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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:**

* **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 (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,

**2019 – 2021 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/learning practices) within the school and beyond.
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.

**Strategic Framework for 2019 – 2021 Charter and Annual Plan for 2020**

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| **Domains**  | **Strategic Goals** | **Actions and Expectations for 2020** |
| **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 outcomesThe board evaluates how effectively it is fulfilling the stewardship role with which it has been entrustedThe 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 excellenceLeadership ensures an orderly and supportive environment that is conducive to student learning and wellbeingLeadership ensures effective planning, coordination and evaluation of the school’s curriculum and teachingLeadership promotes and participates in teacher learning and developmentLeadership builds collective capacity to do evaluation and inquiry for sustained improvementLeadership 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 relationshipsCommunication supports and strengthens reciprocal, learning-centred relationshipsStudent learning at home is actively promoted through the provision of relevant learning opportunities, resources and supportCommunity 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 communitiesStudents have effective, sufficient and equitable opportunities to learnEffective, culturally responsive pedagogy supports and promotes student learningAssessment 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 capacitySystematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targetsOrganisational structures, processes and practices enable and sustain collaborative learning and decision makingAccess 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 buildingCollective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovationEvaluation, 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**Annual Goals 2020: 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 Provide 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).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 and develop the school’s strategic direction for the next three years.1.1.4 Use regular communications to show links between school and board activities and underlying charter goals.1.1.5 Respond to community feedback/direction to improve student learning programmes eg: 2020 Health and PE survey – swimming each year, sexuality education.1.2.1 Continue to improve the collection and analysis of student achievement information to increase understanding about what the data indicates 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 Regular review of programme delivery and assessment reports showing: • numbers of students progressing/not progressing compared to targets • next steps to address identified gapsin order to evaluate the impact of programmes on student learning and wellbeing. 1.2.4 Allocate Board resources to enhance evaluation and to support the teaching team.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 Upgrade further student toilet facilities eg: Boys toilet block in the senior school.1.3.3 Action the landscaping project for Jubilee Corner playground to increase outside learning facilities. 1.3.4 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.** Annual Goals 2020: 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 Actively seek opportunities to fulfil lead school RTLB responsibilities eg: Principal/Cluster manager attend MOE Lead School Principal and Cluster Manager professional development, connect with RTLB Lead School Principal mentor for guidance/support. 2.1.2 Seek opportunities to communicate and engage with MOE, RTLB and Cluster 28 (Nga Hau e Wha) schools 2.2.1 Nurture partnerships with whānau and wider support groups (eg: papakainga) to improve Māori students learning outcomes and support them to achieve success as Māori.2.2.2 Actively participate in Newlands Schools Network initiative (Te Korowai o Horokiwi) 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.2.2.3 Actively support and participate in the Newlands Cluster Arts/Music initiative in 20202.2.4 Inform parents, whānau, and the community about the change to the national curriculum and share the plan for including this in Bellevue School curriculum.2.2.5 Connect with parents, whānau, industry, iwi and community contacts to seek real-life learning opportunities with students. |
| **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.** Annual Goals 2020: 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 Embed 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 Support integration of Play Based Learning across the school.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:- 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 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 Model 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.3.3.4 Trial teaching 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, and simultaneously developing key competencies: managing self, relating to others, participating and contributing, thinking, and using language, symbols, and texts.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 2020**

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 ( Key Competencies)**

***To continue to increase the level of the 2020 Year 5 and Year 6 students’ ability to be ‘Thinking’, ‘Participating and Contributing’ and ‘Managing Self’ so that they are challenging themselves to be working at a level that they recognise is appropriate for their learning at school.***

The Year 5 and Year 6 cohort groups will be supported to extend their key competencies so a fewer number are responding ‘I often feel bored at school’ and a greater number are responding ‘My school work is just right for me – it’s not too easy and not too hard’’.

* 44% of Year 5/6 students at the start of 2020 ‘responded ‘I often feel bored at school’
* 29% of 5/6 students at the start of 2020 responded they did not agree with ‘My school work is just right for me – it’s not too easy and not too hard’

**Target 2** – **Mathematics**

***To continue to increase the percentage of students who are achieving within or above the appropriate curriculum level by December 2020, especially in the identified target groups of Year 5 and Year 6 Māori students.***

Students will be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving within/above the expected mathematics curriculum level by December 2020 ie:- All Students, Boys, Girls, Māori and Pasifika

The identified target group of Māori students will be accelerated so that a greater number are achieving within/above the expected mathematics curriculum level by December 2020. The target this year is to move at least:

* 2/4 (50%) of identified Year 5 - 6 Māori students

**Target 3 – Writing**

***To continue to increase the percentage of students who are achieving within or above the appropriate curriculum level in writing by December 2020, especially in the identified target groups of Māori.***

Students will continue to be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving within/above the expected writing curriculum level by December 2020 ie:- All Students, Boys, Girls, Māori and Pasifika

The identified target group of Māori students will be accelerated so that a greater number are achieving within/above the expected writing curriculum level by December 2020. The target this year is to move at least:

* 5/8 (62%) of identified Year 3 - 6 Māori students

**Target 4 – Reading**

***To continue to increase the percentage of students who are achieving within or above the appropriate curriculum level in reading by December 2020, especially in the identified target groups of Year 1 and Māori students.***

Students will continue to be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving within/above the expected reading curriculum level by December 2020 ie:- All Students, Boys, Girls, Māori and Pasifika

The target this year is to move the 2019 Year 1 students achieving at 46.5% within/above the expected curriculum level in December 2019 to:

* at least 80% achieving within/above the expected reading level as Year 2 students by December 2020:

The identified target group Māori students will be accelerated so that a greater number are achieving within/above the expected reading curriculum level by December 2020. The target this year is to move at least:

* 4/7 (62%) of identified of Year 3- 6 Māori students

**Target 5 – Attendance**

***To raise the percentage level of students who are attending school regularly to at least 90% - especially in the identified target groups of Year 1, Year 2 and Year 3 students, Māori, and Pasifika.***

The target this year is to have all Year group cohorts to be attending at least 90% by December 2020:

These cohort groups will have an attendance rate of at least 90% by December 2020.

* At least 90% attendance for Year 1 students in 2020
* 85.5% attendance for Year 1 students in 2019 to at least 90% attendance as Year 2 students
* 88% attendance for Year 2 students in 2019 to at least 90% as Year 3 students
* 87.6% attendance for Pasifika in 2019 to at least 90% attendance
* 89% attendance for Maori in 2019 to at least 90% attendance