



Bellevue  
School

## Strategic Plan 2023

At Bellevue School we place the learner at the centre of everything we do.

We support the growth of the whole child: intellectual, physical, emotional and social in an environment that builds on their strengths.

We foster relationships, encourage curiosity and promote creativity.

We celebrate cultural diversity and honour Te Tiriti o Waitangi by building a sense of identity, actively protecting and preserving the Māori language and connecting the culture of the community and whānau.

We ensure a shared responsibility towards further learning for children, teachers, parents and the community.

## Vision

### Growing learners for life

- Poipoia te kakano, kia puawai (nurture the seed and it will blossom).

## Our Values

Resourceful • Resilient • Responsible • Respectful



**Resourceful**  
Rauhanga



Creative  
Auaha

Communicator  
Kaiwhakapā kōrero

Problem Solver  
Kaiwhakakore raru



**Resilient**  
Aumangea



Adventurous  
hīkaka

Determined  
pūkeke

Risk Taker  
Kaiwhakaheke raru



**Responsible**  
Takohanga



Honest  
Poho

Reflective  
whakapū mahara

Self Manager  
Kaikawenōa



**Respectful**  
Whakaute



Considerate  
Ngākau mahara

Courteous  
Hūmārika

Team Player  
Kaimahi-a-roopu







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## Strategic Goals / Aims

Kāhui Ako partnership • Marae, hapū and iwi partnerships  
Montessori and Mainstream • Student wellbeing  
Whānau and Community Partnership



### Whanaungatanga

We are connected to ourselves and each other. We support connections between school, teachers, friends, whānau and community in ways that nourish and nurture both the child and those they relate to.

Progress with needs identified through the use of learning progressions  
Professional Learning and Development • Ako takaro (learning through play)  
Collaborative planning, teaching and learning • Developing student leadership opportunities  
Learner agency • Incorporate student values into our everyday learning  
Celebrate cultural diversity whilst promoting and developing Te Ao Māori



### Ako

We are learners and leaders for life.  
We are reflective, creative, innovative and collaborative.  
We teach, lead and learn with respect, responsibility, resourcefulness and resilience.

Bellevue school History - Localised Curriculum  
School environment developed to support our learning through play pedagogy  
Outdoor environment supports all of our learners  
Understanding, utilising and caring for our environment



### Kaitiakitanga

We are connected to our environment  
We help take care of our environment, and deepen our understanding and interaction with it.



Strategic Goals	Strategic Aims
<b>Whanaungatanga</b> We are connected to ourselves and each other. We support connections between school, teachers, friends, whānau and community in ways that nourish and nurture both the child and those they relate to.	<ul style="list-style-type: none"> <li>• Student wellbeing</li> <li>• Whānau and community Partnership</li> <li>• Marae, Hapū, Iwi and Community partnership</li> <li>• Kahui Ako Partnerships</li> <li>• Montessori and Mainstream partnership</li> </ul>
<b>Ako</b> We are learners and leaders for life. We are reflective, creative, innovative and collaborative. We teach, lead and learn with respect, responsibility, resourcefulness and resilience.	<ul style="list-style-type: none"> <li>• Progress with needs identified through the use of learning progressions</li> <li>• Learner agency</li> <li>• Professional Learning and Development</li> <li>• Ako takaro (learning through play)</li> <li>• Collaborative planning, teaching and learning</li> <li>• Celebrate cultural diversity whilst promoting and developing Te Ao Maori</li> <li>• Developing student leadership opportunities</li> <li>• Incorporate the school values into our everyday learning</li> </ul>
<b>Kaitiakitanga</b> We are connected to our environment We help take care of our environment, and deepen our understanding and interaction with it.	<ul style="list-style-type: none"> <li>• Understanding, utilising and caring for our school environment</li> <li>• Outdoor environment developed to support our Ako Takaro (learning through play)</li> <li>• School environment supports all of our learners</li> <li>• Bellevue School History - Localised Curriculum</li> </ul>
<b>KEY:</b> Senior Leadership Team (SLT), Deputy Principal (DP), Assistant Principal (AP), Learning Support Coordinator (LSC), Within School Teacher (WST)	



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<b>Strategic Goal: Whanaungatanga</b>  We are connected to ourselves and each other. We support connections between school, teachers, friends, whānau and community in ways that nourish and nurture both the child and those they relate to.				<b>Links to Nelps:</b>  Priority 1, 2, 3, 5, 7
Strategic Aims	Initiatives	2023 Actions	Evaluation of Effectiveness / Expected Outcomes	Lead Responsibility
<b>Student wellbeing</b>	Provide opportunities for students and whānau to meet with teachers	Support parents and whānau to connect to their child's learning through HERO SMS  Contact the parents / whānau each term for all students who are at risk (TBC which students)	Parents/ whānau can see completed and current goals in real time  Foundation skills framework is used for those students who need to develop these skills.  No surprises regarding progress and achievement	SLT  WST - transition / LSC  Teachers
	Develop Tuakana -Teina relationships	Classes buddy up for regular sharing of learning  All new students are buddied up with an older peer	Students have connection with their peers and develop community	Team Leaders Teachers  WST - transition
	Continue to develop options for play during break times	Cross curricular and extracurricular activities offered during break times	Students have options during lunch time for creativity	DP
	Support Mental health and behaviour	Implement 'calm spaces' across the school in all environments	Consistency across the school for time out space. Students gain an understanding of how to regulate	LSC





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			behaviour and respect others choices	
		Wellbeing Programme introduced - E.g. Pause, Breathe Smile	Students gain an understanding of how to regulate behaviour and respect others choices	DP / LSC
		Groups set up to support wellbeing	Art therapy and Seasons for Growth implemented	LSC / Art Therapy Teacher
		Ensure that karakia and waiata and whakawhanaungatanga are being used	Students have connection with their peers and develop a sense of community	Team Leaders / Teachers
		Wellbeing & resilience is taught in class - Aumangea time	Developing emotional intelligence	DP / Teachers
		Classroom and school tidy - Whakaute time	Developing respect for our environment	Teachers
<b>Whānau and community Partnership</b>	Utilise our facilities for regular sharing of the students learning and for community use	Develop Library into a community space e.g. coffee group, play group	A sense of community is developed	Librarian, WST - transition
		Support groups e.g. Seasons for Growth are implemented.		LSC
	Regular communication with our whānau	Use of HERO for students and teachers to share learning goals and next steps	Parents/ whānau can see completed and current goals in real time	DP
		Use of HERO to support home school partnerships	Communication with our whānau / community using Hero	DP





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	Pastoral Care	Involvement in Social Supermarket	Support the wellbeing of community	Administration
		Develop a flowchart to show whānau ways in which we can assist them - special educational needs, additional learning needs, services available to support	Support the wellbeing of community	LSC
	Behaviour expectations, underpinned by the Bellevue School Values, are clearly defined and understood	Use behaviour data to track problem times and areas of the school	Identify patterns in behaviour and locations in the school so we can address the needs of the students and teachers	DP / LSC
<b>Marae, Hapū, Iwi and Community Partnership</b>	Develop stronger connections with Huria Marae, Iwi and wider community	Marae / school partnership  Matariki breakfast	Invite kaumatua to events on a regular basis	SLT / WST - cultural capability
		Regular Pōwhiri / mihi whakatau to welcome visitors and new students and staff	Normalise pōhiri, termly event Provide own kaikaranga	SLT / WST - cultural capability
	Community links - service within our community	School Houses - giving back to the community / marae Weeding Donating books Gardens - veges	Develop reciprocal relationships with our community	Team Leaders / WST - cultural capability
		Supporting the Social Supermarket		
<b>Kahui Ako Partnerships</b>	Strengthen relationships within our Kāhui ako.	Work alongside the Kāhui Ako to develop and implement localised curriculum and other curriculum	Localised curriculum finalised Reciprocal learning with Otumoetai Intermediate and	DP / Curriculum team



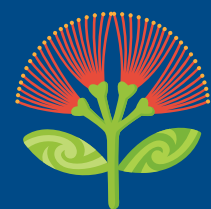
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		initiatives	College students	
<b>Montessori and Mainstream partnership</b>	Understand and value the philosophies of each area of the school	Observe practice within and across teams	Sharing teaching and learning strengths	SLT / Team Leaders

<b>Strategic Goal: Ako</b>  We are learners and leaders for life. We are reflective, creative, innovative and collaborative. We teach, lead and learn with respect, responsibility, resourcefulness and resilience.				<b>Links to Nelps</b>  Priority 1, 2, 3, 4, 5, 6, 7
Strategic Outcomes	Initiatives	2023 Actions	Evaluation of Effectiveness	Responsibility
<b>Progress with needs identified through the use of learning progressions</b>	Knowing our learners	Use Hero to identify next steps and patterns of learning behaviour  Teachers use assessment for learning practices and meet the needs of all students  Learning Stories are developed in some curriculum areas	Planning & Assessment is responsive to these needs.  Professional learning on Assessment for learning practices  Parents understand how their children are progressing across the curriculum	SLT / Team Leaders
	A year's progress for a year's input	Identify progress of all learners through HERO	Teachers use progress information to respond to needs.	SLT / Team Leaders



	Identify all learners who are at risk.	All students who are of concern, will be identified, monitored.	Targeted teaching and planning will reflect the students' needs.	SLT / Team Leaders
		Kanohi ki te Kanohi each term for all students who are at risk (TBC which students)	All whānau of students who are both low progress <b>and</b> low achievement, will be contacted and met with.	SLT / Team Leaders
<b>Learner agency</b>	Use of progressions of learning in reading, writing and maths to set goals and to inform next steps.	All students can articulate current Strengths and next steps based on the learning progressions	Senior students to set their own goals	Team Leaders
	Use of digital tools to support creative learning	Senior school 1:1 iPads	Effective and creative use of ipads for learning	AP
<b>Professional Learning and Development</b>	Develop a culture of collective inquiry to create and sustain strong teaching practice.	Professional learning groups, within teams, meet regularly to inquire into teaching practice.	Coaching conversations are held on a regular basis, led by the Team leader	SLT / Team Leaders
	Professional Growth Cycle	Implement a Bellevue School 'Professional Growth Cycle' with reference to 'Our Code, Our Standards'	Teachers are continually working within the PGC in order to meet the code and standards	SLT / Team Leaders
	Implement HERO for online real time reporting.	Introduce learning stories in other areas of the curriculum.	Parents understand how their children are progressing across the curriculum	DP / Team Leaders





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	Structured literacy PLD	Strengthen Structured Literacy Practices for Junior school  Start implementing structured literacy pedagogy into Middle School	Children show accelerated progress due to structured literacy practices	Tupu Team Leaders Tupu Teachers
	Mathematics PLD	PLD - developing mathematical Inquiring Communities (DMIC) for Middle and Senior School	Children show accelerated progress due to mathematical teaching practices	Māhuri & Rākau team teachers
	Continued Professional learning in Coaching	Employ Ande Ford from Clarity Education to support coaching and Assessment for Learning Practices  Middle Leaders to lead data conversations within their teams	Coaching conversation are a regular part of teacher professional learning	SLT / Team leaders
	Montessori Journey to Excellence	Continue to set goals from MJ2Ex to ensure Montessori pedagogy is observed and practice is consistent  External team wide professional learning in Montessori pedagogy  TMET supporting within classrooms, in a mentoring capacity	Montessori practices truly reflect Montessori philosophy	TMET / SLT / Montessori Team Leader
<b>Ako takaro (learning through play)</b>	Embedded pedagogy in Junior School.	Learning Through Play PLD in the Middle school	Tupu team to share learning through play pedagogy with Māhuri team	WST - play / Tupu and Māhuri Team Leader
		Leadership uses observation to develop pedagogy	Use of P-Blot to identify strengths and next steps	



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<b>Collaborative planning, teaching and learning</b>	Expectations for teaching and learning Expectations developed	Planning expectations developed and implemented	Planning is available for all teachers to see	Team Leaders
		Teaching and learning expectations Implemented	Coaching conversations develop these expectations	SLT / Team leaders
		Knowledge of Montessori philosophy is developed	Sharing of best practice across the school and across mainstream and montessori  Key principles of Mainstream and Montessori explained to staff - similarities and differences	SLT / Team leaders
<b>Celebrate cultural diversity whilst promoting and developing Te Ao Maori</b>	Embrace our cultural diversity of the school	History celebrated through localised curriculum	Learning experiences incorporate our History	DP / Curriculum Team
	Develop teacher and student knowledge of Tikanga and Te Reo Māori.	Weekly lessons from Matua Rawiri with teacher input and participation	Increased use of Te Reo Māori in everyday learning  Awareness of Tikanga Māori practices	WST - cultural capability
<b>Developing student leadership opportunities</b>	Develop leadership roles and responsibilities for our Year 6 leaders.	Investigate and support further opportunities to develop student leaders.	Increased opportunities for student leaders	AP
<b>Incorporate the school values into our everyday learning</b>	Develop whole school foci on our school values	Promote our school values with a focus each week for the whole school. Develop rubrics to support our teaching and learning of the values	Increased positive behaviour in and around the school  Increased awareness of the values by staff and students	



<b>Strategic Goal: Kaitiakitanga</b>  We are connected to nature and the environment We seek out opportunities to grow our environmental awareness. We help take care of our environment, and deepen our understanding and interaction with it.				<b>Links to Nelps</b>  Priority 1, 2, 5, 7
Strategic Aims	Initiatives	2023 Actions	Evaluation of Effectiveness	Responsibility
<b>Understanding, utilising and caring for our school environment</b>	Develop and sustain our school environment	Develop community gardens within the school	Whole school utilisation and input to the Montessori gardens	DP / Curriculum Team
<b>Outdoor environment developed to support our play based Pedagogy</b>	Ensure the environment supports our play based Pedagogy	Canopy over junior turf  Storage for play based equipment  Forest/bush area behind the shed investigated for play  Cycle / Pump Track Developed	Increased play opportunities for the whole school	SLT
<b>School environment supports all of our learners</b>	Classroom environments cater for all	Takiwa māuri tau  Mindfulness  Visual timetable	A calming space for children to place themselves  Reduced behaviour	DP / LSC
<b>Bellevue school History - Localised Curriculum</b>	Understand the history of our school and area	Use kāhui ako resources to strengthen knowledge	Students leading their own learning	Curriculum Team
		Localised Curriculum utilised within	Teachers responding to	





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		Bellevue	children's wonderings / play urges	
		Student Inquiry Concepts and Model developed to ensure coverage of all curriculum areas		