



Belmont School Strategic Plan

Mā te mahi tahi ka piki kōtuku
Succeeding together



Curriculum



Acceleration



Wellbeing



Culture



Physical
Environment

2023-2025

The Strategic Plan is our key working document and the basis for all board activity. It sets out the board's strategic leadership expectations for the next three years, reflects what the board is doing to make a difference for student achievement and progress and describes how the board is giving effect to the National Education and Learning Priorities.

Our Strategic Plan reflects our school's cycle of continuous improvement, is focused on improving student progress and achievement, and outlines the reporting and review process to support this.





Mission Statement - *Te Kaupapa Kōrero*

In partnership with our community, we will provide a dynamic, safe, learning environment of excellence, which prepares all our students for future challenges and a love of lifelong learning.

Ma te mahi tahi o te kura me te hāpori, ka ako ātātou tamariki i roto i te kura autaiā, kura haumarū hoki kia tū tangata rātou i ngā āhuatanga katoa o tō rātou ake ao. Kia whāngaiā hoki te hiahia motuhake ki ngā mahi katoa o te ako mo ake tonu atu.

Mā te mahi tahi ka piki kōtuku

Succeeding together through

Our KURA Values

At Belmont School we are:

- **Kind** - we use kind words and actions, help others, and respect those around us
- **United** - we work as a team, include others, and respect diversity
- **Responsible** - we follow the rules, keep ourselves safe, and respect our environment
- **Active** - we actively participate in school and learning, and respect ourselves

Mā te mahi tahi ka piki kōtuku
Succeeding together through


Our KURA Values

At Belmont School we are...

Kind
United
Responsible
Active

Belmont Active Learners


connect



This means I:

- Feel that I belong in my own way - I have a place in my class, team, school, family, community and the world.
- Am able to make friends, develop and maintain friendships.
- Develop and maintain positive relationships by: being empathetic, using humour positively, being supportive, understanding what is going on around me.
- Use my learning in new situations, in different contexts and environments. (Inside and outside the classroom)
- Can choose different tools and strategies (questioning, people, resources and places) to create, share and support their learning.
- Can work together and contribute within a team.


are resilient



This means I:

- Take risks to try things even if I'm not sure what the outcome may be, it's ok to ask for help.
- Give things another go even when they are hard or don't go how I thought they would.
- Think about different ways to do things if one way doesn't work out.
- Understand that I don't feel okay when I get something wrong but I know that I can work through it by accepting critique and constructive feedback as part of learning.
- Seek out creative solutions to problems.
- Make mistakes confidently and cope with disappointment with the understanding that mistakes are great learning opportunities.


are responsible



This means I:

- Manage myself
 - Look after my belongings
 - Show leadership skills / am a role model
 - Make good choices (classroom, playground, community)
 - Manage change (I am adaptable)
 - Independent
 - Follow routines
- Have a good work ethic
 - Manage my time
 - Quality over quantity
 - Am reliable / trustworthy
- Accept responsibility and understand consequences
 - Celebrate success and learn from mistakes
 - Look beyond the immediate impact of my actions
 - Consider how my actions impact on the environment and resources, now and for the future.


question



This means I:

- Understand how to create and use different types of questions.
- Listen actively and ask purposeful questions related to the context.
- Know questioning is a form of communication and is a 2 way process.
- Use questions for different reasons (to problem solve, challenge ideas, help others, check understanding gain knowledge, to reflect, and to encourage discussion).
- Use my questions to find out about things I am curious about and pursue passions.
- Ask questions of myself and others.


are resourceful



This means I:

- Identify, see and know what the problem is.
- Have different ways of solving problems - I'm prepared to change the plan if it doesn't work.
- Can use my problem solving skills everyday, everywhere
- Use time wisely when solving problems.
- Am creative and flexible in my thinking and I am open to what's possible.
- Can find and use resources which are appropriate - e.g. family, friends, books, community

reflect



This means I:

- Can identify what I need to achieve, why I need to achieve it and what steps I need to take to get there.
- Know and talk about what I (and others) can do well and what I need to work on. Celebrate my successes.
- Know how I help or hinder my own learning e.g. having time to process, using visuals, taking time out where needed.
- Have strategies to identify what worked, what didn't and why; show where I have achieved my goals (evidence).
- Wonder about other points of view and be open to new ideas; consider how they relate to mine.
- Allow time to reflect on myself, my actions and my interactions with others.
- Know myself as a person (learning style, beliefs, cultural, spiritual, emotional, physical).

At Belmont School we also give effect to the values from Te Mātaiaho

Students will be encouraged to value:

- **excellence**, by aiming high and by persevering in the face of difficulties
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively
- **diversity**, as found in our different cultures, languages, and heritages
- **equity**, through fairness and social justice
- **community and participation** for the common good
- **ecological sustainability**, which includes care for the environment
- **integrity**, which involves us all being honest, responsible, and accountable and acting ethically and **respecting** ourselves, others, and human rights.



The Belmont School Learner...

Loves learning:

- Is confident to take the next steps in their learning journey
- Actively seeks and provides feedback about their learning
- Is empowered to make change
- Is courageous and able to see challenges positively

Is motivated, engaged, and enthusiastic:

- Is good at listening and reflecting
- Is independent, self-managing and shows initiative and leadership

Relates well to others and to the world around them:

- Is curious about their world
- Is aware of the impact of their actions on others and their environment
- Is happy to celebrate their own and others' success

Is able to work effectively with others and independently

Belmont School values are expressed in everyday actions and interactions within the school. They underpin the school's philosophy, structures, curriculum, classrooms, and relationships.



Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora.

Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future.

At Belmont School, we aim to give practical effect to Te Tiriti o Waitangi. This is a shift from acknowledgment to authentic understanding and valuing of Te Tiriti o Waitangi and its principles. Curriculum interventions and initiatives can best serve the needs of ākonga Māori by enabling student identities and cultural backgrounds to be legitimated, included, and expressed through and in the learning contexts in which they are situated. Giving effect to Te Tiriti and its principles in schools means ensuring that expressions of Māori language, knowledge, and culture, and therefore the identity of ākonga Māori, are valued and inequities are addressed.

Our board recognises the calls to action outlined in Te Mātaiaho:

- Leading kaiako to give effect to our obligations to Te Tiriti o Waitangi and its principles by actively delivering, through the curriculum and how they teach, fair and equitable educational processes and outcomes for Māori and for all ākonga
- Leading kaiako to actively protect te reo Māori, tikanga Māori, and mātauranga Māori, and to collaborate with whānau, hapū, and iwi to incorporate these taonga into the school curriculum
- Leading kaiako to design and plan learning programmes that provide all ākonga access to knowledge, understandings, and practices that are relevant to ākonga and their peers, and that promote achievement, inclusion and equity

The Board takes all reasonable steps to provide instruction in te ao and te reo Māori. We are continually working towards strengthening this area of our practice. Whānau and school staff are working towards ways that mean we are truly sharing a vision of "the school community" rather than "the school and its community."

When developing policies and practices for the school every endeavour is made to reflect New Zealand Cultural diversity and the unique position of Māori.

All assessment practices will analyse the achievement of Māori and Pasifika students. From the analysis of achievement data, annual achievement targets are set. Resourcing, planning and teaching will be responsive to these targets.

We expect Māori and Pasifika students to be achieving at or above national curriculum expectations. Annual targets have the aim of accelerating achievement to meet this expectation.

We work together with parents of the students identified as Māori and Pasifika to make decisions regarding how the school supports achievement and wellbeing. All staff will continue to be encouraged and fully supported with professional learning and development to extend their understanding and implementation of Ka Hikitia and Tapasā.

All staff are supported in developing their abilities and confidence in te ao and te reo Māori. Increasing te ao Māori within the curriculum, giving priority to significant local knowledge and history, is an ongoing focus so that all teaching and learning contexts reflect and model these.

Belmont School is part of Te Kāhui Ako o Te Ngaengae and actively networks across this group of schools to support development of te ao Maori. The Kahui Ako has a specific goal to *create connections with iwi and the wider community across the Kāhui Ako that support strong relationships between early childhood, primary, intermediate and secondary and grows our collective identity*. Work in this area includes strengthening connections with our local iwi, Te Āti Awa.

When whānau of a fulltime student requests that their child be provided with instruction in te reo Māori the Principal, on behalf of the Board will take all reasonable steps and:

- Refer to Ministry of Education resource personnel and local iwi for advice and assistance
- Discuss with whānau the ways the school currently involves te reo and tikanga Māori in school life and programmes
- Discuss with whānau whether the student would have access to te reo in the home
- Where appropriate, support an application for dual enrolment at Te Aho o Te Kura Pounamu for the student and provide support staff assistance



Belmont School

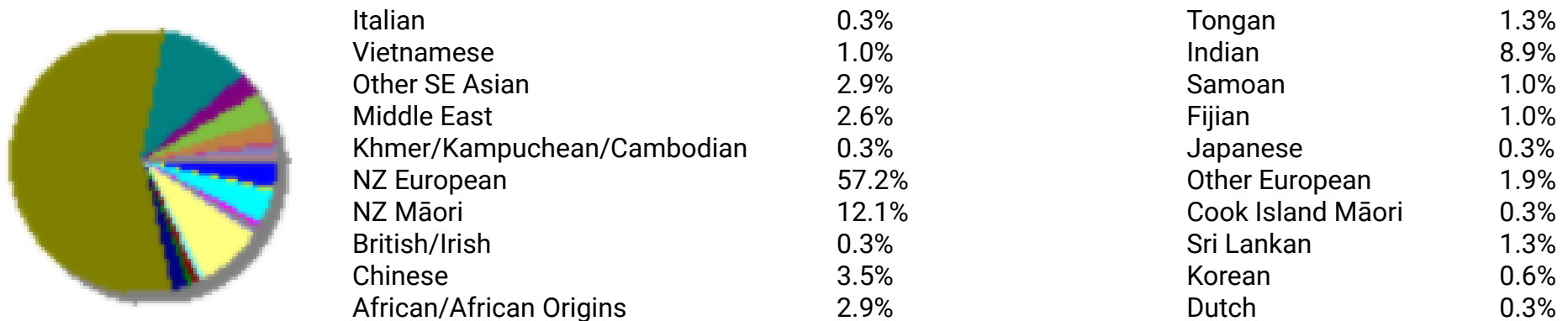
Cultural Diversity



The principle of cultural diversity calls for schools and teachers to affirm students' different cultural identities, and incorporate their cultural contexts into teaching and learning programmes.

At Belmont School, cultural inclusion and diversity are closely linked and woven together within curriculum delivery and other school practices and processes.

Belmont School, as at February 1, 2024 with a roll of 313, is a typically diverse school community. All cultures within the school will be valued, accepted and celebrated through the deliberate and active encouragement of an inclusive school culture. Staff will ensure that students and families from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student by making strong connections to their cultural heritage.



We seek to provide an inclusive, culturally responsive and supportive environment where all students will achieve. This demonstrates our active commitment to welcoming, responding and celebrating diversity.

Belmont School Consultation



The Belmont School Strategic Plan is our Board's legal undertaking to the Ministry of Education. It describes the legislated requirements and reflects the vision of parents, students, staff and community.

It details the aims, purpose and objectives for meeting the needs of our students and for the school's function in the community.

The Strategic Plan is a management document which sets the direction for the achievement of these objectives and accounts for the school character, its resources, and the expectation of the community.

This Strategic Plan advocates our collective commitment to excellence and equity for our students.

Belmont School Procedural Information



The planning year for the board will be from 1 January to 31 December.

Alignment to the National Education and Learning Priorities (NELPs)



As part of our Strategic Direction, Belmont School has identified key areas of focus for teaching and learning. These are:



The National Education and Learning Priorities (NELPs) are reflected in each of our focus areas. We give effect to these priorities through our **Proposed Implementation of Strategic Direction 2023-2025 and Annual Actions.**

OBJECTIVE 1: LEARNERS AT THE CENTRE	OBJECTIVE 2: BARRIER-FREE ACCESS	OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP	OBJECTIVE 4: FUTURE OF LEARNING AND WORK	OBJECTIVE 5: WORLD CLASS INCLUSIVE PUBLIC EDUCATION
<p><i>Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</i></p> <p>WELLBEING, CULTURE</p>	<p><i>Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</i></p> <p>ACCELERATION, WELLBEING</p>	<p><i>Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i></p> <p>CURRICULUM, CULTURE</p>	<p><i>Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</i></p> <p>CURRICULUM</p>	<p><i>Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</i></p> <p>WELLBEING, CULTURE</p>
<p><i>Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</i></p> <p>CULTURE</p>	<p><i>Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</i></p> <p>CURRICULUM, ACCELERATION</p>	<p><i>Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</i></p> <p>ACCELERATION</p>		



Belmont School Strategic Direction

Mā te mahi tahi ka piki kōtuku
Succeeding together

Mā te huruhuru ka rere te manu
Adorn the bird with feathers and it will fly

Teaching and learning are **purposeful** and **responsive** to each student

Priority is given to **Literacy** and **Numeracy**

The **Belmont Active Learner Traits** are deliberately taught

Our teaching and learning programmes reflect **te Tiriti o Waitangi** and the rich diversity of our community



Curriculum

through our



values



Acceleration

Te piko o te māhuri, tēra te tupu o te rākau
The way a sapling is nurtured determines how strong it will grow as a tree

Everyone is **active** and **involved** in all aspects of learning

Student learning and teacher practice are **regularly reviewed** to help determine priorities

The allocation of **resources** is responsive to learning, equity and excellence

We build on the **strengths** of each learner. Learners have a **pathway of progress** that looks ahead to what they will need next, rather than back to what they haven't yet learnt

Me mahi tahi tātou mo te oranga o te katoa
We should work together for the wellbeing of everyone

School culture and **values** promote student, staff and community wellbeing. This is observable in the school's curriculum and communication

Strengths and **potential** of students, staff and community are the focus for promoting and responding to wellbeing

Everyone is encouraged to **seek support** when needed



Wellbeing



Physical Environment



Culture

Manaaki whenua, manaaki tangata, haere whakamua

If we take care of the earth and take care of the people, we will take care of the future

Classrooms, the **outside environment** and **shared spaces** support wellbeing and effective teaching and learning

Sustainable and **eco-friendly** practices are established

Ko te ahurei o te tamaiti arahia ō tātou mahi
Let the uniqueness of the child guide our work

Diverse and ethnic-specific **identities, languages** and **cultures** are valued and included in teaching and learning

Collaborative and **respectful relationships** between students, staff and families are established and maintained

Learners **know they can succeed** and are **supported** in achieving





	2023	2024	2025
Curriculum Mautanga <i>What we teach</i>	<ol style="list-style-type: none"> Develop understanding of the refreshed English and Maths curriculum areas Consolidate practices to enable the implementation of the Aotearoa New Zealand Histories Curriculum Embed a conceptual curriculum with meaningful contexts for learning 	<ol style="list-style-type: none"> Develop understanding of the refreshed English and Maths curriculum areas Consolidate understanding of the whakapapa of the Curriculum Refresh Embed practices to enable the implementation of the Aotearoa New Zealand Histories Curriculum 	<ol style="list-style-type: none"> Develop new priority area as determined by 2024 review data Consolidate understanding of the refreshed English and Maths curriculum areas Embed understanding of the whakapapa of the Curriculum Refresh
Acceleration Ako <i>How we teach</i>	<ol style="list-style-type: none"> Develop strategies and approaches to support the diversity of learners Consolidate consistency of practice in Literacy Embed practices to ensure the Professional Growth Cycle is purposeful and contextualised 	<ol style="list-style-type: none"> Develop strategies and approaches to support the diversity of learners Consolidate assessment practices to support Literacy learning Embed consistency of practice in Literacy 	<ol style="list-style-type: none"> Develop new priority area as determined by 2024 review data Consolidate strategies and approaches to support the diversity of learners Embed assessment practices to support Literacy learning
Wellbeing Hauora <i>Social, emotional, physical wellbeing</i>	<ol style="list-style-type: none"> Develop a deeper understanding about what student's need to thrive as learners Consolidate a learning progression that reinforces the value of the Health and PE curriculum in supporting learning and wellbeing Embed school wide practices that support teaching for positive behaviour 	<ol style="list-style-type: none"> Develop consistent strategies that support student self regulation and wellbeing Consolidate practices in response to minor and major behaviours Embed a learning progression that reinforces the value of the Health and PE curriculum in supporting learning and wellbeing 	<ol style="list-style-type: none"> Develop new priority area as determined by 2024 review data Consolidate consistent strategies that support student self regulation Embed practices in response to minor and major behaviours
Culture Toitū te Mātauranga <i>Identity, Language and Heritage</i>	<ol style="list-style-type: none"> Develop systems to strengthen mana whenua and whānau voice Consolidate the teaching of te reo Māori using Te Aho Arataki Marau mo te Ako i Te Reo Māori Embed teacher knowledge of te reo Māori 	<ol style="list-style-type: none"> Develop practices that promote and celebrate identity and culture Consolidate systems to strengthen mana whenua and whānau voice Embed the teaching of te reo Māori using Te Aho Arataki Marau mo te Ako i Te Reo Māori 	<ol style="list-style-type: none"> Develop new priority area as determined by 2024 review data Consolidate practices that promote and celebrate identity and culture Embed systems to strengthen mana whenua and whānau voice
Physical Environment	<p>Priorities:</p> <ul style="list-style-type: none"> - Replacement of the roofing on Block C, F, G and H - Upgrade of Junior Block lighting and acoustics - Replacement of sewer and stormwater infrastructure - Water tightness remediation of Block E and L - Replacement of Block B 	<p>Priorities:</p> <ul style="list-style-type: none"> - Building of Block E Toilet Block - Upgrade of Junior Block lighting and acoustics - Demolition of Block B and redevelopment of court space - Development of vision for covered outdoor learning space - Replacement of sewer and stormwater infrastructure 	<p>Priorities:</p> <ul style="list-style-type: none"> - To be determined by 10YA



Targets for Raising Student Achievement

Targets:

- **To increase the number of students achieving expectations in Literacy**
 - *End of 2023 **Writing** Data: 247 students (70.3%) on track, at or above expectations*
 - *End of 2023 **Reading** Data: 280 students (79.8%) on track, at or above expectations*
- **To increase the number of students achieving expectations in Maths**
 - *End of 2023 **Maths** Data: 279 students (79.4%) on track, at or above expectations*
- **To increase achievement for Māori students**
 - *End of 2023 **Writing** Data: 27 Māori children (66%), 247 whole school (70.3%) on track, at or above expectations*
 - *End of 2023 **Reading** Data: 28 Māori children (68%), 280 whole school (79.8%) on track, at or above expectations*
 - *End of 2023 **Maths** Data: 28 Māori children (68%), 279 whole school (79.4%) on track, at or above expectations*

We will measure progress, determine actions and evaluate impact in the following ways:

- Identification of specific data informed targets within individual classrooms
- Teacher inquiries informed by effective actions from 2023
- Teacher response to classroom observation and the impact of teaching practice
- Ongoing moderation at a team and school level
- Termly team and school wide analysis of Reading, Writing and Maths progress and achievement data
- Deliberate evaluation of the impact of interventions for target students
- Alignment of the professional growth cycle with student progress and achievement
- Practice analysis conversations, supporting the review and development of practice that accelerates learning

Curriculum | Marautanga

Planned Actions and Strategies <i>What are we going to do differently in 2024?</i>	Timeframes	Responsibility	Budget Considerations
Develop understanding of the refreshed English and Maths curriculum areas <ul style="list-style-type: none"> ● Engage with material from MoE at a leadership level. Unpack the structure and content ● Participate in webinars designed to support understanding and implementation of the refreshed content ● Make connections to PLD in Literacy ● Begin exploring the framework and content of the refreshed English and Maths document with staff ● Keep up to date with curriculum, information and resource release from MoE and the opportunities that are on offer 	Term 1 onwards Ongoing From Term 1 Term 2 onwards Ongoing	Leadership Leadership Leadership Leadership and staff Principal and DP	None
Consolidate understanding of the whakapapa of the Curriculum Refresh <ul style="list-style-type: none"> ● Plan for Staff Only Days in Term 2 and 4 dedicated to supporting the implementation of the Curriculum Refresh ● Revisit the 7 whakapapa of the Curriculum Refresh - what aspects need further unpacking? What are the implications for us as a school? What do we have to do differently? ● Use the refreshed Social Sciences Curriculum for planning throughout the year ● Make connections to English and Maths refreshed content 	Term 2 and 4 Term 2 Term 1 and 3 Term 1 onwards	Leadership Leadership and staff Teaching Staff Leadership and staff	None
Embed practices to enable the implementation of the Aotearoa NZ Histories Curriculum <ul style="list-style-type: none"> ● Use the curriculum framework and expectations at team level, planning for a Term 1 unit on our local histories ● Make connections to our conceptual curriculum, using meaningful contexts for teaching and learning ● Identify and use key support resources for teaching and learning ● Explore opportunities to connect with whānau around this new curriculum area ● Engage at a Kāhui Ako level to build understanding of our local history, using this to extend teacher knowledge 	Term 1 Term 1 Term 1 Term 1 Ongoing	All staff, led by leadership team Leadership Local Histories Network teachers	Supported by Teaching Resources budget as required. Kāhui Ako funding

Acceleration | Ako

Planned Actions and Strategies <i>What are we going to do differently in 2024?</i>	Timeframes	Responsibility	Budget Considerations
<p>Develop strategies and approaches to support the diversity of learners</p> <ul style="list-style-type: none"> At teacher level, develop a deeper understanding of students below and the journey they have been on - how have they tracked over time? What's worked for them? What are the barriers? What needs to happen next? Carry out teacher observations and conversations each term to unpack current practices, and identify challenges and areas for growth Analyse teacher planning each term, exploring how identified learners are catered for through programmes Plan and implement staff professional learning sessions that help to identify barriers to learning and universal supports that will help student progress 	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1, then ongoing</p> <p>Term 1-4</p>	<p>Classroom teachers</p> <p>Leadership with classroom teachers</p> <p>All staff</p>	<p>Resourcing identified needs as required through Teaching Resources and Special Needs budgets</p>
<p>Consolidate assessment practices to support Literacy Learning</p> <ul style="list-style-type: none"> Update the school Assessment Schedule to reflect new assessments that will support our structured approach to teaching literacy Carry out identified assessments with students Analyse the data and information gathered through new assessment tools Review overall school data gathering framework 	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 2</p>	<p>Classroom teachers</p> <p>Leadership</p>	<p>Budget for purchase of assessment tools and subscriptions</p>
<p>Embed greater consistency of practice in Literacy</p> <ul style="list-style-type: none"> Continue engagement with Christine Braid from Massey University with a focus on Writing programmes Implement professional learning and revised practices established in 2023 around spelling, handwriting and use of decodable texts Provide opportunities for 1:1 support for teachers to continue professional growth Plan and implement staff workshops to support writing: Sentences, Vocabulary, The Writing Lesson, Fast Feedback Review writing expectations in relation to the change in practice Strengthen connections between Year 1 and Year 2-3 team to support progression of practice and learning Apply for further PLD Funding to support the continued journey Critically review practices that support Māori progress and achievement in Literacy 	<p>Term 1</p> <p>Term 1 onwards</p> <p>Term 1</p> <p>Term 1-3</p> <p>Term 2-3</p> <p>Ongoing</p> <p>Term 1</p> <p>Term 1 onwards</p>	<p>All Staff</p> <p>Year 1-3 Team</p> <p>Leadership</p>	<p>PLD funded through Centrally Funded PLD scheme</p> <p>Curriculum Budgets</p>

Wellbeing | Hauora

Planned Actions and Strategies <i>What are we going to do differently in 2024?</i>	Timeframes	Responsibility	Budget Considerations
<p>Develop consistent strategies that support student self regulation and wellbeing</p> <ul style="list-style-type: none"> ● Introduce Zones of Regulation at staff level ● Provide support resources to be used in every classroom ● Regularly revisit classroom actions and practices that support the implementation of Zones of Regulations language ● Provide regular updates to families and whanau about Zones of Regulation ● Apply for school participation in the Mitey programme for 2025 	<p>Staff Only Day</p> <p>Term 1 onwards</p> <p>Term 1 onwards Term 4</p>	<p>All staff, led by AP and DP</p>	<p>Teaching Resources Budget</p>
<p>Consolidate practices in response to minor and major behaviours</p> <ul style="list-style-type: none"> ● Revisit minor and major behaviours with the PB4L team ● Establish a flowchart for both staff and students about how to respond to minor and major behaviours ● Implement and use the flowchart to support consistency of behavioural responses across the school 	<p>Term 1 Term 1</p> <p>Term 2 onwards</p>	<p>PB4L Team</p> <p>All staff</p>	<p>None</p>
<p>Embed a learning progression that reinforces the value of the Health and PE curriculum in supporting learning and wellbeing</p> <ul style="list-style-type: none"> ● At team level, use the progressions of learning for Health and PE included in our Local Curriculum ● Provide optional PLD for staff to support the teaching of Swimming ● Continue to engage with Nuku Ora Healthy Active Learning initiative, seeking their support to work alongside teachers to plan for teaching and learning and carry out PE lessons in Term 3 ● Identify further opportunities for teacher PLD in the Health and PE Curriculum to support implementation of teaching and learning programmes 	<p>Term 1-4</p> <p>Term 1</p> <p>Term 2-3</p>	<p>Teaching Staff</p> <p>Health and PE Leader, Teaching Staff</p>	<p>Funded through engagement with Nuku Ora initiative</p>

Culture | Toitū te Mātauranga

Planned Actions and Strategies <i>What are we going to do differently in 2024?</i>	Timeframes	Responsibility	Budget Considerations
Develop practices that promote and celebrate identity and culture <ul style="list-style-type: none"> Identify with staff how children may see themselves and their culture reflected in classrooms. What do we already do? What could be strengthened? Design and implement actions to strengthen cultural connections in classrooms and learning programmes Plan for a whole school concept of 'Culture and Diversity' Work with HAST to hold a community evening that is reflective of our diverse community 	Term 1 Term 2 onwards Term 3-4 Term 4	Classroom teachers Leadership with HAST	Teaching Resources Budget
Consolidate systems to strengthen mana whenua and whānau voice <ul style="list-style-type: none"> Use 'Niho Taniwha' as a guide for connecting with whānau Engage with CORE Education to plan and implement an initial Whānau Hui Work with whānau to identify aspirations for Māori akonga Use identified aspirations to plan key actions that support Māori to experience further success as Māori Make connections with Literacy PLD and practices for our Māori learners 	Term 1 Term 1 Term 1 onwards Term 1 onwards	Leadership	Board Expenses Teaching Resources Budget
Embed the teaching of te reo Māori using Te Aho Arataki Marau mo te Ako i Te Reo Māori <ul style="list-style-type: none"> Continue Principal engagement in MAC to support leadership and staff development Continue to engage with opportunities for staff to strengthen their knowledge of te reo and te ao Māori teaching and learning Use the progressions of learning for te reo outlined within Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki Develop understanding of the steps required to move towards becoming a Level 3 te reo Māori school, including initial data gathering 	Term 1 onwards Term 1-4 Term 1-4 Term 2	Principal, DP, Staff Staff Teaching Staff Principal	Teaching Resources Budget

Physical Environment			
Planned Actions and Strategies <i>What are we going to do differently in 2024?</i>	Timeframes	Responsibility	Budget Considerations
Building of Block E Toilet Block <ul style="list-style-type: none"> Work with MoE and Peryer Construction as required to support the completion of the toilet block. Enable and manage site access Monitor staff and student wellbeing throughout the building process 	Term 1 (completed by late March)	Principal, Board, Ministry of Education	Funded through Capital Works
Upgrade of Junior Block toilets, lighting and acoustics <ul style="list-style-type: none"> Work with Lee Ashby, Stephen Geuze and Carrera Holdings to support the implementation of the building work Develop and implement a toilet access and student accommodation plan that ensures continuity of learning while work is carried out Monitor staff and student wellbeing throughout the building process Manage the budget and monitor the expenditure throughout the process 	Term 1-2	Principal, Board	Outlined in the 10Y Plan
Demolition of Block B and redevelopment of court space <ul style="list-style-type: none"> Confirm designs and sign off necessary paperwork Enable and manage site access for Niche and other contractors as asphalt is laid Monitor health and safety throughout the process Work with staff to develop and implement a vision for the new area Repaint lines on courts 	Term 1	Principal, Board, Ministry of Education	Funded through Capital Works Grounds Maintenance Budget
Development of vision for covered outdoor learning space <ul style="list-style-type: none"> Design and implement a consultation process with students, staff and community to gather ideas for the outdoor learning space Obtain quotes and secure funding through fundraising and board funds Establish a timeframe for the potential works 	Term 3	Principal, Board	Fundraising opportunities, Board funds
Replacement of sewer and stormwater infrastructure <ul style="list-style-type: none"> Work with Lee Ashby, Stephen Geuze and MoE to retender works and establish timeframe Develop classroom, toilet and playground access plans Monitor staff and student wellbeing throughout the building process Manage the budget and monitor the expenditure throughout the process 	Ongoing Timeframe TBC	Principal/Deputy Principal, Board, Ministry of Education	Outlined in the 10Y Plan



- 2023 Statement of Variance
- 2024 budget
- Te Mātaiaho
- Belmont School Local Curriculum
- Belmont School Active Learner Framework
- PB4L School-Wide Tier One Implementation Manual
- Cybersmart Overview Framework
- Leadership/Team Minutes
- Learning Support Register
- Belmont School Board Policies
- Belmont School progress and achievement data
- Belmont School Learning Support and Extension Register, Student IEPs and Individualised Learning Plans
- Belmont School 10 Year and 5 year Property Plans
- Enrolment Scheme Documentation
- Belmont School Assessment Schedule
- Professional Growth Cycle Documentation
- Principal's Performance Agreement