Responsive Curriculum

Students learn, achieve and progress in the breadth and depth of *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa*

Students participate and learn in caring, collaborative, inclusive learning communities

Students have effective, sufficient and equitable opportunities to learn

Effective, culturally responsive pedagogy supports and promotes student learning

Assessment for learning develops students' assessment and learning-to-learn capabilities

'School Evaluation Indicators – Effective Practice for Improvement and Learner Success' (ERO 2016)

Goal 2:

Strengthen positive, effective relationships in our community to improve ako (teaching/learning practices) within the school and beyond.

Sub-Goals 2021:

1. Build partnerships with whānau, hapū, manu whenua and iwi to support students' identity, language and culture with a priority on Māori students and achieving success as Māori.

Sub-Goals 2021:

Goal 3: Support student wellbeing so students can grow as successful learners and achieve outstanding personal progress within the NZ curriculum, particularly those who are at risk.

1. Actively pursue opportunities to engage and involve parents/caregivers/whānau in programmes and initiatives to support student learning and wellbeing.

2. Strengthening respectful, trusting relationships and connections (whanaungatanga) within our school – student to student, student to teacher, teacher to teacher, to enable

2.1.1 Actively participate in Newlands network schools initiative to connect and consult with staff and whānau in Newlands Paparangi to grow citizens for the future and to improve delivery of programmes for Māori students.

2.1.2 Involve and enable our families/whānau and wider community in supporting the delivery of our local curriculum.

2.1.3 Seek recommendations from the community on how best to engage with the community.

2.1.4 Respond to community engagement recommendations.

2.1.5 Identify, then complete a stakeholder mapping exercise to identify networks and use these to develop greater community engagement.

3.1.1 Respond to identified need for information sharing avenues/events with opportunities to have meaningful conversations/communication between home and school to improve learning eg: Strengthening Families/Whānau Aspiration meetings, Matariki evening feedback for tikanga/te reo, streamlining newsletter/providing links to information, updating website, inventory of skills/interest in supporting school programmes, record of family access to devices at home for Distance Learning, parent consultation hui.

3.1.2 Strengthen school/whānau partnerships to support student wellbeing and learning by:

- increasing the number and variety of community occasions to reschedule those missed in 2020
- responding to recommendations from the community and current priorities eg: Mathematics evening, Online Safety evening, Play-Based Learning parent session, Newlands School's hui for Māori parents, parent involvement in programmes.

3.1.3 Encourage staff to engage personally with parents/community (eg: face to face or using telephone rather than electronically) to remove possible misunderstandings and barriers to successful home/school communication and promote strong family/school links eg: approaching Māori parents/whānau for Kapa Haka involvement and assistance.

3.2.1 Strengthen our school wide approach to involve students in self-managing restorative strategies for addressing conflicts and resolving issues, including: -

- Supporting students to talk about and manage their feelings
- Actively promoting students asking other students for help
- Encouraging students to stand up for/help others when they see them experiencing mean behaviours from other students – especially when experiencing put downs, teasing, name calling, being left out/lying

Domain 5 – Professional Capability and Collective Capacity

A strategic and coherent approach to human resource management builds professional capability and collective capacity

Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets

Organisational structures, processes and practices enable and sustain collaborative learning and decision making

Access to relevant expertise builds capability for ongoing improvement and innovation

'School Evaluation Indicators – Effective Practice for Improvement and Learner Success' (ERO 2016)

Domain 6 – Evaluation, Inquiry and Knowledge Building for Improvement and Innovation

Coherent organisational conditions promote evaluation, inquiry and knowledge building

Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation

Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community

'School Evaluation Indicators – Effective Practice for Improvement and Learner Success' (ERO 2016)

best support for students wellbeing and learning.

3. Strengthening respectful, trusting relationships and connections (whanaungatanga) across our wider school community: parents/whānau to teacher/school, school to school, school to local organisations – through open communication and sharing information to enable best support for students wellbeing and learning.

4. Provide opportunities to extend and broaden educational experiences for all students, as well as celebrating learning.

- Teachers explicitly modelling and teaching expected behaviours.

3.2.2 Teachers regularly gather student input for learning programmes and work together with students to

- Ask them for ideas about getting on with each other and making learning more interesting
- Increase connections/sharing between families/whānau/students about their family, culture and background.

3.3.1 Provide opportunities to share and celebrate learning within school and our wider community eg: - production, sports events, passion projects, Kapa Haka festivals, Inter-school Sports events.

3.3.2 Work with our cluster of Newlands Schools on identified initiatives eg: *Supporting Māori tamariki/whānau* - hui for staff from all Newlands schools staff, consultation/hui with Māori parents from all schools, connecting and sharing resources such as kaumatua/kaiako/Papakainga, sourcing/paying for kaiako to support Tikanga/Te Reo across all schools.

3.4.1 Increase variety within programmes including Education Outside the Classroom and connecting with a range of role models/'experts' in the real world eg: Marine Education Centre, St John's Basic First Aid, percussion performance/workshop, Creatives in School, Nano Girl science interactive show, male author visit to inspire boys writing.

3.4.2 Adapt programmes and opportunities to cater for individual student interests/needs including providing professional learning and development opportunities for staff to do this eg: School band, Reading Recovery, ESOL, STEM, Digital Technologies, The Incredible Years programme, Language Learning Intervention, Te Reo, Digital Citizenship, STEM, lead hotspots at staff meetings, Key Competencies/Learning Dispositions workshops.

3.4.3 Increase the range of opportunities for student leadership within the school and wider community eg: Chess Club, Tech Ninja's, pōwhiri roles, PlayPod.

3.4.4 Actively distribute leadership roles to enable staff to use their strengths and passions to support growth in students and other staff, while further developing their personal professional skills eg: dance, STEM/digital technologies workshops, enviro, Kapa haka.

3.4.5 Review plans, policies and Bellevue Curriculum to reflect local tikanga Māori, mātauranga Maori, and te ao Māori, seating this in the context of our local history and practices.

3.4.6 Incorporate the use of te reo everyday in teaching and learning activities eg: encourage and support all students, teachers/staff members to learn and use their pepeha, provide professional learning development support for staff to increase their knowledge and confidence to extend their use of tikanga/te reo.

3.4.7 Provide additional programme adaptation, support and monitoring for the MOE priority groups of students(ie: Māori, Pasifika and Special Needs) to access the learning level that they aspire to.

3.4.8 Teach the revised technology learning area and create connections to other learning so that it is cross-curricular ie: create learning experiences that connect ideas across the breadth of the curriculum, including teaching technology across learning areas and simultaneously developing key competencies: managing self, relating to others, participating and contributing, thinking, and using language, symbols, and texts.

Summary of Student Achievement Targets Aiming for in 2021

Please note that while the school is focusing intensely on accelerating learning for an identified small group of individuals who are underachieving or at risk of underachieving, there is also a focus on raising achievement levels in identified cohorts of students in the school that have not previously been achieving at expected levels.

Target 1 – Student Well-being

To continue to increase student ability to express their feelings/needs, self manage these and ask others for assistance when required by December 2021 in the identified target year group.

The Year 6 student cohort group will be supported to extend their key competencies so a greater number are responding positively on the NZCER 'Well-being at School Student Survey' in December 2021 than they did as Year 5 students in 2020 in the following areas:

- 70% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'At school I learn how to manage my feelings'
- 67% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'I can say how I am feeling when I need to'
- 68% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'If I have a problem with another child, I feel I can ask other students for help'

Target 2 – Mathematics

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level by December 2021, especially in the identified target group of Māori students.

Students will be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving at or above the expected mathematics curriculum level by December 2021 ie:- All Students, Boys, Girls, Māori and Pasifika

The target this year is to move at least the following number of students in the identified target group to be at/above the appropriate curriculum level by December 2021:

- 1/2 (50%) of Māori students

Target 3 – Writing

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in writing by December 2021, especially in the identified target groups of Boys, Māori, and Pasifika students.

These cohort groups will be accelerated so that a greater number are achieving at or above the writing standard by December 2021. A change from:

- 59.4% Boys (86/145 students) in 2020 to at least 75% achieving at/above

The target this year is to move at least the following number of students in each identified target group to be writing at/above the standard by December 2021:

- 2/3 (66%) of identified Māori students
- 1/2 (50%) of identified Pasifika students

Target 4 – Reading

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in reading by December 2021, especially in the identified target groups of Māori students, Year 4 and Year 6 students.

These cohort groups will be accelerated so that a greater number are achieving at or above the reading standard by December 2021. A change from:

- 75% Māori students (24/32 students in 2020) to at least 80 - 85% achieving at/above
- 76% Year 4 (37/49 Year 3 students in 2020) to at least 80 - 85% achieving at/above
- 63% Year 6 (41/65 Year 5 students in 2020) to at least 80 - 85% achieving at/above

The target this year is to move at least the following number of students in the identified group to be reading at/above the expected level by December 2021:

- 1/2 (50%) of identified Māori students