

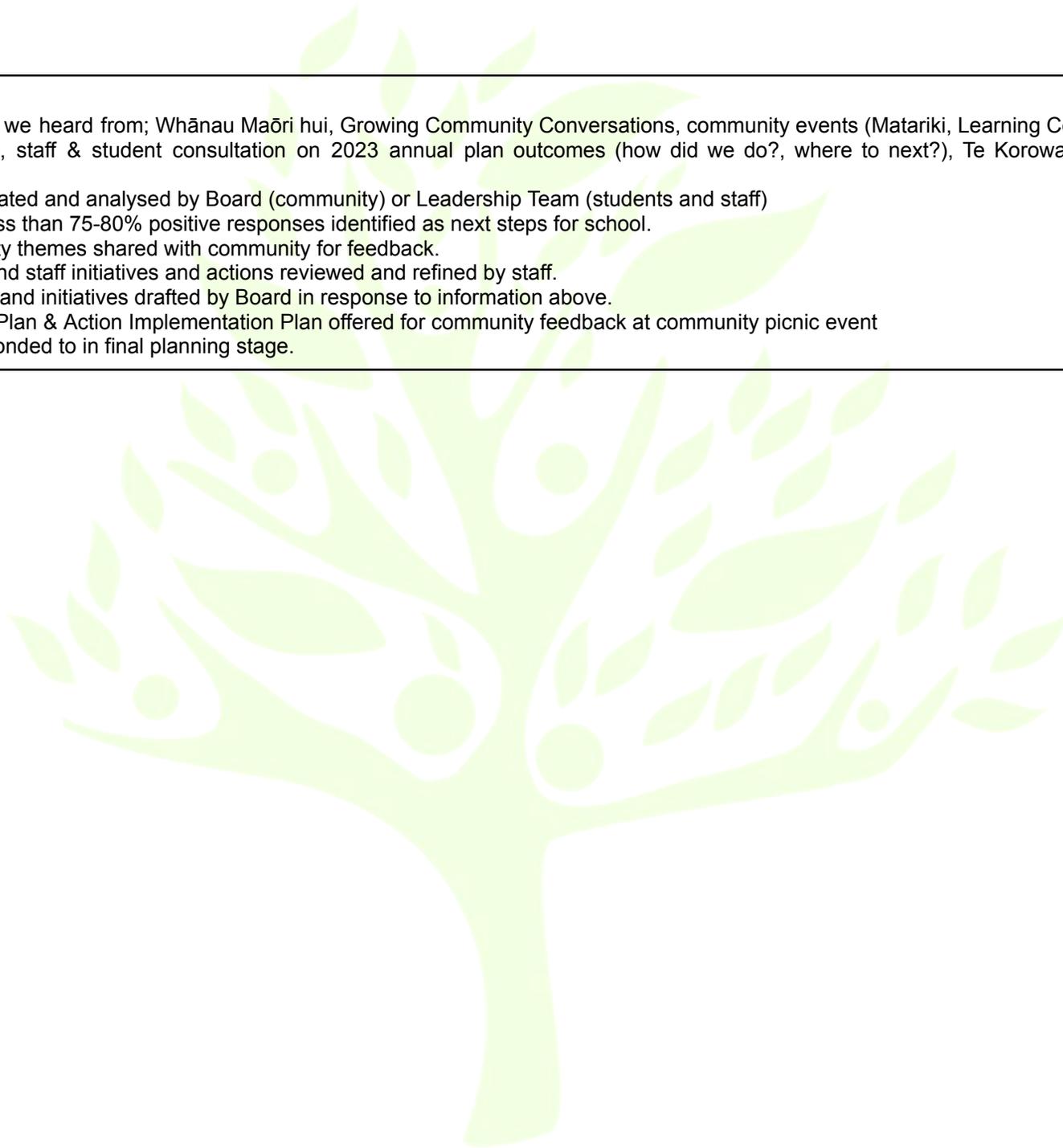
Bellevue School: 2024 - 2025 Strategic Plan

Motto & Vision	E tipu e ako - Where Learning Grows Igniting Learning, Empowering Learners		
<p>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.</p> <ul style="list-style-type: none"> • 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 owners and kaitiaki. • Ōritetanga: Māori students and their whānau feel valued as equal partners in their learning journeys. 			
<p>Informed by:</p> <ul style="list-style-type: none"> ❖ Ka hikitia Ka hāpitia & Tau Mai Te Reo- Māori Language in Education Strategy ❖ National Education and Learning Priorities (NELP - Informed by Education & Training Act 2020) ❖ Te Mātaiaho - The NZ Curriculum Refresh ❖ Pacific Education Action Plan ❖ Te Tiriti o Waitangi Articles 			
Goals	<p>1. Ākonga (Students) We belong, contribute and are active in our learning NELP: 1, 2, 3, 4, 7</p>	<p>2. Kaimahi (Staff) We are growing as effective educators NELP: 1, 2,3, 4, 5, 6, 7</p>	<p>3. Whānau me te hāpori (Families & Community) Relationships are valued, meaningful and two way. NELP: 2, 3, 5,7</p>
Initiatives	<p>1.1 Te Tiriti o Waitangi Ākonga know they have positive valued contributions to make.</p>	<p>2.1 Te Tiriti o Waitangi Te Tiriti o Waitangi provides the foundation for positive relationships for all.</p>	<p>3.1 Reporting Reporting that works for families:</p> <ul style="list-style-type: none"> - Timely - Holistic - Honest - In plain language
	<p>1.2 Assessment for Learning Ākonga set goals and reflect.</p>	<p>2.2 Assessment for Learning Everybody knows our learners.</p>	<p>3.2 Communication Opportunities for two way communication between home and school increase.</p>
	<p>1.3 Curriculum Learning experiences enable ākonga to reach their goals and aspirations.</p>	<p>2.3 Curriculum Learning is effective, holistic and child-centered.</p>	<p>3.3 Communication Information for whānau is easily found and understood.</p>
			<p>3.4 Engagement Whānau know that their involvement is valued and encouraged.</p>
Success Looks Like	Ākonga are kaitiaki (guardians/stewards) of their learning and their school.	Learning is personalised, draws from each child's strengths and is underpinned by secure relationships/partnerships	Whānau me te hāpori are connected, knowing what is happening for their child and the school.

How we got here:

Weaving together what we heard from; Whānau Māori hui, Growing Community Conversations, community events (Matariki, Learning Celebrations), whānau conversations/meetings, staff & student consultation on 2023 annual plan outcomes (how did we do?, where to next?), Te Korowai ō Horokiwi Cluster Schools strategic goals.

1. Information collated and analysed by Board (community) or Leadership Team (students and staff)
2. Aspects with less than 75-80% positive responses identified as next steps for school.
3. Initial community themes shared with community for feedback.
4. Initial student and staff initiatives and actions reviewed and refined by staff.
5. Strategic goals and initiatives drafted by Board in response to information above.
6. Draft Strategic Plan & Action Implementation Plan offered for community feedback at community picnic event
7. Feedback responded to in final planning stage.



Bellevue School: 2024 - 2025 Action Implementation Plan

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.

Our Goals	Our Initiatives	2024 Outcomes	2025 Outcomes	Success Indicators
1. Ākonga (Students) We belong, contribute and are active in our learning NELP: 1, 2, 3, 4, 7	1.1 Te Tiriti o Waitangi Ākonga know they have positive valued contributions to make.	Ākonga have a growing understanding that they have a positive valued contribution to make.	Ākonga's contributions inform school actions.	Ākonga are kaitiaki (guardians/stewards) of their learning and their school.
	1.2 Assessment for Learning Ākonga set goals and reflect.	Ākonga achieve their goals through their learning experiences.	Ākonga identify the learning experiences that help them achieve their goals.	
	1.3 Curriculum Learning experiences enable ākonga to reach their goals and aspirations.	What Ākonga bring to their learning is beginning to inform the local curriculum.	Ākonga can see themselves in our local curriculum.	
2. Kaimahi (Staff) We are growing as effective educators NELP: 1, 2,3, 4, 5, 6, 7	2.1 Te Tiriti o Waitangi Te Tiriti o Waitangi provides the foundation for positive relationships for all.	The school is beginning to strengthen te reo me ona tikanga and connections with local iwi.	The school is developing stronger connections with local iwi and stronger te reo me ona tikanga practices.	Learning is personalised, draws from each child's strengths and is underpinned by secure relationships / partnerships
	2.2 Assessment for Learning Everybody knows our learners.	Kaimahi have the tools to identify the strengths and aspirations of ākonga and their whānau.	Kaimahi are confident using tools that identify the strengths and aspirations of ākonga and their whānau.	
	2.3 Curriculum Learning is effective, holistic and child-centered.	Kaimahi are developing a toolkit to respond effectively to the changing needs of our diverse community.	Kaimahi are embedding the toolkit and demonstrating confidence to respond effectively to the changing needs of our diverse community.	
3. Whānau me te hāpori (Families & Community) Relationships are valued, meaningful and two way. NELP: 2, 3, 5,7	3.1 Reporting Reporting that works for families: <ul style="list-style-type: none"> - Timely - Holistic - Honest - In plain language 	The school is making changes to reporting processes in response to feedback and seeking feedback on these.	Whānau engagement in the reporting processes has increased and whānau report that the reporting processes are working for them.	Whānau me te hāpori are connected, knowing what is happening for their child and the school.
	3.2 Communication Opportunities for two way communication between home and school increase.	The school is trialing more effective use of existing tools for two way communication with families.	There is increased engagement in two way communication through the existing tools.	

	<p>3.3 Communication Information for whānau is easily found and understood.</p>	<p>The school is working towards making school information more accessible.</p>	<p>Whānau know where to find information and it is accessible.</p>	
	<p>3.4 Engagement Whānau know that their involvement is valued and encouraged.</p>	<p>Whānau are attending school events in greater numbers and providing feedback.</p>	<p>Whānau are actively engaged in school life as evidence by the percentage attendance at school events.</p>	

