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**School Charter and Strategic Plan 2019 - 2021**

**Vision:**

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

**Motto:**

E tipu e ako – Where Learning Grows.

**Guiding Principles/Values:**

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

**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 (reviewed October 2016)*

New Zealand is developing a unique identity which involves Māori and tauiwi (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
* Maori Achieving Success As Maori framework document
* New Zealand Curriculum
* Me Kōrero
* Iwi, Hāpu, Kaumatua, Whānau, Kaiako,

**Strategic Framework for 2019 – 2021 Charter and Annual Plan for 2019**

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| **Domains** | **Strategic Goals** | **Actions and Expectations for 2019** |
| **Domain 1 – Stewardship**  The board actively represents and serves the school and the education community in their Stewardship role.  The board scrutinises the effectiveness of the school in achieving valued student outcomes  The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted  The board effectively meets its statutory responsibilities  ‘*School Evaluation Indicators – Effective Practice for Improvement and Learner Success’ (ERO 2016)*  **Domain 2 – Leadership for equity and Excellence**  Leadership collaboratively develops and pursues the school’s vision, goals and targets for equity and excellence  Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing  Leadership ensures effective planning, coordination and evaluation of the school’s curriculum and teaching  Leadership promotes and participates in teacher learning and development  Leadership builds collective capacity to do evaluation and inquiry for sustained improvement  Leadership builds relational trust and effective collaboration at every level of the school community  ‘*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*  **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)* | **Goal 1:**  **Strengthen Board capability to sustain an active role in strategic planning and governance responsibilities to improve learning for students**  Sub-Goals 2019:   1 .Share Bellevue School vision and encourage community members to support the current charter and strategic plan.  2. Strengthen the internal and external evaluation to improve student wellbeing and learning outcomes.  3. Drive the development of school buildings, facilities and landscape to support learning and wellbeing by enhancing the internal and external learning spaces. | 1.1.1 Plan then provide opportunities to 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).  1.1.2 Use information from 1.1.1 to support strategic direction for 2019 – 2021.  1.1.3 Inform and involve community to follow the school’s strategic direction for the next three years.  1.1.4 Implement planned communication programme ahead of 2019 BOT elections designed to:  •Explain school vision and stakeholder roles in fulfilling it  •Promote community involvement with school governance processes  •Encourage individuals to consider trusteeship  1.1.5 Use regular communications to show links between school and board activities and underlying charter goals.  1.1.6 Respond to community feedback/direction to improve student learning programmes eg: 2018 Health and PE survey – swimming each year, sexuality education.  1.2.1 Improve the collection and analysis of student achievement information to increase understanding about what the data indicates, then use this to make considered/deliberate decisions to support increased student well-being and learning outcomes.  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.  1.2.3 Conduct regular review of programme delivery and assessment reports showing:  • numbers of students progressing/not progressing compared to targets  • next steps to address identified gaps in order to evaluate the impact of programmes on student learning and wellbeing.   1.2.4 Inquire about evaluation tools and support available to teaching team and identify opportunities to enhance evaluation capacity through targeted funding.  1.3.1 Allocate board resources to facilitate property plan in order to deliver the best built environment possible for current students.   1.3.2 Finalise the plan then complete the improvements for the MLE/ILE/Flexible Learning Environment for Rooms 1-3, working within the 10YPP/5YA and approved BOT contribution, includes improvements to Rooms 1 and 2, door opening into Room 3 and external access from Room 5 to the middle school hard court area, including adaptations required for students with special needs eg: access door that is wheelchair accessible.   1.3.3 Upgrade further student toilet facilities using Board accumulated funds eg: Boys toilet block in the senior school.  1.3.4 Secure grants for the Jubilee Corner playground development, then action this landscaping project for improved outside learning facilities.   1.3.5 Incorporate student voice and community voice in developing our learning spaces. |
| **Goal 2:**  **Strengthen positive, effective relationships in our community to improve ako (teaching/learning practices) within the school and beyond.**  Sub-Goals 2019:   1. Enhance learning networks by actively welcoming and embracing the lead school responsibilities for the Cluster 28 (Nga Hau e Wha) RTLB service.  2. 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. | 2.1.1 Work closely with MOE, NZEI, NZSTA and Cluster Manager to enable a smooth transition to Bellevue as lead school and RTLB teachers to Bellevue School staff.  2.1.2 Actively seek opportunities to understand and fulfil lead school RTLB responsibilities eg: Principal/Cluster manager attend MOE Lead School Principal and Cluster Manager induction and professional development, connect with RTLB Lead School Principal mentor for guidance/support.   2.1.3 Seek opportunities to communicate and engage with MOE, RTLB and Cluster 28 (Nga Hau e Wha) schools eg: welcome RTLB teachers, MOE and all cluster schools to powhiri as RTLB join Bellevue School in Term 2.  2.1.4 Schedule regular liaison between Board and RTLB Cluster Manager.  2.2.1 Strengthen partnerships with whānau and wider support groups (eg: papakainga) to improve Māori students learning outcomes and support them to achieve success as Māori. |
| **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.**  Sub-Goals 2019:  1. Enhance programmes to accelerate progress towards meeting or exceeding curriculum level expectations – with a focus on the priority groups of Māori, Pasifika and students with Special Learning Needs.  2. Develop collaborative ako (teaching and learning practices) to broaden and strengthen learning experiences and outcomes.  3. Prepare students to be confident, connected learners by strengthening opportunities which engage students in managing and leading their learning and wellbeing.  4. Promote tikanga Māori and te reo Māori opportunities and experiences for all students, supporting extension in tikanga and te reo in response to student’s needs. | 3.1.1 Develop and strengthen collaborative practice to improve well-being and academic progress by engaging in relevant PLD.  3.1.2 Regularly track identified target student’s progress and adapt programmes to accelerate progress.   3.1.3 Extend Play Based Learning to the Year 5/6 area of the school and integrate play-based learning to foster opportunities for individual student success to achieve within the curriculum.  3.2.1 Provide teachers with opportunities to strengthen their learning, reflect on successes and engage in teacher inquiry to create positive learning environments that increase learning outcomes for all students, including priority students eg:- minimize change to hub organisation in 2019; streamline foci and PLD to improve student achievement outcomes through further development of the key competencies/learning dispositions.   3.2.2 Provide a variety of opportunities to strengthen community relationships to engage in meaningful conversations about learning.  3.2.3 Actively participate in Newlands Schools Network initiative to co-ordinate a collaborative approach to developing key competencies/learning dispositions in Newlands schools to ‘Grow Citizens for the Future’ and to improve student transitions from primary to intermediate then on to college.  3.2.4 Co-ordinate PLD initiatives to strengthen the development of key competencies/learning dispositions to improve student learning outcomes eg: Titiro ki Mua schools (Bellevue/Ohau/Titahi Bay Intermediate) PLD supporting coaching/mentoring and collaboration to strengthen key competencies/learning dispositions.  3.3.1 Embed Bellevue School collaborative philosophy in all interactions, to support Bellevue Community and our learners to achieve success.  3.3.2 Develop programmes to encourage risk taking, relating to others, managing self and participation skills to enable staff and students to enhance student well-being and learning.   3.3.3 Enhance student engagement and well-being by focusing on the development of the learning dispositions/key competencies ie: develop students understanding of what is happening in their brain/body so that they can select strategies for managing their learning.    3.4.1 Actively use te reo every day in teaching and learning throughout all parts of the curriculum eg:- encourage and support all students, teachers/staff members to learn and use their pepeha.  3.4.2 Provide PLD support for staff to increase their knowledge and confidence to extend their use of tikanga and te reo in the school and beyond. |



**Summary of Student Achievement Targets Aiming for in 2019**

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 the level of student ability to concentrate in class by December 2019, especially in the identified target year groups.***

These cohort groups will be supported to extend their key competencies so a greater number are responding ‘I find it easy to concentrate on what I am doing in class’.

* 63% of all Year 4/5 students in 2018 to at least 70 - 75% of all Year 5/6 students in 2019
* 50% Year 4 Māori/Pasifika and 67% Year 5 Māori/Pasifika in 2018 to at least 70 - 75% as Year 5/6 students in 2019
* 61% Year 5 Boys (compared with 78% Year 5 Girls) in 2018 to at least 70 - 75% as Year 6 students in 2019

**Target 2** – **Mathematics**

***To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level by December 2019, especially in the identified target groups of Year 6, Boys, Girls, and Pasifika 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 writing curriculum level by December 2019 ie:- All Students, Boys, Girls, Māori and Pasifika

The target this year is to move at least the following number of students in each identified target group to be at/above the appropriate curriculum level by December 2019:

* 7/10 (70%) of identified boys
* 11/15 (73%) of identified girls
* 2/4 (50%) of identified Pasifika 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 2019, especially in the identified target groups of Year 5, 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 2019. A change from:

* 77% Year 5 students in 2018 to at least 80 - 85% Year 6 students 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 2019:

* 14/19 (70%) of identified boys
* 3/5 (60%) of identified Māori students
* 1/2 (50%) of identified Pasifika students