



Bellevue Strategic Plan 2021 - 2023

Motto:

E tipu, e ako – Where Learning Grows

Vision:

Igniting Learning, Empowering Learners

Values:

(Note: We are currently developing a statement with whānau Māori, hapu and iwi that reflects the way in which Aroha underpins all that we do)

Aroha, through:

- Empathy
- Resilience
- Creativity
- Integrity

Responsibilities:

Bellevue School community are committed to enacting the requirements set out in the National Education and Learning Priorities.

Our school develops and implements rich programmes through our local curriculum, which is founded on the National Curriculum, the principles of Te Tiriti o Waitangi, and the cultural diversity of our learning community.

All learners, including those with diverse learning needs, are enabled to attend school regularly, participate, engage, and achieve.

Te Tiriti o Waitangi – The Treaty of Waitangi:

Our Vision Statement for upholding the treaty at Bellevue School.

Tangata Whenua and Tangata Tiriti work in partnership to ensure the unique identity of Aotearoa New Zealand is actively protected, and the school community strives to embody the principles of Te Tiriti o Waitangi.

At Bellevue School:

Kāwanatanga: Māori cultural heritage, te reo Māori, tikanga, and te ao Māori are embedded in everyday practice; Students are valued as Māori and are supported to succeed socially, emotionally, academically, and culturally.

School learns from and is guided by our whānau Māori who hold rangatiratanga: Authentic relationships with Māori students and their whānau are prioritised; Local iwi are recognised as stakeholders.

Ōritetanga: Māori students and their whānau feel valued as equal partners in their learning journeys.

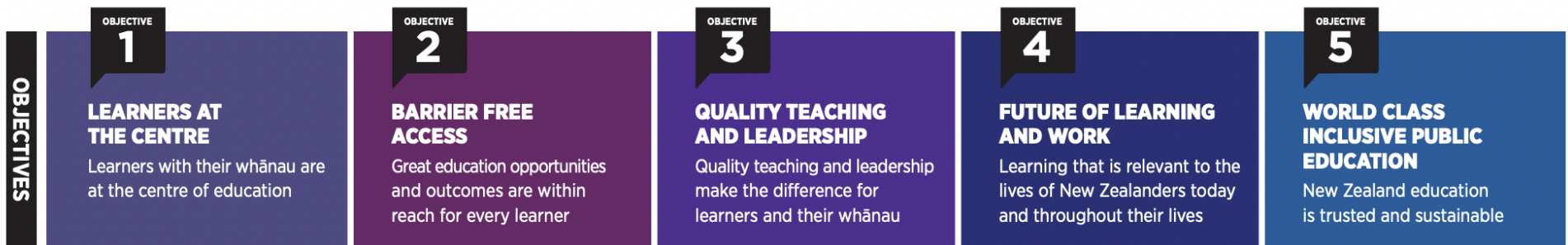
2021-2023 Goals (*Revised for 2023*):

1. Continue to strengthen relationships that leverage ako and wellbeing
2. Place Learners at the centre
3. Strengthen Board capability to seek, understand and respond to the aspirations of the community to inform strategic planning. Ensure that this is focused on culturally responsive learning and wellbeing for all ākonga.

Bellevue board's primary governance objectives are to ensure that:

- (a) every student at the school is able to attain their highest possible standard in educational achievement; and
- (b) the school–
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
- (c) the school is inclusive of, and caters for, students with differing needs; and
- (d) the school gives effect to Te Tiriti o Waitangi, including by–
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.

[Link to The Statement of National Education & learning Priorities \(NELP\)](#)



Annual Plan 2023

Review Key - Initiated, Underway, Completed

Strategic Goal 1: Continue to strengthen relationships that leverage ako and wellbeing					
Initiative	Key Actions	Responsible	Timeframe	Resources	Outcomes
<p>1.1 Work towards an understanding of what it means to be bicultural as Bellevue so that we strengthen practices that give effect to Te Tiriti o Waitangi</p> <p>NELP Objectives: 1, 2, 3 - priority 1, 2, 3, 5, 6</p>	<p>Build trust with our whānau Māori to re-establish regular hui that inform decision making for local curriculum.</p> <p>Develop clear school wide goals for the achievement of Māori students drawn from the aspirations of their whānau.</p> <p>Establish new school leaders for leadership of Te ao, tikanga, reo and matauranga Māori in the school to work alongside kaiāwhina Māori to strengthen practices across the school.</p> <p>Strengthen existing Pōwhiri tikanga and our Kapa Haka rōpū.</p> <p>Develop a local curriculum that is relevant to the lives and identities of our Māori students and promotes their sense of belonging.</p> <p>Develop kaiako/kaiāwhina capability to meaningfully incorporate te reo and tikanga Māori into everyday school life.</p>	<p>Board, SLT</p> <p>SLT, Whānau Māori</p> <p>Annette, Tessa / Anne G</p> <p>Kaiāwhina Māori, Tessa / Anne G</p> <p>Local curriculum lead?</p> <p>All teaching and learning staff, Tessa / Anne G</p>	<p>Ongoing</p> <p>End 2023 / Beginning 2024</p> <p>Term 2</p> <p>Ongoing</p> <p>Ongoing through 2023 - 2024</p> <p>Ongoing through 2023 - 2024</p>	<p>Whānau Māori (Hui)</p> <p>Ngā Hau e Whā o Paparāangi & kaumatua</p> <p>Kaiāwhina Māori</p> <p>Te Korowai ō Horokiwi Cluster</p> <p>Tū Mātau Ora?</p> <p>Te Ahu o reo Māori</p> <p>Community ToW partnership advisor</p> <p>Te Reo Tuatahi Māori Language Programme (2024?)</p>	<p>Whānau Māori are increasingly involved in decision making for the school.</p> <p>Goals for our Māori students are explicit in our documentation and published to the community.</p> <p>Leaders are established in their roles and relationships and have the support they need to strengthen practices.</p> <p>Our Kapa Haka rōpū continues to grow in size and capability. Pōwhiri tikanga is refined and our ākonga have an increasing understanding of what underpins this.</p> <p>Our Māori students report that their learning is relevant to their lives, culture and identity.</p> <p>All kaiako and kaiāwhina are supported to develop their own knowledge of te reo/tikanga Māori. Teacher inquiries / kaiāwhina goals reflect increased use of this in daily school life.</p>
<p>1.2 Actively engage with and involve whānau in the development of our school and local curriculum</p> <p>NELP Objectives: 1, 3, 4 - priority 1, 2, 4, 5, 6, 7</p>	<p>Embed Whakawhanaungatanga Fridays as a school practice to involve whānau in school learning with a focus on self directed learning, school values, dispositions.</p> <p>Continue to seek opportunities for involving families, whānau and our wider community in school events and local curriculum so that these are relevant and meaningful to our students.</p> <p>Celebrate and respond to the diverse cultures and identities of our student community through our curriculum, promoting their sense of belonging.</p> <p>Develop a property plan for the school that is informed by student, community and staff voice.</p>	<p>SLT, Jane / Cassie</p> <p>All staff, Board</p> <p>Local curriculum lead?</p> <p>Property Committee</p>	<p>By End Term 4</p> <p>Ongoing</p> <p>Ongoing</p> <p>End Term 3 / Begin Term 4</p> <p>Ongoing</p>	<p>Whānau inventory</p> <p>Outdoor play equipment</p> <p>Communication platforms - newsletter, Facebook, email, Seesaw</p> <p>Teacher release for planning/resourcing cultural day</p> <p>Community expertise</p> <p>Student surveys - NZCER Wellbeing at School/other (informal)</p>	<p>Whakawhanaungatanga Fridays are a regular event, well attended/supported by whānau. The purpose of these is communicated, understood and reinforced by all members of the community.</p> <p>The engagement of families in school events and local curriculum is higher as evidenced in planning, communications (newsletter, thank yous, hui) and feedback (eg. consultation).</p> <p>More students respond positively to the statements; 'Teachers are interested in my culture or family background' 'At school I am encouraged to share things about my culture or family background' ...in 'Wellbeing at School' survey</p> <p>School community property plan is ready to begin 2024 to inform resourcing and fundraising.</p>

	Involve our community in the development and guardianship of our school grounds so our ākonga feel invested in their place.	SLT/Board - Property Committee + Mandy		Funds for disposal of green waste and planting	Students are motivated to look after their school.
<p>1.3 Continue to build respectful, trusting, reciprocal relationships within and beyond our school and wider community that foster students' sense of belonging and turangawaewae</p> <p>NELP Objectives: 1, 3, 4 - priority 2, 5, 6, 7</p>	<p>Strengthen connections with Ngā Hau e Whā o Paparāangi Marae and Te Korowai ō Horokiwi cluster schools.</p> <p>Continue to work towards our cluster vision of strengthening and sustaining students' turangawaewae, hauora, whanaungatanga, kotahitanga and ako across our kura from early childhood to college.</p> <p>Explore and act on opportunities to partner with local organisations and businesses, seeking opportunities for our students to actively contribute their community in ways that are valued.</p>	<p>Board, SLT, Staff, Local curriculum lead?</p> <p>TKoH Boards, Principals, All TKoH Staff & students</p> <p>Board, SLT, Staff FUNdraisers, Local curriculum lead? All school leaders</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Curriculum planning, Teacher Only Days</p> <p>Student surveys - NZCER Wellbeing at School, other informal surveys</p>	<p>Staff and Ākonga are visiting NHEWOP. They understand what it is, know its stories and its significance in our community.</p> <p>Ākonga are supported to contribute to their wider community by volunteering time, raising funds, gathering resources or participating in events.</p> <p>Over time students experience cohesive learning pathways that support their wellbeing and sense of belonging.</p> <p>Bellevue has increasing connections with local organisations/businesses.</p>

**Strategic Goal 2
Place Learners at the centre**

Initiative	Key Actions	Responsible	Timeframe	Resources	Outcomes
<p>2.1 Increase consistency of practice in monitoring and responding to student learning and wellbeing needs</p> <p>NELP Objectives: 1, 2, 3 - priority 1, 2, 3, 4, 6</p>	<p>Respond to findings from 2022 assessment review - including:</p> <ul style="list-style-type: none"> Moderation practices to support consistency of teacher judgements (reliability of data) and teacher understanding of progression across curriculum levels Use of summative assessment tools (PACT) to inform teaching and learning Improve clarity around, and consistency of, school assessment and analysis practices Professional learning in, and sharing of, effective assessment for learning practices <p>Work with ERO evaluation partner to evaluate the monitoring of, and responding to, student achievement information to achieve equity and excellence for all ākonga.</p> <p>Establish schoolwide systems (Progress Tracker meetings) of monitoring progress towards student achievement targets at hub level.</p> <ul style="list-style-type: none"> Increase opportunities for professional dialogue, collegial problem solving, planning, monitoring and evaluating the effectiveness of interventions. <p>Embed Better Start Literacy Approach effective practices in Hub 1 and establish this in Hub 2.</p> <p>Seek and respond to student voice to inform learning or wellbeing priorities, school decisions, assessment, teaching or learning approaches and to increase their sense of belonging at school.</p> <p>Improve student wellbeing through increasing engagement in learning, and consistency of practices across the school (<i>PB4L - involving in, modelling and acknowledging positive behaviour, identification of and catering for diverse learning needs, G&T, LTP</i>)</p>	<p>SLT Teaching Staff</p> <p>SLT</p> <p>SLT Teaching staff</p> <p>Anne S Hub 1 & 2 kaiako</p> <p>All teaching staff</p> <p>PB4L team All kaiako / kaiawhina</p>	<p>Ongoing</p> <p>Terms 2 & 3</p> <p>Terms 2-4</p> <p>Terms 2 & 3</p> <p>Ongoing</p> <p>T1-4 & Review end T3 / begin Term 4</p> <p>Term 1-4</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff/Hub meeting time</p> <p>Progress Tracker templates & meeting guidelines</p> <p>PACT tools</p> <p>Teacher Only Days</p> <p>PLD budget</p> <p>ERO Evaluation partner</p> <p>Better Start Literacy PLD, release time (MoE funded) & facilitator</p> <p>Student surveys - NZCER Wellbeing at School</p> <p>PB4L School wide Facilitator support</p> <p>PB4L PLD sessions & meetings</p>	<p>Teachers are more confident in making and justifying their judgements about students' progress against the curriculum. They can describe:</p> <ul style="list-style-type: none"> Where each child is sitting Their strengths and next steps What is working/not working Where to next <p>The way in which judgements are made is increasingly consistent across teachers, hubs and curriculum levels.</p> <p>Teachers have a deepening understanding of what is required at the curriculum level before and after the expected level for their year group.</p> <p>The PACT tool supports judgements in Writing / Mathematics and the identification of next learning steps.</p> <p>Teachers have a deepening understanding of assessment for learning practices and the analysis of achievement information to inform teacher actions & student next steps.</p> <p>Teachers are more closely monitoring & responding to student progress towards school achievement targets and the impact/effectiveness of interventions both at an individual and hub wide level.</p> <p>Time is set aside to prioritise robust professional dialogue about student progress and interventions.</p> <p>All Hub 1 & 2 kaiako have completed the BSLA microcredential and are confident using this Literacy approach. Impact of the approach evidenced by achievement data.</p> <p>Student voice (range of sources) indicates an increased sense of wellbeing - belonging, acknowledgement and involvement in their school. (see WB targets & outcome 1.2)</p>
<p>2.2 Develop and document a local curriculum centered around the cultural identities, strengths and</p>	<p>Share, socialise, seek feedback on and document the refresh of our Local Curriculum in response to 2022-3 consultation;</p> <ul style="list-style-type: none"> Vision Values Inquiry Cycle 	<p>SLT Teaching Staff Community</p>	<p>Term 2-4</p>	<p>MoE NZC Refresh TOD support & resources</p>	<p>Refreshed local curriculum vision, values and logo is adopted, lived and embraced as reflective of our current community.</p>

<p>aspirations of our learners and their whānau</p> <p>NELP Objectives: 1, 2, 3, 4 - priority 2, 4, 6, 7</p>	<p>- Logo</p> <p>Develop our local curriculum with a focus on the Aotearoa New Zealand's Histories learning area and the 'Understand, Know, Do' framework initially</p> <p>Implement the Aotearoa New Zealand's Histories learning area across the school, increasing digital fluency and assessment for learning capabilities</p> <p>Develop staff capacity to respond to wider curriculum refresh.</p> <p>Partner with Te Korowai ō Horokiwi schools to develop resource kete of local stories.</p> <p>Learn about our school whakapapa - whenua, school song, four winds, karakia to increase sense of turangawaewae.</p> <p>Continue to provide rich and varied learning experiences incorporating Sports, Health & PE, The Arts, STEM, Languages.</p>	<p>SLT, ANZH MoE PLD Provider</p> <p>Local curriculum lead?</p> <p>ANZH MoE PLD Provider, SLT, Teaching staff</p> <p>SLT</p> <p>SLT, Local curriculum lead?</p> <p>Local curriculum lead?</p> <p>SLT, All school leaders, All teaching staff</p>	<p>Ongoing</p> <p>Term 1-4</p> <p>Ongoing</p> <p>Term 2-4</p> <p>Ongoing</p> <p>Ongoing</p>	<p>MoE Curriculum lead support</p> <p>Teacher Only Days</p> <p>Staff/Hub meeting time</p> <p>ANZH MoE PLD Provider</p> <p>ANZH Curriculum Area resources</p> <p>Whānau Māori (Hui)</p> <p>Ngā Hau e Whā o Paparāangi & kaumatua</p> <p>Kaiawhina Māori</p> <p>Te Korowai ō Horokiwi Cluster</p> <p>ToW partnership advisor</p> <p>Whānau, Community & Local Business expertise/resources.</p>	<p>The ANZH learning area is implemented across the school. Teachers are confident in designing local curriculum that integrates this.</p> <p>Teachers are familiar with the 'Understand, Know, Do' framework that will be applied to all learning areas of the NZC as they are refreshed.</p> <p>Teachers will be aware of the timelines, vision, intention, progressions, and resources to support the refresh of the NZC refresh and how this supports the development of local curriculum</p> <p>A bank of local stories is developed and shared with cluster schools.</p> <p>Our school community has a deepening understanding of our whakapapa.</p> <p>Ākonga have a rich range of opportunities to engage in learning whatever their strengths, aspirations or interests.</p>
<p>2.3 Provide rich, relevant and engaging learning experiences that meet the needs of every child and celebrate their successes</p> <p>NELP Objectives: 1, 2, 3, 4 - priority 2, 3, 4, 6, 7</p>	<p>Continue to increase the range of learning activities and opportunities available to our learners for the development of their mental and physical health and wellbeing, including education beyond the classroom and connecting with expertise from the wider community/world.</p> <p>Continue to identify and respond to the needs of individuals within our classroom programmes - leadership, assessment for learning, gifted and talented, priority students, English language learners, behaviour support.</p> <p>Build capacity of team to respond to administration, teaching and learning and reporting requirements using existing digital tools.</p> <p>Maximise the use of these tools for learning and connection between students and whānau.</p> <p>Embed Digital citizenship messages as part of learning with online tools so that students are supported to participate positively, safely, and confidently in the digital world.</p>	<p>SLT, Local curriculum lead? All school leaders, Cassie, All teaching staff Community</p> <p>SLT, Teaching Staff, LS - Deeann TKoH LSCs, GATE - Megan, Kaiawhina</p> <p>SLT, All school leaders, Nic, All teaching & administration staff</p> <p>SLT, All school leaders, Nic, All teaching staff Community</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 2-4</p> <p>Ongoing into 2024</p> <p>Ongoing</p>	<p>LSC, RTLB, MoE Learning Support</p> <p>TkoH GATE network & GATE lead teacher</p> <p>Professional learning opportunities</p> <p>Teacher Only Days</p> <p>Staff/Hub meeting time</p> <p>Te Korowai ō Horokiwi Cluster Schools</p> <p>Kaiawhina</p> <p>Whānau, Community & Local Business expertise and resources.</p> <p>Netsafe</p>	<p>Students have many opportunities for learning beyond the classroom and to connect with experts from the wider world.</p> <p>Ākonga with additional learning needs are identified. Working with whānau, learning opportunities, teaching approaches and supports are adjusted (including seeking support from specialists) to enable them to achieve their aspirations.</p> <p>Staff will be increasingly confident in using existing digital tools to their potential to respond to administration, teaching/learning and reporting demands.</p> <p>Communication between home and school is strengthened.</p> <p>Students have a kete of tools and understandings that support them to participate positively, safely, and confidently in the digital world.</p>

Strategic Goal 3:

Strengthen Board capability to seek, understand and respond to the aspirations of the community to inform strategic planning. Ensure that this is focused on culturally responsive learning and wellbeing for all ākonga.

Initiative	Key Actions	Responsible	Timeframe	Resources	Outcomes
<p>3.1 Engage with Māori expertise to guide the strategic direction of the school</p> <p>NELP Objectives: 3 - priority 5</p>	<p>Complete Hautu self review to identify areas for development in governance that gives effect to Te Tiriti o Waitangi.</p> <p>Identify next steps for Bellevue in regard to strategic direction, annual planning, resourcing and governance that will assist Māori students to achieve success as Māori.</p> <p>Utilise Māori expertise - whānau, hapu, iwi, Board networks, professional learning to guide strategic direction of the school.</p>	Board	<p>Term 2</p> <p>Term 2-3</p> <p>Ongoing</p>	<p>TKoH Cluster Schools & Board networks</p> <p>Hautū - self review tool</p> <p>NZSTA Resources</p> <p>Community expertise in ToWPartnerships</p> <p>Māori Whānau hui</p> <p>Ngā Hau e Whā o Paparārangi urban marae</p>	<p>Bellevue school direction is guided by strong treaty partnerships with our Māori Whānau, hapu and iwi</p>
<p>3.2 Engage in consultation with community to inform Strategic and Annual Planning for 2024 - 2026</p> <p>NELP Objectives: 1 - priority 1, 2</p>	<p>Share and socialise new vision and values.</p> <p>Create draft consultation questions including areas of school operation for whanau consultation and feedback on 2020 consultation goals.</p> <p>Board to provide feedback - update in response to this</p> <p>Offer to community in digital, physical and face to face formats.</p> <p>Collate, analyse and communicate key themes with community.</p> <p>Informs 2024-2026 3 year strategic plan and annual plan</p>	<p>Annette, SLT</p> <p>Annette, SLT</p> <p>Board</p> <p>SLT, Board</p> <p>SLT, Board</p> <p>Board</p>	<p>Term 1-3</p> <p>Term 1-2</p> <p>Term 2 Meeting 1</p> <p>Term 2-3</p> <p>Term 4</p> <p>End Term 4/Begin Term 1</p>	<p>Examples of consultation from previous years & TKoH schools</p> <p>Whānau evening Term 2 or 3, Māori Whānau Hui</p> <p>3 hours</p> <p>Strategic Planning Mtg</p>	<p>Strategic goals, strategic planning and annual planning are founded on the bi-cultural aspirations, values and priorities of our families and school community.</p> <p>2024 Strategic & Annual Planning is aligned to NELP and new planning & reporting requirements</p>
<p>3.3 Prioritise student and staff learning and wellbeing during the development of school property</p> <p>NELP Objectives: 1 - priority 1, 2, 3</p>	<p>Student and staff health, safety & wellbeing are at the fore in property meetings, planning for and during construction of weathertightness, staffroom enlargement, remediation and classroom development.</p> <p>Increase opportunities for outdoor play.</p>	<p>Board, Property Committee, Annette, Anne (Health & Safety Officer)</p> <p>SLT, All teaching staff</p>	<p>Ongoing until Term 4</p>	<p>Health & Safety PLD for Principal</p> <p>2022 Attendance funding</p>	<p>Students and staff feel safe and supported to continue with high quality teaching and learning during Terms 2 and 3.</p> <p>Students and staff report (wellbeing surveys) consistent levels of wellbeing and morale.</p> <p>Students have greater opportunities and resources for hands on, outdoor learning.</p>

Summary of Student Achievement Targets 2023

Please note that while the school is focusing intensely on accelerating learning for students who are not working at the expected curriculum level in all cohorts, 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 celebrate culture and identity as a platform for ako and turangawaewae, involving and acknowledging students' contributions to learning and behaviour. Reviewed mid year and in December 2023 with a focus on the identified target year group.

The Year 6 student cohort will be consulted, involved and acknowledged through school pedagogies and positive behaviour practices so a greater number are responding positively on the NZCER 'Well-being at School' Student Survey at the end of 2023, than they did as Year 5 students in 2022 in the following areas:

- 59% of all Year 5 students in 2022 to at least 70% of all Year 6 students in 2023 indicate 'Teachers are interested in my culture or family background'
- 59% of all Year 5 students in 2022 to at least 70% of all Year 6 students in 2023 indicate 'At school I am encouraged to share things about my culture or family background'
- 73% of all Year 5 students in 2022 to at least 75% of all Year 6 students in 2023 indicate 'Teachers treat all students fairly' (This is a maintenance goal)
- 71% of all Year 5 students in 2022 to at least 75% of all Year 6 students in 2023 indicate 'Teachers often notice when students help each other' (This is a maintenance goal)
- 67% of all Year 5 students in 2022 to at least 75% of all Year 6 students in 2023 indicate 'Students have a say in what happens at school'

Target 2 – Reading

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Reading by December 2023, especially in the identified target groups of Year 3, Year 4 and Year 6 students.

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2023. A change from:

- 76% of all Year 1-6 students in 2022 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 appropriate curriculum level by December 2023:

- 55% Year 3 (28/51 Year 2 students in 2022) to at least 65% achieving at/above
- 68% Year 4 (34/50 Year 3 students in 2022) to at least 75% achieving at/above
- 70% Year 6 (32/46 Year 5 students in 2022) to at least 75% achieving at/above

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 2023, especially in the identified target groups of Year 4, Year 5 and Year 6 students.

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2023. A change from:

- 84% of all Year 1-6 students in 2022 to at least 85% achieving at/above (This is a maintenance goal)

The target this year is to move at least the following number of students in the identified group to be reading at/above appropriate curriculum level by December 2023:

- 78% Year 4 (39/50 Year 3 students in 2022) to at least 80% achieving at/above (to maintain 2022 progress)
- 89% Year 5 (42/47 Year 4 students in 2022) to at least 90% achieving at/above (to maintain 2022 progress)
- 65% of Year 6 (30/46 Year 5 students in 2022) to at least 75% achieving at/above