



**BELMONT  
PRIMARY  
SCHOOL**

**C**ONFIDENT

KIA MĀIA



**C**URIOUS

KIA PĀKIKI



**C**REATIVE

KIA AUAHA



**O**UR BEST  
ALWAYS

Belmont Primary School Charter  
2020



# Belmont Primary School

2020 - 2022

## OUR MISSION

We provide the highest quality of teaching and learning opportunities in a safe and stimulating environment

Our children engage in academic, cultural sporting and social activities that allow them to achieve their potential

The students love of learning is inspired through the opportunities, risks and challenges they are encouraged to take

Through our strong sense of community, children transition successfully to and from our school

The focus on our strong school values allows the holistic development of children through their time at out school

## OUR GOALS

To enhance our safe and inclusive environment

Develop student self management

Ensure our school is a source of joy for all who are a part of it and positive outcomes

Ensure students are challenged through the high expectations of teachers

Student excellence and positive outcomes

## OUR PILLARS

### Community

We value the contributions our teachers, peers, families and community can all make to the development of students. Our collaborative culture is essential

### Authentic Learning Opportunities

Students have access to learning opportunities which motivate and inspire creativity

### Wise Financial Stewardship

Funds are used to enhance the learning and well-being of all students

### Professional Development

All staff are provided with opportunities to develop themselves in the core role they play as teachers

### Hauora

Everything we do is in order to develop the all rounded well - being of the child

# Cultural diversity and the unique position of Maori



## New Zealand's Cultural Diversity

The school curriculum will encourage students to understand and respect the different cultures that make up New Zealand.

We will ensure that experiences, cultural traditions and languages of all New Zealanders are recognized and valued.

The achievement of all students will be monitored closely and trends within identified cultural groups will be analysed and changes made to teaching and learning programmes to reflect identified needs.

Cultural diversity brings much strength to the school and the desire to learn and succeed has been identified in our new students.

## The unique position of the Maori Culture

When developing policies and practices for Belmont Primary School every endeavour will be made to reflect New Zealand's cultural diversity including the unique position of Maori.

The Board takes all reasonable steps to provide instruction in Tikanga Maori (Maori culture) and Te Reo (Maori language) for students.

Teaching staff will be encouraged and fully supported with professional development to extend their current abilities in Te Reo and Tikanga Maori. We will use support people from community agencies and internal experts in Te Reo.

Te reo is taught in all rooms and evidence can be seen in room environments.

Curriculum reports to the BOT will contain specific reference to the achievements of Maori children.

This information will be made available to parents of Maori children.

We will sing the National Anthem in Maori and English.

We have a kapa haka group and at our singing assemblies we have a variety of songs including waiata.

We have a specialist Te Reo teacher for all classes (except 2020 due to maternity leave)

We consult annually with our Maori whanau.



# Strategic Plan 2020-2022



Our Pillars	2020	2021	2022
<p><b>Technology in the School</b> Maximise the potential for IT to transform the way students learn at school and at home. Digital Technologies has been added to the technology curriculum and the school will make a commitment to add and finance the implementation of this addition to the curriculum</p>	<p>Review Year 6 data from 2019 to analyse student outcomes Improve teacher knowledge, confidence and competence with latest technology Consider using technology across the COL to improve student outcomes through different practices Develop an information hub Implement STEAM as part of the Technology curriculum requirement</p>	<p>Review IT hardware needs for 2021 leases or purchases Review resources for STEAM Develop a Digital Technology Leadership group</p>	<p>Review our SMS regarding assessment and information Review our technology strategic plan</p>
<p><b>Well Financed School</b> Maximise the revenue generation potential of the school to support the learning environment and maximise the students learning diversity. The Board is very conscious of ensuring there are enough finances in reserve.</p>	<p>Provide more all-weather surface areas so students can play outside in winter months Provide more natural shelter Upgrade the fields so they can be used during winter months Provide a canopy from Room 16 to Room 15 Develop the library into an information hub and incorporate digital technology</p>	<p>Develop an attractive school environment that reflects our vision and encourages students to learn about and participate in our natural environment Review allocation of funds for our learning environment</p>	<p>Review our cyclical maintenance programme to ensure our property is a safe and healthy environment for our community</p>
<p><b>Professional Development for Staff</b> Invest in the development of the teaching staff in recognising the core role the teachers play in the students' academic achievement</p>	<p>PD for staff appraisals PD related to COL, mostly Numeracy PD for staff in Wellbeing through the Resilience Project Develop leaders within the school to implement new initiatives</p>	<p>PD related to COL Consider an international PD opportunity for four staff to have International PD Continue PD in Te Reo</p>	<p>Have a focus on leadership training Develop key staff for new responsibilities</p>
<p><b>Authentic Learning Opportunities</b> Further develop the schools capabilities in the arts and to support enduring learning through authentic experiential learning</p>	<p>Use of technology to enhance learning opportunities, especially languages and digital technologies. To create opportunities for real life learning opportunities especially in performing arts Use an inquiry learning model to create authentic learning opportunities for children to explore</p>	<p>Through our wellbeing PD continue to develop high efficacy</p>	<p>Continue to develop personalised learning Continue to develop students taking ownership of their learning</p>
<p><b>Home School Partnership</b> Harness the huge potential of the parents to form a strong partnership with BPS in supporting their children's education and helping the school in achieving its vision and goals</p>	<p>Continue the strong reputation our school has in the community. Reinforce that parental involvement makes a significant difference to student achievement Continue strong partnership links with Navy Use digital technologies as a platform to communicate effectively, which can lead to improved outcomes</p>	<p>Ensure there is a focus on learning Ensure whanau support is strong Ensure there is strong positive links with all stakeholders Survey whanau for Health Curriculum</p>	<p>Online reporting Parental involvement makes a significant difference to Educational achievement.</p>

# Annual Plan for 2020



## NAG 1: Curriculum, Assessment and Reporting

### Curriculum

- Maintain a programme of self review in relation to student achievement, especially students who could be invisible, our AMBER children
- Review how current teaching practices align with the new digital technology curriculum in the school
- Review how well teachers use assessment data to ensure there is consistency across our syndicates. We will also endeavor to align with CoL Schools
- Have all teachers participate in school wide numeracy development led by Numeracy Leaders
- Give priority to student achievement in literacy and based on assessment information identify groups of students who are i) not achieving ii) who are at risk of not achieving iii) who have special needs
- Give priority to student achievement in numeracy and based on assessment information identify groups of students who are i) not achieving ii) who are at risk of not achieving iii) who have special needs against the curriculum levels set by the MOE
- To provide meaningful and challenging targets for all students with special focus on priority learners, including Maori, special needs and Amber students

### ICT.

- To support staff in the development of e-learning, especially the Year 3-6 teachers
- To introduce school-wide the new digital technology curriculum, using experts on the staff
- To update ipads, laptops and desktops
- Increase PD in the use of ICT in the classroom environment

### Health and Well Being.

- Give priority to regular quality physical activity that develops motor skills for all students
- Resilience Project. Being a pilot school for wellbeing, gratitude, empathy and kindness.
- Ensure the health and well being of the staff. Joy and Passion.

### Community Relationships

- Communicate new initiatives fully to families
- Host information evenings around resilience and kindness
- COL: Ensure staff and community are kept up to date with developments, initiatives and planning

### Assessment

- Ensure there is consistency how we moderate as a syndicate and school
- Develop through our SMS and effective visual tool to show progress and achievement
- Ensure the staff are fully informed of progress and achievement of students and that staff report to their Senior Leaders

### Reporting

- Report to the Board on progress made meeting school wide targets
- Report to the community on the achievement of students as a whole against the curriculum levels set by the MOE
- Report school level data in the Board's annual report on curriculum levels under these headings i) school strengths and identified areas for improvement ii) the basis for identifying areas for improvement iii) planned actions for raising achievement.
- Report in the Board's annual report i) the numbers and proportions (%) of students at, above, below and well below the curriculum levels including NZ European, Asian, Maori, Pacific Island and by gender and ii) how students are progressing against the curriculum levels as well as their achievement



## NAGs 2, 4 & 5

### Self Review:

- Continue to develop robust, documented self review processes to evaluate the impact of new programmes and new initiatives on student progress over time and identified charter targets
- Continue to review all curriculum and student progress and achievement and show progress to the Board
- Continue with student engagement surveys and Me and My School Survey data

### Finance and Property:

- Fund Professional development for COL, Wellbeing, Teacher Development and identified appraisal requirements
- To ensure the school operates in a fiscally prudent manner by operating a budget, which is aligned with the strategic plan goals.
- To develop the buildings, facilities, plant and grounds to support the shared vision of the school through the 10 year and 5 year property agreement and roll growth analysis. This includes our new 5YA programme
- To develop shade trees climbing trees and native tree groves
- Vision for next three years is to create 2 more ILE classrooms, build a canopy, improve drainage on the field and possibly look at more Tiger Turf over the senior quad

### Health and Safety

- Model positive and constructive relationships
- Ensure that the Board, as employers, provide a safe and healthy work environment

## NAG 3: Professional Development and Personnel

- PD will be provided to up skill teachers in literacy, numeracy and personal goal development
- Staff appraisal: review of documentation to be in line with new goal setting targets
- Individual Staff Development will be available through the appraisal system of identification.
- For teachers and teacher aides to recognise the need for continued professional development and have opportunities to be involved in programmes, which promote personal growth, including the newly introduced digital technologies.
- COL related PD which will be mostly on writing and numeracy in 2018

## NAG 6: Legislation

- Review policies and procedures through School Docs
- Principal's appraisal will be carried out by the Board Chair as part of our ERO review
- Financial audit
- Report more regularly to the Board on progress made in meeting school targets

# Planned Priorities



1

## Writing

Initiative	Expected results		Actual results
1.1 To provide opportunities to achieve success in writing based on expected curriculum levels and COL targets	58% (14/24) children who are below expectation at the end of 2019 as after 4 or 5 years of school, will be at expectation by the end of 2020.	Who: Year 5 & 6 Teachers  When: December 2020  Budget: Literacy	
1.2 To provide opportunities to achieve success in writing based on expected curriculum levels and COL targets	60% (5/8) children who are below expectation at the end of 2019, will be at expectation by the end of 2020.	Who: Year 4 Teachers  When: December 2020  Budget: Literacy	

2

## Reading

Initiative	Expected results		Actual results
2.1 To assist Year 5/6 students achieve and progress at a higher level than previous years.	69% (18/26) children who are below expectation at the end of 2019, will be at expectation by the end of 2020.	Who: Year 5 & 6 Teachers  When: December 2020  Budget: Literacy	
2.2 That targeted Year 3/4 children progress at higher levels than in previous years to meet expectation.	66% (12/18) children who are below expectation at the end of 2019 will be at expectation by the end of 2020.	Who: Year 3 & 4 Teachers  When: December 2020  Budget: Literacy	

3

Numeracy

Initiative	Expected results		Actual results
3.1 To provide opportunities to achieve success in numeracy based on expected curriculum levels and COL targets	63% (16/24) of children who are below expectation at the end of 2019 will be at expectation by the end of 2020.	Who: Year 5 & 6 Teachers  When: December 2020  Budget: Numeracy	
3.2 To provide opportunities to achieve success in numeracy based on expected curriculum levels and COL targets	64% (11/17) children who are below expectation at the end of 2019, will be at expectation by the end of 2020.	Who: Year 3 & 4 Teachers  When: December 2020  Budget: Numeracy	

4

Thinking Skills/ICT

Initiative	Expected results		Actual results
4.1 To up-skill staff in the delivery of Wellbeing	That the staff have the necessary PD to deliver Wellbeing and the students behaviour reflect this effort to teach kindness, empathy and gratitude	Who: Year 1 - 6 Teachers  When: 2020  Budget: Staff training and development	
4.2 Ensure current teaching practices align with New Zealand School Curriculum including the new digital technologies curriculum.	The staff plan collaboratively and integrate SS, science, technology, art and health into their topic work and ensure they participate to their best ability in digital curriculums.	Who: Principal & AP's  When: 2020  Budget: Staff training and development	
4.3 Increase opportunities for students to have hands-on use of appropriate technology to supplement their learning and challenge their thinking.	That the technology we use enhanced students' engagement and achievement across the curriculum	Who: All staff  When: 2020  Budget: PD	



# Belmont Primary School: 3 Year Strategic Initiatives



## 1 Grow teachers as leaders

Strategic initiative 1. **Build a strong succession plan for the Senior Leadership Team.**  
**3-year success metric: 3 Internal Staff have been appointed as Assistant Principals**

Initiative	12-month milestone	Key actions
Create new leaders in our school as part of a 3 year succession plan	<ul style="list-style-type: none"> <li>To have identified 3 potential leaders</li> <li>To have identified 3 new areas of responsibility around student outcomes</li> <li>For 3 leaders to have accepted new positions of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>All staff have completed a self review against the appraisal matrix by end of T2</li> <li>Senior leaders have completed the appraisal process on their staff by end of Term 3</li> <li>Potential leaders recognised and for them to accept new roles by end of Term 4</li> </ul>

## 2 Grow teachers as learners

Strategic initiative 2. **Implement data-focused learning**  
**3-year success metric: We will establish a visual data platform that all teachers and stakeholders can use**

Initiative	12-month milestone	Key actions
To develop a dashboard that enables clear, visual display of student achievement so we can target children and enable resources to be allocated to specific needs	<ul style="list-style-type: none"> <li>To have a usable dashboard that enables stakeholders to clearly see data in a manner that is visual</li> <li>To be able to use this software to visually see patterns around achievement and progress</li> <li>To use this dashboard to inform planning and identify targeted students</li> </ul>	<ul style="list-style-type: none"> <li>To have worked alongside our SMS provider, Assembly, and to have combined to deliver a visual platform that clearly shows progress and achievement.</li> <li>For this dashboard to be used effectively by all staff so they can use the data to inform their planning and their next steps</li> <li>For student outcomes to improve</li> </ul>

## 3 Grow students as independent learners

Strategic initiative 3. **Develop resilience, gratitude, empathy and kindness**  
**3-year success metric: Our students will be independent learners**

Initiative	12-month milestone	Key actions
To develop independent abilities and resilient attitudes while being mindful of the need to be kind and empathetic	<ul style="list-style-type: none"> <li>For our students to be more empathetic, kinder and to show gratitude</li> <li>For all students to have a positive sense of self-worth</li> <li>For the staff to increase their wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Students will maintain a journal to track their behaviours</li> <li>Staff will maintain an App to track their behaviours</li> <li>For staff and students to analyse their wellbeing and make changes to their life if required</li> <li>For staff to participate in school wide and cluster wide PD</li> </ul>

## 4 Increase student achievement

Strategic initiative 4. **To align our achievement targets with the Kahui Ako**  
**3-year success metric: That 90% of all students will be achieving at or above their curriculum level in literacy and numeracy**

Initiative	12-month milestone	Key actions
Through internal and external professional development staff will increase their content knowledge and adapt if necessary new pedagogies	<ul style="list-style-type: none"> <li>That 87% of all learners achieve at or above their curricular level by the end of 2020</li> <li>That all teachers have had a minimum of 20 hours professional development in literacy and numeracy</li> <li>That all teachers have a minimum of 10 hours coaching from the Resilience Project</li> </ul>	<ul style="list-style-type: none"> <li>Obtain 80 PLD hours from MOE to fund an external facilitator for numeracy</li> <li>That our within school leaders for numeracy and literacy lead PLD sessions through modelling or staff meeting and assist with planning</li> <li>That targeted children are identified and their progress is monitored on a regular basis</li> <li>Staff undertake the professional development required to deliver the Resilience Project objectives</li> </ul>