



# 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 tauīwi (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 is committed 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 2022

Domains	Goals	Actions and Expectations for 2022
<p><b>Domain 1 – Stewardship</b></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><small>All domains from 'School Evaluation Indicators – Effective Practice for Improvement and Learner Success' (ERO 2016)</small></p> <p><b>Domain 2 – Leadership for equity and Excellence</b></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><b>Strategic Goal 1:</b>  <b>Strengthen Board capability to sustain an active role in strategic planning and governance responsibilities to improve learning for students</b></p>	
	<p><b>Sub-Goals 2022:</b>                      1. Share Bellevue School vision and encourage community members to support the current charter and strategic plan.</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/wellbeing programmes eg: Biannual Health and PE survey.</p>
	<p>2. Strengthen the internal and external evaluation to improve student wellbeing and learning outcomes.</p>	<p>1.2.1 Refine the collection and analysis of student achievement information and strengthen capabilities to make considered/deliberate decisions that support increased student well-being and learning outcomes.</p> <p>1.2.2 Continue to 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"> <li>• numbers of students progressing/not progressing compared to targets</li> <li>• next steps to address identified gaps</li> </ul> <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>3. Develop school buildings, facilities and landscape to support learning and wellbeing by enhancing the internal and external learning spaces.</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>1.3.2 Continue to Incorporate student, staff and community voice in developing and enhancing our learning spaces.</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><b>Domain 3 – Educationally Powerful Connections and Relationships</b></p> <p>School and community are engaged in reciprocal, learning-centred relationships</p> <p>Communication supports and strengthens reciprocal, learning-centred relationships</p> <p>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support</p> <p>Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners</p> <p><b>Domain 4 – Responsive Curriculum</b></p> <p>Students learn, achieve and progress in the breadth and depth of <i>The New Zealand Curriculum</i> and/or <i>Te Marautanga o Aotearoa</i></p> <p>Students participate and learn in caring, collaborative, inclusive learning communities</p> <p>Students have effective, sufficient and equitable opportunities to learn</p> <p>Effective, culturally responsive pedagogy supports and promotes student learning</p>	<b>Strategic Goal 2</b> <b>Strengthen positive, effective relationships in our community to improve ako (teaching/learning practices) within the school and beyond.</b>	
	<p><b>Sub-Goals 2022:</b></p> <p>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.</p>	<p>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.</p> <p>2.1.2 Involve and enable our families/whānau and wider community in supporting the delivery of our local curriculum.</p> <p>2.1.3 Seek recommendations from the community on how best to engage with the community.</p> <p>2.1.4 Respond to community engagement recommendations.</p> <p>2.1.5 Identify, then complete a stakeholder mapping exercise to identify networks and use these to develop greater community engagement.</p>
	<b>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.</b>	
	<p><b>Sub-Goals 2022:</b></p> <p>1. Actively pursue opportunities to engage and involve parents/caregivers/whānau in programmes and initiatives to support student learning and wellbeing.</p>	<p>3.1.1 Continue to Respond to identified need for information sharing avenues/events with opportunities to have meaningful conversations/communication between home and school to improve learning, <b>with a focus on feedback and inviting whanau voice</b> 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.</p>
<p>2. Strengthening respectful, trusting relationships and connections (whanaungatanga) <b>within our school – student to student, student to teacher, teacher to teacher</b>, to enable best support for students wellbeing and learning.</p>	<p>3.2.1 Continue to identify, actively teach, model and acknowledge positive behaviours for learning, including strategies for self-management and involving students in restorative methods of conflict resolution: This relates to the following statements in the NZCER Wellbeing at School survey:</p> <ul style="list-style-type: none"> <li>- <b>'Teachers notice when students help each other'</b></li> <li>- <b>'At school I learn how to manage my feelings'</b></li> </ul> <p>3.2.2 Teachers actively seek and respond to student voice in order to design learning programmes that are student centred.Keep This relates to the following statements in the NZCER Wellbeing at School survey.</p> <ul style="list-style-type: none"> <li>- <b>'Students have a say in what happens at school'</b></li> </ul>	
<p>3. Strengthening respectful, trusting relationships and connections (whanaungatanga)</p>	<p>3.3.1 Continue to 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.</p>	

<p>Assessment for learning develops students' assessment and learning-to-learn capabilities</p> <p><b>Domain 5 – Professional Capability and Collective Capacity</b></p> <p>A strategic and coherent approach to human resource management builds professional capability and collective capacity</p> <p>Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets</p> <p>Organisational structures, processes and practices enable and sustain collaborative learning and decision making</p> <p>Access to relevant expertise builds capability for ongoing improvement and innovation</p>	<p><b>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.</b></p>	<p>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.</p>
<p><b>Domain 6 – Evaluation, Inquiry and Knowledge Building for Improvement and Innovation</b></p> <p>Coherent organisational conditions promote evaluation, inquiry and knowledge building</p> <p>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</p> <p>Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community</p>	<p>4. Provide opportunities to extend and broaden educational experiences for all students, as well as celebrating learning.</p>	<p>3.4.1 Continue to Increase variety within programmes including Education Outside the Classroom and connecting with a range of role models/'experts' in the real world eg: Cricket, St John's Basic First Aid, percussion performance/workshop, Author visits</p> <p>3.4.2 Continue to Adapt programmes and opportunities to cater for individual student interests/needs including providing professional learning and development opportunities for staff to do this eg: Reading Recovery, ESOL, G&amp;T, Digital Technologies, The Incredible Years programme, Language Learning Intervention, Te Reo, Digital Citizenship, Key Competencies/Learning Dispositions workshops.</p> <p>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. Reading challenge set up by students</p> <p>3.4.4 Continue to 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, eLearning/digital technologies workshops, Kapa haka, gardening club</p> <p>3.4.5 Continue to 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.</p> <p>3.4.6 Continue to Incorporate the use of te reo every day 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.</p> <p>3.4.7 Continue to 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.</p> <p>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.</p>

## Summary of Student Achievement Targets 2022

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 invite student voice in school decisions, acknowledge positive student behaviours and support students' ability to positively manage their feelings. Reviewed mid year and in December 2022 with a focus on 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 2022 than they did as Year 5 students in 2021 in the following areas:

- 56% of all Year 5 students in 2021 to at least 70% of all Year 6 students in 2022 indicate 'Students have a say in what happens at school'
- 64% of all Year 5 students in 2021 to at least 75% of all Year 6 students in 2022 indicate 'Teachers notice when students help each other'
- 67% of all Year 5 students in 2021 to at least 75% of all Year 6 students in 2022 indicate 'At school I learn how to manage my feelings'

### 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 2022, especially in the identified target groups of Year 4 and Year 5 students.***

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2022. A change from:

- 76% of all Year 1-6 students in 2021 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 2022:

- 55% Year 4 (28/51 Year 3 students in 2021) to at least 70 - 75% achieving at/above
- 65% Year 5 (32/49 Year 4 students in 2021) to at least 80 - 85% 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 2022, especially in the identified target groups of Boys, Year 4 and 6***

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2022. A change from:

- 79% of all Year 1-6 students in 2021 to at least 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 2022:

- 63% Year 4 (32/51 Year 3 students in 2021) to at least 70 - 75% achieving at/above
- 72% Year 6 (31/43 Year 5 students in 2021) to at least 80% achieving at/above
- 73% of Boys (150/310 students in 2021) to at least 80% achieving at/above