



Belmont School Strategic Plan

Mā te mahi tahi ka piki kōtuku
Succeeding together



Learning



Culture



Wellbeing

2026-2028

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 required priorities under the Education and Training Act 2020.

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 whāngaia 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 and others 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 School Strategic Direction

Mā te mahi tahi ka piki kōtuku - Succeeding together

2026-2028

Our Commitment: Our kura honours and commits to Te Tiriti o Waitangi. We recognise and value the dual heritage (tangata whenua and tangata tiriti) of Aotearoa. We will continue to listen to our community, reflect on our practice, and evolve with purpose. Our focus remains on ensuring every learner can succeed – academically, culturally, socially, and emotionally – in an environment that values both excellence and belonging.

Strategic Goals

Learning

Empower every learner to engage in meaningful learning that builds strong foundations and prepares them for an ever-changing world.

Culture

Celebrate and strengthen the unique identity of Belmont School by honouring Te Ao Māori, embracing diversity, and fostering strong connections with whānau and community.

Wellbeing

Create a safe, inclusive, and supportive environment where every learner feels valued, connected, and ready to succeed.

Initiatives

- Deliver high-quality teaching in Literacy, Numeracy, and the core curriculum.
- Provide purposeful and responsive learning experiences informed by effective assessment information.
- Support and extend every learner through inclusive, adaptive teaching approaches that integrate technology, innovation, and digital fluency.
- Build staff capability through professional learning, collaboration, and strong support systems.

- Embed Te Reo Māori, tikanga, and local iwi partnerships across school life.
- Ensure every child sees their culture, language, and identity reflected and valued.
- Strengthen and live our KURA Values – kindness, unity, responsibility, and active learning.
- Deepen partnerships with learners, whānau and the wider community to enrich learning and celebrate diversity.

- Prioritise emotional, physical, and mental wellbeing for students and staff.
- Promote positive relationships and inclusion.
- Develop spaces, programmes and strategies that support connection and resilience.
- Recognise and further develop the strengths and potential of learners, staff and the community.

Success

- Every learner experiences progress, challenge, and success.
- Learners are confident, curious, and equipped with skills for lifelong learning.
- Staff feel supported, empowered, and proud of their impact.

- Learners are celebrated for who they are and where they come from.
- Te Ao Māori is visible and lived across our kura.
- Whānau feel connected, welcomed, and valued as partners in learning.

- Every learner feels safe, valued, and cared for.
- Staff wellbeing is supported and celebrated.
- The school environment promotes connection and growth.

We are...

Kind

United

Responsible

Active



Strategic Goals	2026 Targets/Initiatives	2027 Targets/Initiatives	2028 Targets/Initiatives	Board Primary Objectives
<p>Learning <i>Ako</i> <i>Empower every learner to engage in meaningful learning that builds strong foundations and prepares them for an ever-changing world.</i></p>	<ol style="list-style-type: none"> Develop assessment and reporting systems and responsive practices to align with new curriculum expectations Consolidate understanding of the refreshed Maths curriculum and practices to support its implementation Embed understanding of the refreshed English curriculum and structured literacy practices 	<ol style="list-style-type: none"> Develop new priority area as determined by 2026 review data Consolidate assessment and reporting systems and responsive practices to align with new curriculum expectations Embed understanding of the refreshed Maths curriculum and practices to support its implementation 	<ol style="list-style-type: none"> Develop new priority area as determined by 2027 review data Consolidate priority area as determined by 2026 review data Embed assessment and reporting systems and responsive practices to align with new curriculum expectations 	<p>1 2b; 2d; 2f (i) (ii) (iii)</p>
<p>Culture <i>Toitū te Mātauranga</i> <i>Celebrate and strengthen the unique identity of Belmont School by honouring Te Ao Māori, embracing diversity, and fostering strong connections with whānau and community.</i></p>	<ol style="list-style-type: none"> Develop wider community connections with diverse cultural groups Consolidate systems to strengthen mana whenua and whānau voice Embed te reo Māori and tikanga practices across school life 	<ol style="list-style-type: none"> Develop new priority area as determined by 2026 review data Consolidate wider community connections with diverse cultural groups Embed practices that promote and celebrate identity and culture 	<ol style="list-style-type: none"> Develop new priority area as determined by 2027 review data Consolidate priority area as determined by 2026 review data Embed wider community connections with diverse cultural groups 	<p>1 2c (iii); 2d; 2e (i) (ii) (iii)</p>
<p>Wellbeing <i>Hauora</i> <i>Create a safe, inclusive, and supportive environment where every learner feels valued, connected, and ready to succeed.</i></p>	<ol style="list-style-type: none"> Develop a vision for our outdoor environment Consolidate schoolwide practices to support mental health and wellbeing Embed systems to increase levels of student attendance 	<ol style="list-style-type: none"> Develop new priority area as determined by 2026 review data Consolidate our vision for our outdoor environment Embed schoolwide practices to support mental health and wellbeing 	<ol style="list-style-type: none"> Develop new priority area as determined by 2027 review data Consolidate priority area as determined by 2026 review data Embed our vision for our outdoor environment 	<p>1 2a; 2c (i) (ii) (iii); 2d</p>



Learning | Ako: Empower every learner to engage in meaningful learning that builds strong foundations and prepares them for an ever-changing world.

Target/Initiative and Key Actions	Who	Timeframe	Resources	12 Month Milestone
<p>Develop assessment and reporting systems and responsive practices to align with new curriculum expectations</p> <ul style="list-style-type: none"> Review 2026 Assessment Schedule to align to curriculum expectations. Implement 20 and 40 Week Phonics Checks, and SMART at Year 3-6. Move to Hero to support assessment, OTJ and reporting processes. Unpack and use new progress descriptors for assessment analysis and reporting. Review Mid and End of Year Reports, aligning to new guidelines. Begin to develop staff understanding of UDL principles to support planning. 	<p>Leadership Teachers All Staff Teachers Leadership Linda</p>	<p>Term 1 Term 1-4 Term 2 Term 1-2 Term 1-2 Term 1-4</p>	<p>Hero Subscription costs Time for PLD</p>	<p>20 and 40 Week phonics checks happening. Twice yearly standardised assessment happening, Year 3-6. Reports aligned to MoE guidelines. Progress descriptors being used.</p>
<p>Consolidate understanding of the refreshed Maths curriculum and practices to support its implementation</p> <ul style="list-style-type: none"> Restructure our school to straight year level classes aligned to curriculum levels. Further unpack and understand Te Mātaiaho and year level curriculum expectations in Maths. Re-establish PR1ME classroom programmes to support explicit teaching at each year level. Engage in The Learner First PLD, focused on Rich Routines to support the 'Practices' elements of the curriculum. Implement Maths Acceleration Programme using additional staffing allocation. Utilise Learning Support Coordinator to explore extension opportunities in Maths. 	<p>Bryan Paula/Bryan Teachers Leadership/ Teachers Karen/Bryan Linda/LSC</p>	<p>Term 1 Term 1 Term 1-4 Term 1-4 Term 1-4 Ongoing</p>	<p>PLD Budget for TLF MoE supply of PR1ME resources 0.3 Maths Staffing</p>	<p>New curriculum expectations informing Maths programmes. Increase in student achievement in Maths with a greater number of children on track across the school. Explicit teaching strengthened through the use of PR1ME. Rich Routines happening across the school.</p>
<p>Embed understanding of the refreshed English curriculum and structured literacy practices</p> <ul style="list-style-type: none"> Restructure our school to straight year level classes aligned to curriculum levels. Further unpack and understand Te Mātaiaho and year level curriculum expectations in English. Embed BSLA programmes from Year 1-6 with a focus on expected Taumata aligned to year levels. Focus on strengthening the Writing elements of the curriculum, explicitly teaching to new year level expectations. Implement BSLA Tier 2 using additional staffing allocation and teacher aides. 	<p>Bryan Leadership Teachers Leadership/ Teachers Karen/TAs</p>	<p>Term 1 Term 1 Term 1-4 Term 1-4 Term 1-4</p>	<p>BSLA Support for PLD 0.5 Structured Literacy Staffing TA Budget</p>	<p>New curriculum expectations informing Literacy programmes. Increase in student achievement in Reading and Writing with a greater number of children on track across the school. Explicit teaching strengthened through the use of BSLA with best fit Taumata implemented at each year level.</p>

Culture | Toitū te Mātauranga: Celebrate and strengthen the unique identity of Belmont School by honouring Te Ao Māori, embracing diversity, and fostering strong connections with whānau and community.

Target/Initiative and Key Actions	Who	Timeframe	Resources	12 Month Milestone
<p>Develop wider community connections with diverse cultural groups</p> <ul style="list-style-type: none"> Analyse the school roll to identify key cultural groups within our community. Establish a plan for potential engagement opportunities with families. Through team planning each term, consider opportunities for cultural diversity to be reflected and promoted in learning programmes and inquiries. Identify opportunities to celebrate cultural diversity through language weeks and key events throughout the year (eg. Diwali). Make connections to culture through our school production. Identify with staff how children may see themselves and their culture reflected in classrooms. What do we already do? What could be strengthened? Strengthen ELL practices, supported by connections to the Kāhui Ako network group. 	<p>Bryan/Linda</p> <p>Teachers</p> <p>Leadership, Teachers</p> <p>Leadership</p> <p>Linda</p>	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 2-3 Term 2-3</p> <p>Term 1-4</p>	<p>Hui expenses</p> <p>Teaching Resources Budget</p> <p>Production Budget</p> <p>ELL Funding</p>	<p>Students will have a sense of belonging and feel their culture is valued.</p> <p>Cultural knowledge and respect will increase for all students.</p> <p>Increase in student achievement in Maths, Reading and Writing with a greater number of English Language Learners on track across the school.</p>
<p>Consolidate systems to strengthen mana whenua and whānau voice</p> <ul style="list-style-type: none"> Reconnect with whānau ropu from 2025, and invite further whānau to be part of the group moving forward. Work with whānau to establish a 2026 long term plan, identifying opportunities for connection and support. Further develop a staff leadership role to support the implementation of identified actions. Strengthen connections with Mana Whenua, supported by the Kāhui Ako network. Analyse Māori student progress and achievement, adapting practice to strengthen engagement and achievement. 	<p>Amelia, Linda, Bryan</p> <p>Bryan, Amelia</p> <p>Bryan, Amelia</p> <p>Leadership</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p>	<p>Hui expenses</p> <p>Unit allocation</p> <p>Kāhui Ako \$1000</p>	<p>Regular whānau hui happening with increased engagement.</p> <p>Long term plan for 2026 created and implemented, reflecting goals and input from whānau.</p> <p>Increase in student achievement in Maths, Reading and Writing with a greater number of Māori students on track across the school.</p>
<p>Embed te reo Māori and tikanga practices across school life</p> <ul style="list-style-type: none"> Restructure our school teams, developing a philosophy to guide team names that reflect our local environment. Strengthen te reo and te ao Māori learning programmes including through Classroom Release Time specialist systems. Embed key celebrations and practices including use of karakia, powhiri, Matariki, Te Wiki o te reo Māori, Kapa Haka Establish a Belmont School Tikanga document, capturing key practices within our school. Reconnect with Hautū actions at board level, reviewing progress and identifying next steps. 	<p>Bryan</p> <p>Esmay, CRT Team</p> <p>Leadership, Amelia, Teachers</p> <p>Bryan, Board</p>	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 2-4</p> <p>Term 2</p>	<p>Teaching Resources Budget</p>	<p>Team names and accompanying philosophy launched with school and community, and used in daily practice.</p> <p>Regular and targeted te reo Māori programmes happening across the school.</p> <p>Ongoing practices and events implemented, and captured within a school tikanga document.</p>

Wellbeing | Hauora: *Create a safe, inclusive, and supportive environment where every learner feels valued, connected, and ready to succeed.*

Target/Initiative and Key Actions	Who	Timeframe	Resources	12 Month Milestone
<p>Develop a vision for our outdoor environment</p> <ul style="list-style-type: none"> • Create a detailed plan for our outdoor learning spaces, including a covered learning area, junior sandpit and bike track. • Consult with staff and students to gain feedback about outdoor areas and development priorities. • Strengthen the function of our student leaders, including librarians and Mitey KURA Buddies. • Review clubs and current activities available to children during break times, identifying opportunities for further development. 	<p>Bryan, Linda</p> <p>Bryan, Linda</p> <p>Linda, Andrea</p> <p>Leadership, Teachers</p>	<p>Term 2</p> <p>Term 2</p> <p>Term 1-4</p> <p>Term 2</p>	<p>Funding for Bike Track and Outdoor Learning Areas</p> <p>Teaching Resources Budget</p>	<p>Plan created for our outdoor environment, including physical elements and practices to support positive student behaviours.</p> <p>Bike track built.</p> <p>KURA buddies system further developed and implemented.</p>
<p>Consolidate schoolwide practices to support mental health and wellbeing</p> <ul style="list-style-type: none"> • Confirm the Mitey Action Plan for 2026, outlining implementation actions. • Support the Mitey team to lead practices at team level. • Continue to implement schoolwide PLD to support Mitey practices. • Focus on Mitey strategies, lessons and programmes, integrating into classroom learning programmes throughout the year. • Provide opportunities for learning in action days with Mitey facilitators modelling and observing practice. • Ensure time is allocated in weekly team meetings to plan for and reflect on Mitey lessons, connecting back to leadership to help inform next steps and schoolwide priorities. • Strengthen connections between Mitey, Zones of Regulation and PB4L at staff and student level. • Plan and implement whānau connections focused on mental health and wellbeing. 	<p>Mitey Team Leadership</p> <p>Teachers</p> <p>Leadership, Mitey Coach</p> <p>Leadership</p> <p>Teachers</p> <p>Mitey Team</p>	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 2-4</p>	<p>Support from Mitey</p> <p>Teaching Resources Budget</p> <p>Time for PLD</p>	<p>Year 2 Mitey Implementation Plan carried out.</p> <p>Mitey practices integrated across the curriculum, strengthening children’s capacity to navigate social relationships and empower their own mental wellbeing.</p> <p>Mitey team leading and supporting practice across the school, strengthening the links between Mitey, our KURA Values and Zones of Regulation.</p>
<p>Embed systems to increase levels of student attendance</p> <ul style="list-style-type: none"> • Confirm and publish Attendance Management Plan. • Continually review reasons for absence in relation to attendance codes. • Revisit messages about the importance of attendance with the community. • Monitor attendance daily, reporting observed patterns to the Principal for follow up. • Use the Stepped Attendance Response (STAR) framework to monitor and follow up on attendance patterns. • Report to parents and the board each term about attendance patterns through Student Attendance Reports and the Every Day Matters Attendance Summaries. • Work with whānau to identify and address any barriers to attendance. 	<p>Bryan, Board Office, Bryan Bryan</p> <p>Office Staff</p> <p>Bryan, Teachers</p> <p>Bryan</p> <p>All staff</p>	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p>	<p>Access to Attendance Services as required</p>	<p>Attendance Management Plan published and implemented.</p> <p>Increased attendance, moving towards our school goal of 80% of students attending regularly.</p> <p>Individual attendance percentages reported to parents each term.</p>



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 importance of:

- 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 Māori. The Kāhui 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, we aim to closely link cultural inclusion and diversity within curriculum delivery and other school practices and processes.

Belmont School, as at February 4, 2026 with a roll of 289, 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.



Italian	0.3%	Tongan	1.0%
Vietnamese	0.7%	Indian	12.1%
Other South East Asian	3.1%	Samoan	1.4%
Middle East	3.1%	Fijian	1.0%
Khmer/Kampuchean/Cambodian	0.3%	Japanese	0.7%
NZ European	56.4%	Other European	0.7%
NZ Māori	11.8%	Sri Lankan	1.0%
Filipino	0.3%	Other Asian	1.0%
African/African Origins	0.7%	Chinese	3.1%
Australian	0.3%	British/Irish	0.7%

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.



Our Strategic Direction 2026-2028 has been created based on extensive community consultation conducted in 2025.

Our Strategic Goals and 2026 Annual Implementation Plan have been informed by:

- School wide achievement data
- Community consultation feedback
- Maori whānau feedback
- Leadership analysis of teacher and student needs
- 2025 internal review.

To support the implementation of this plan, 2026 supplementary planning and documentation includes:

- 2025 Statement of Variance
- 2026 budget
- Te Mātaiaho | The New Zealand Curriculum
- Belmont School Local Curriculum
- Belmont School Active Learner Framework
- Leadership/Team Minutes
- Belmont School Board Policies
- Professional Growth Cycle Documentation
- ERO Te Ara Huarau | School Profile Report
- Learning Support Register
- Belmont School progress and achievement data
- Belmont School Learning Support Register, Student IEPs and Individualised Learning Plans
- Belmont School 10 Year and 5 year Property Plans
- Enrolment Scheme Documentation
- Belmont School Assessment Schedule
- Principal's Professional Growth Cycle