



**School Charter**  
**Strategic and Annual Plan for**  
**Bayview School**  
**2021 - 2023**

## Introductory Section - Strategic Intentions

<b>Vision</b>	<b><i>Empower Our Future</i></b>
<b>Values</b>	<p>At Bayview, we believe in encouraging, modeling, and exploring our C.A.R.E. values through learning experiences that focus on ourselves, others, and the environment. We C.A.R.E.</p> <p><b><u>Citizenship - Iwi Whenuatanga</u></b>  <b>Show respect towards everyone and everything, Encourage others, Role model, Use manners at all times, Show kindness.</b>          Volunteer for school duties (i.e. patrols, chain-gang, librarian, chickens, enviro schools, etc).  <b>Offer to run special events that benefit our school and community.</b></p> <p><b><u>Attitude - Waiaro</u></b>  <b>Be honest, Participate, Use positive body language, Demonstrate patience, Strive to do your best, Respect yourself, Respect other people.</b>          Be involved in a range of sporting and cultural groups (i.e. sports teams, cultural groups, choir, etc).  <b>Demonstrate a positive attitude towards all aspects of school life.</b></p> <p><b><u>Responsibility - Takohanqa</u></b>  <b>Take responsibility for my own actions, Take responsibility for my learning, Be an active listener, Demonstrate initiative, Be responsible for my belongings.</b>          Be ready, organised, and prepared to make school events and activities successful.  <b>Be a leader in the school (e.g. head peeps, house captains, workshop leader, etc).</b></p> <p><b><u>Empathy - Aroha</u></b>  <b>Understand that others may have different ideas or opinions, Listen to others, Think about others' feelings before I speak or act, Value differences, Be supportive towards others.</b>  <b>Act as a mediator to help others resolve their differences in opinion.</b>  <b>I treat others the way I would like to be treated.</b></p> <p>VIA Character Strengths:</p> <ol style="list-style-type: none"> <li>1. Wisdom and Knowledge: <a href="#">creativity</a>, <a href="#">curiosity</a>, <a href="#">judgment</a>, <a href="#">love of learning</a>, <a href="#">perspective</a></li> <li>2. Courage: <a href="#">bravery</a>, <a href="#">perseverance</a>, <a href="#">honesty</a>, <a href="#">zest</a></li> <li>3. Humanity: <a href="#">love</a>, <a href="#">kindness</a>, <a href="#">social intelligence</a></li> <li>4. Justice: <a href="#">teamwork</a>, <a href="#">fairness</a>, <a href="#">leadership</a></li> <li>5. Temperance: <a href="#">forgiveness</a>, <a href="#">humility</a>, <a href="#">prudence</a>, <a href="#">self-regulation</a></li> <li>6. Transcendence: <a href="#">appreciation of beauty and excellence</a>, <a href="#">gratitude</a>, <a href="#">hope</a>, <a href="#">humor</a>, <a href="#">spirituality</a></li> </ol>
<b>Principles</b>	<p>Foundations of curriculum decision making</p> <p><b>High expectations</b>          At Bayview School, our curriculum supports and empowers students to learn and achieve personal excellence through modelling, scaffolding, regular communication and encouragement.</p> <p><b>Cultural diversity</b>          At Bayview School, our curriculum encourages students to value the histories and traditions of our people.</p> <p><b>Inclusion</b>          At Bayview School, our curriculum is non discriminatory. Our programmes are designed to ensure that all students' identities, languages, abilities and talents are recognised and affirmed, and learning needs are addressed.</p> <p><b>Coherence</b>          At Bayview School our curriculum makes connections within and across all dimensions (values, key competencies, learning areas). Our programmes provide authentic experiences to encourage further learning.</p> <p><b>Future focus</b>          At Bayview School, our curriculum acknowledges the changing nature of the world and we encourage our students to be curious and inquire about future focussed issues.</p> <p><b>Treaty of Waitangi</b>          At Bayview School, our curriculum allows students to experience opportunities within and across learning areas that help them understand and acquire knowledge of te reo Māori me ona tikanga and the bi-cultural foundations of New Zealand.</p> <p><b>Community engagement</b>          At Bayview School, our curriculum is authentic and has meaning for our students. It encourages families to take an active role in their child's learning. The support of our whānau and wider community is valued.</p> <p><b>Learning to learn</b>          At Bayview School students learn how to learn through Visible Learning philosophies. They are encouraged to be reflective, resilient, and resourceful and to relate effectively.</p>

**Māori Dimensions and Cultural Diversity**

By:

- Respecting and recognising diverse cultural backgrounds
- Encouraging students to share their cultures and celebrations and identify different cultures within classes
- Developing class programmes to encourage open-minded exploration of cultures
- Using a variety of languages in such situations as greetings
- Presenting students' cultures at assemblies
- Use of resources supplied by the Ministry of Education and other resources available.

Bayview School will:

- ④ Embracing the philosophies of Ka Hikitia.
- ④ Use of Te Reo Māori regularly as part of the programme where possible.
- ④ Practicing karakia to start the day.
- ④ Acknowledging students for their use of te reo and tikanga in and around kura.
- ④ Staff development including Te Reo Māori, Tikanga Māori, and cultural responsiveness.
- ④ Kaumatua and other resource personnel being invited to the school where possible to provide input into programmes.
- ④ Providing a welcoming atmosphere for all parents by reflecting both cultures.
- ④ Developing an understanding of the concept of kaitiakitanga and driving this through Garden to Table.
- ④ Opportunities being given for students to experience Tikanga Māori, with the possibility of visiting a local Marae.
- ④ Providing opportunities for students who wish to learn the Māori language.
- ④ Utilising local Māori expertise to provide for the instructional needs of Māori children or any other student who wishes to learn in depth Māori culture.
- ④ Involving representatives from the Māori community in any decisions affecting Māori students and programmes.
- ④ Including Māori student achievement in reports to the Board of Trustees.
- ④ Starting assembly with the National Anthem in Te Reo Māori and English.
- ④ Promoting the Kapa Haka group.
- ④ Participating in the Kaipatiki Kahui Ako Matariki Festival.
- ④ Acknowledging Māori language week – using language, art, dance, artefacts, guest speakers.

**Baseline Data or School Context**

<b>Students' Learning</b>	Refer Analysis of Variance
<b>Student Engagement</b>	Bayview School enjoys high student engagement. Students not engaged are identified quickly and parents are involved
<b>School Organisation and Structures</b>	The 2021 academic year will begin with the equivalent of 18 classes. Within this there will be two reception classes, one Year 1/2 ILE, three Y2, one Y2/3, One Y3, three Y3/4, one Y4, and four Y5/6 classes. We continue with three vertically grouped learning groups. Our P and DP are fully released and our AP receives 0.3 release.
<b>Review of Charter and Consultation</b>	During 2020 Bayview School employed the services of a consultant to help review our vision, charter and develop the local curriculum. This process captured the voices of all stakeholders: Learners, staff, community, and Board of Trustees. From this, the school was affirmed in a lot that we do and received some great feedback in moving forward.

**Strategic Section**

## Strategic Goals

<b>Students' Learning</b>	<ul style="list-style-type: none"> <li>● All learners will make progress in all learning areas.</li> <li>● Learners working towards their expected level will make accelerated progress.</li> </ul>
<b>2020 Report</b>	<p>2020 has proven to be a difficult year academically due to the disrupted school year. Students spent a total of 10 weeks learning from home (12 weeks in alert level 3/4). Our learners upskilled quickly around learning and sharing learning online through our platform Seesaw.</p> <p>As of mid-year our progress and achievement data was sitting below our expectations for the year.</p>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>● All learners will be on time for school each day.</li> <li>● All learners will attend school regularly.</li> </ul>
<b>2020 Report</b>	<p>After the initial lockdown, our focus became getting our learners back to school and feeling safe. After the first lockdown, this took a month to get all learners back and after the second lockdown, it took a fortnight. What we found was that many of our families were experiencing difficulties such as parents' separation; family harm incidents; the death of a family member; loss of employment; or high levels of anxiety due to covid-19.</p> <p>Learning was based around Hauora and wellness of our learners and their families. Communication with parents became stronger as parents had to quickly become familiar with Seesaw and our email systems of communication.</p>
<b>School Organisation and Structures</b>	<ul style="list-style-type: none"> <li>● Class sizes will remain within the MOE guidelines.</li> <li>● Staff will have leadership opportunities to grow their skills</li> </ul>
<b>2020 Report</b>	<p>Our roll has been affected by covid-19 with many of our new 5-year-olds deferring starting school until 2021. Many families moved after the first lockdown. Some to move to a bigger house, others because their rentals were being sold. Our roll was 429 by the end of the 2020 academic year.</p> <p>We were able to employ quality staff who are passionate about making a difference for learners. All staff except for one are returning in 2021, with one teacher returning to the UK.</p> <p>By the end of 2020, we had two learning spaces that could be repurposed as teaching spaces if required.</p> <p>Class sizes ranged from 14 (Y0) to 30 (Y5/6).</p>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>● Bayview School will be staffed according to MOE guidelines.</li> <li>● Bayview School will employ NZ registered, quality teachers.</li> </ul>
<b>2020 Report</b>	<p>The 2020 academic year professional development was impacted by COVID-19. The professional development we intended was postponed and we managed to reignite this after the second lockdown. We employed the services of Jo Robson to support with our revisioning and development of our local curriculum. Individual staff were able to access some individualised PD in and around lockdowns with much of it moved to an online platform. In house PD was based around online learning for students with all staff making huge gains in this area.</p>
<b>Property</b>	<ul style="list-style-type: none"> <li>● 5YA projects to be completed during the year will include: <ul style="list-style-type: none"> <li>COLA project</li> <li>Modernisation</li> <li>Toilet upgrades</li> <li>Electrical upgrades</li> </ul> </li> </ul>
<b>2020 Report</b>	<p>Our 5 YA was approved in July and we upgraded our fire system and alarm system straight away. The lower carpark was resealed with the Kaipatiki Local Board financing half of the cost. Both carparks were remarked.</p>

	<p>With the money received for SIP we tendered for an all weather cover for our courts. The money from the MOE only covered part of this and the Board committed to pay the remaining amount (\$215000). the school was washed over the summer break and the green trim painted out with blue. The new playground was installed in January.</p>
<b>Finance</b>	<ul style="list-style-type: none"> <li>Bayview School will work within the 2021 budget.</li> </ul>
<b>2020 Report</b>	<p>Bayview School remains in a strong financial position.</p>

## Annual School Improvement Plan – Learning Areas

Domain	2020 Report	Strategic Goal	Progress aspirations	Short Report
<b>Literacy</b>	<p>Teachers focussed on explore based learning through the different curriculum areas and literacy skills were then woven into this. Full staff meeting around writing moderation and staff helped to create a folder of bayview writing exemplars to assist with writing moderation in the future. Due to the restrictions of COVID-19 we have deferred our other progress aspirations.</p> <p><b>Oral language:</b> This year we made Oral language our focus within the year 1 and 2 cohort based on our data collected from last year. We began with seeking the support of Del Costello from cognition to work closely with Taryn Hoffmann to establish an action plan around how we were going to facilitate this throughout the year. Teachers were surveyed first to identify their level of understanding of the pedagogy and capabilities of their practice. This data was analysed and areas of strengths and weaknesses were realised. Del then came and worked with a group of children from each class to gather learner voice around oral language. From this teachers were asked to select 6 children to track as their target group. They were then asked to use the oral language rubric to determine the level these children were working at. After this data was collected each teacher had time with Del to analyse the data and determine particular areas they need to develop. Del helped teachers decide on strategies to implement that would support the areas that need development within their class. Modelling of strategies occurred so that teachers were clear in how to teach these in the classroom and with a particular group of students. Currently we are still in the process of Del modelling with teachers. Due to the restrictions imposed by Covid 19 our action plan was pushed back to the second half of the year.</p>	<ul style="list-style-type: none"> <li>Students who are below the expected level in reading and writing will be identified and targeted by class teachers and will have an action plan put in place to accelerate progress to work towards achieving the expected level by the end of the year.</li> <li>Māori students will be priority learners when determining target groups.</li> <li>Students who are below the expected level in oral language will be identified by classroom teachers in Y1 and Y2 and action plans will be put in place to help accelerate children's oral language progress.</li> </ul>	<p>Identified target groups from 2020 data</p> <ul style="list-style-type: none"> <li>Reading Y2 (Y3 2021)</li> <li>Writing Y2 (Y3 2021)</li> </ul> <p>By the end of the Year 6 85% of students will be at or above the expected level in reading. By the end of Year 3 80% of students will be at or above the expected level in reading. By the end of year 6 85% of students will be at or above the expected level in writing. By the end of year 3 80% of students will be at or above the expected level in writing. Targeted professional development for teachers based on needs of students.</p> <p>Data will be gathered at the beginning and end of the year to help monitor the progress of these students throughout the year. Teacher's will target specific children who are struggling with their oral language and create a target group to track. Teacher's will decide on a strategy that links to the identified need of the group. Targeted professional development for teachers based on the information gathered.</p>	



	<p><a href="https://docs.google.com/forms/d/1yz66mdk-XkrtucgFPuiPXJLGG9XQgg_n5Wb-Ek-nT90/edit">https://docs.google.com/forms/d/1yz66mdk-XkrtucgFPuiPXJLGG9XQgg_n5Wb-Ek-nT90/edit</a> - survey for teachers</p> <p><a href="https://app.luminpdf.com/viewer/5fab184fbec38900123e772d">https://app.luminpdf.com/viewer/5fab184fbec38900123e772d</a> - Teacher capabilities data</p> <p><a href="https://docs.google.com/document/d/1njJOP1Ov1Pyi7I2BCifkoAOtHW9OWko7dSQ1Y_jDOrM/edit">https://docs.google.com/document/d/1njJOP1Ov1Pyi7I2BCifkoAOtHW9OWko7dSQ1Y_jDOrM/edit</a> - learner voice Time 1</p> <p><a href="https://docs.google.com/document/d/1RdTMDyQDyF7qSc2e8tw8yzNF6LnNYIWm/edit">https://docs.google.com/document/d/1RdTMDyQDyF7qSc2e8tw8yzNF6LnNYIWm/edit</a> - Oral language rubric</p>		<p>Strategies introduced to support these students as well as others.</p> <p><a href="https://docs.google.com/document/d/1uGoe-WL8U2f-UJn6zRuXsTP3nIWcVVftces0BX3oxI0/edit">https://docs.google.com/document/d/1uGoe-WL8U2f-UJn6zRuXsTP3nIWcVVftces0BX3oxI0/edit</a></p>	
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Due to Covid-19, our whole school data was interrupted. We had 2 lockdowns throughout the year, and the school holidays were brought forward and Bayview began learning online. We had staff meetings around our curriculum and what we will be delivering online via Seesaw. We discussed what our students, families, and community needed during this time and came to the conclusion that holistic math tasks (starting at the younger age groups then becoming more specific with specific tasks and lessons focussed on number through strand) best fit our vision and what we wanted to deliver so this was the start of our action plan towards delivering maths via home learning. Teachers tried different online math tools (Prodigy, Maths Buddy etc.) during this time, which we reviewed afterwards once back into normal school learning but came to the conclusion that the cost to implement these tools were too high/would not work for the remainder of the year but would be reviewed for following years (as to what we could do, budget wise).</li> <li>• Bayview Schools reporting format changed this year, and after reviewing the assessment timetable and dates from last year, as a staff we had a more fluid assessment timetable which had a date that it needed to be completed by (same date as end of year reports) to give more time for teaching and assessment. Maths assessment (JAM and GLoSS) completed and data put in 3 times this year (Term 1, Term 2, and Term 4). We had discussions around the type of assessments we use at Bayview and if they are still relevant and help us with our teaching. I review the Learning Progressions Framework as another form of assessment to use at Bayview and although it is an amazing tool it does not meet our needs at this time but it is possibly something we could introduce in the future.</li> <li>• We had staff meetings about the way we teach mathematics at bayview, with a focus on strand and teaching number through strand. Whole staff meetings were around PD with the NZ curriculum and coming together as a school to create</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are below the expected level in mathematics will be identified and targeted by class teachers and will have an action plan put in place to accelerate progress to work towards achieving the expected level by the end of the year.</li> <li>• Māori students will be priority learners when determining target groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Look into online tools to set up with the school. Examples are <a href="#">Mathletics</a>, <a href="#">MathSeeds</a>, <a href="#">MathWhizz</a>, <a href="#">IXL</a>, <a href="#">Prodigy</a>, <a href="#">MathsBuddy</a>, <a href="#">EducationPerfect</a>, <a href="#">MyiMaths</a>, <a href="#">Matific</a>, <a href="#">Mangahigh</a>, <a href="#">Nrich</a>, <a href="#">KidsMathsGamesOnline</a>, <a href="#">YouCubed</a>. Will be best to use free trials with different classes or whole school to figure out which one fits our school (kids, devices etc.) the best and which one we can implement as some are quite costly. Will need to think around the new donations scheme as to how we can fund these (school/math budget, ask for payment, fundraiser, grant etc.)</li> <li>• Continue to teach mathematics through strand and teach using 'Big Ideas' in maths (strand, exploring different types of maths, inquiry, problem solving, current events).</li> <li>• Assessment timetable- Maths assessment (JAM and GLoSS) completed and data put in 3 times a year (Term 1, Term 2, and Term 4)</li> <li>• Assessment- continuing with the assessment types we already use but looking into other types of standardised assessment that align with what we are teaching and what our needs are</li> <li>• Looking into new maths progressions we can implement- use math team/staff to discuss ways in which we can implement progressions, bring up <a href="#">the Learning Progressions Framework</a> to see if this is something we can use to help with progressions/assessment.</li> <li>• 2021 maths budget of \$2000 to spend on online tools or resources (will need to update/restore some of our current math kits).</li> <li>• Purchase a range of different picture math books to</li> </ul>	

	<p>our common language and understanding around the way we teach maths at Bayview and to share resources and ideas. We also tied this in with our schools overarching concept of Kaitiakitanga. We had thorough discussions about the way we can teach mathematics, number and strand, through engaging cross curricular activities that made maths and learning more authentic and relevant to everyday life that aligned with Kaitiakitanga. This was through many different avenues such as Garden to Table (maths through food and measurement), financial literacy, and social sciences.</p> <ul style="list-style-type: none"> <li>● Resources were purchased to set up new classrooms with the appropriate math materials to suit the students at their levels and to equip the teacher with relevant teaching materials to enhance their teaching. Our whole school math kits were looked at and need to be refreshed and some parts replaced ready for 2021.</li> </ul>		<p>also give to classes or share around (library, kits, or in classes) to encourage math through literacy, art, and problem solving.</p> <ul style="list-style-type: none"> <li>● Using Kaitiakitanga and Turangawaewae as 'Big Ideas' to use for maths</li> </ul>	
<b>Digital Technology</b>	<p>A digital technology team was developed to develop a school implementation plan.</p>	<ul style="list-style-type: none"> <li>● Kaiako will deliver digital learning programmes to ākonga and communities that are in relevant and meaningful contexts. They'll be engaged in ongoing and sustainable professional development and will be supporting the learning of others.</li> </ul>	<ul style="list-style-type: none"> <li>● explore how we design digital technologies learning programmes that are derived from the Principles of the New Zealand Curriculum including the technology strands.</li> <li>● develop confidence in teaching the Computational Thinking technological area.</li> <li>● develop confidence in teaching the Designing and Developing Digital Outcomes technological area.</li> <li>● implement the new DT content into our school curriculum.</li> <li>● draw on the prior knowledge and experiences of our ākonga to co-construct learning activities in DT.</li> </ul>	
<b>Kaitiakitanga</b>	<p>Achievements ... Initial staff meetings about what teachers understood Kaitiakitanga and Garden To Table to be about; Bayview students have explored their interests through Kaitiakitanga and Garden To Table; focus has been on students developing their own inquiries; we have used our local community to develop understandings around Kaitiakitanga; habitats have been exploring animals, plants and habitats; life cycles of plants and animals; respecting and taking care of the environment; the different ways to grow, harvest, prepare and share food; where our food comes from - carbon footprint; visits to places to gain further information; setting up class gardens and learning how to take care of the plants; integrating all our learning; reusing rather than throwing out; many hands on experiences; looking at NZ native creatures and plants - food; the impact on the community - positive and negative; it was positive to see and</p>	<ul style="list-style-type: none"> <li>● Kaitiakitanga will be integrated throughout the concept of turangawaewae.</li> <li>● Garden to Table/Enviroschools will be integrated throughout the concept of turangawaewae.</li> </ul>	<ul style="list-style-type: none"> <li>● All students will have a clear understanding of kaitiakitanga</li> <li>● All students will be empowered to be kaitiaki of their turangawaewae.</li> <li>● Garden to Table will be a vehicle through which students will explore food, food preparation and how it relates to different cultures.</li> </ul>	

	<p>hear about the children’s learning during lockdown with their gardening and learning new skills in the kitchen; the children especially have talked about their enjoyment and engagement with Kaitiakitanga and Garden To Table; character strengths of teamwork, bravery, curiosity, zest and gratitude have all definitely shone through; through Kaitiakitanga the students have learnt about giving, making, creating and sharing.</p> <p>To do ...</p> <p>Teachers will continue to embed the Inquiry cycle further so the students are inquiring deeply. Communicate with some parents in our community about GTT support with classes.</p> <p>Teacher Voice Term 2 2020  <a href="https://docs.google.com/document/d/1FV6-vmiDO67r9bebURBzf4DCnOv586TghyzEI6WxMfc/edit">https://docs.google.com/document/d/1FV6-vmiDO67r9bebURBzf4DCnOv586TghyzEI6WxMfc/edit</a></p> <p>Teacher Voice Term 4 2020  <a href="https://docs.google.com/document/d/1h1-94DCsY2r4k1sQh9xN8pZEI6WKlcXzv41EoNMT0nM/edit">https://docs.google.com/document/d/1h1-94DCsY2r4k1sQh9xN8pZEI6WKlcXzv41EoNMT0nM/edit</a></p> <p>Student Voice Year 2/3 Term 4 2020  <a href="https://docs.google.com/document/d/1foq_ytz6Dyl0ecnfczW7bB09s_da9IEgK9x3LpgiScw/edit?ts=5fa30730">https://docs.google.com/document/d/1foq_ytz6Dyl0ecnfczW7bB09s_da9IEgK9x3LpgiScw/edit?ts=5fa30730</a></p> <p>Student Voice Year 3/4 Term 4 2020  <a href="https://docs.google.com/document/d/1iIOC0dSh0hRZ2XOwBDI01N_KiSEV39PDU3R2ZX9ID-8/edit">https://docs.google.com/document/d/1iIOC0dSh0hRZ2XOwBDI01N_KiSEV39PDU3R2ZX9ID-8/edit</a></p> <p>Student Voice Year 5/6 Term 4 2020  <a href="https://docs.google.com/document/d/1b_D6MqhX3Z0ALa6HbHkV5BlooFWWDerHWleh17fSif8/edit">https://docs.google.com/document/d/1b_D6MqhX3Z0ALa6HbHkV5BlooFWWDerHWleh17fSif8/edit</a></p>			
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<b>BOARD OF TRUSTEES' ANNUAL AIM:</b>			
Through effective governance, provide direction and coherence to the operational leadership and management of Bayview School, through school policies, strategic and annual plans, self-review and reporting, and the governance practices of the Bayview School Board			
<b>OBJECTIVES</b>	<b>2020 Report</b>	<b>IMPLEMENTATION, RESPONSIBILITY, TIME FRAME &amp; RESOURCE</b>	<b>OUTCOMES</b>



<p>1. Trustees' roles and responsibilities.</p>	<p>The Board has 5 elected members plus the staff trustee and Principal. This Board has decided that we will have a property subcommittee and that everything else will be decided as a Board.</p>	<ul style="list-style-type: none"> <li>● the board will operate governance as defined by the roles and responsibilities stated in the board governance handbook</li> <li>● the board will review the governance handbook with the principal, to ensure a shared understanding and knowledge of respective roles and responsibilities, and appreciation of governance and management.</li> <li>● write and implement 'guidelines for self-review'; place guidelines in board handbook</li> <li>● refer to board chair's portfolio description; board of trustees operational handbook</li> </ul>	<ul style="list-style-type: none"> <li>● Effective, efficient and reliable school governance.</li> </ul>
<p>2. To manage, monitor, support and evaluate the principal's performance.</p>	<p>The Board uses an external appraiser for the Principals performance management. The Board and Principal enjoy a supportive and high trust relationship</p>	<ul style="list-style-type: none"> <li>● refer to section in board of trustees operational handbook; principal's performance and enhancement</li> <li>● board provides opportunities for the principal to undertake appropriate professional learning and development linked to school's goals and his appraisal</li> <li>● principal's appraisal is informed by a variety of internal and external sources</li> </ul>	<ul style="list-style-type: none"> <li>● Principal's performance is monitored and evaluated against the professional standards for areas of practice for principals. Principal is supported in her work through effective governance. Principal is appraised by an external appraiser by December 2021</li> </ul>
<p>3. Strategic planning and maintaining a focus on student achievement.</p>	<p>Our roll has been affected by covid-19 with many of our new 5 year olds deferring starting school until 2021. Many families moved after the first lockdown. Some to move to a bigger house, others because their rentals were being sold. Our roll was 429 by the end of the 2020 academic year.</p> <p>We were able to employ quality staff who are passionate about making a difference for learners. All staff except for one are returning in 2021, with one teacher returning to the UK.</p> <p>By the end of 2020 we had two learning spaces that could be repurposed as teaching spaces if required.</p> <p>Class sizes ranged from 14 (Y0) to 30 (Y5/6).</p> <p>After the initial lockdown our focus became getting our learners back to school and feeling safe. After the first lockdown this took a month to get all learners back and after the second lockdown it took a fortnight. What we found was that many of our families were experiencing difficulties such as parents separation; family harm incidents; death of a family member; loss of employment; or high levels of anxiety due to covid-19.</p> <p>Learning was based around hauora and wellness of our learners and their families. Communication with parents became stronger as parents had to quickly become familiar with Seesaw and our email systems of communication.</p>	<ul style="list-style-type: none"> <li>● Strategic plans will be developed in consultation and collaboration with staff and the parent community</li> <li>● Annual plan and school charter will be developed in consultation and collaboration with staff and the parent community;</li> <li>● Charter and annual plan will contain a target to raise student achievement; using baseline data informed from end-of-year achievement information.</li> <li>● board to expect and receive principal's written report relating to the target to raise student achievement; report may not always be informed by hard-data but will contain information about progress towards achieving the target, for example, staff professional development, resources, classroom pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>● 2021 School Charter is completed and a copy sent to the Ministry of Education by March 1, 2021.</li> <li>● Copy of Charter available for parents to read.</li> <li>● Each member of staff has a copy of the 2021 Charter.</li> <li>● Principal reports to the board each bot mtg on progress towards achieving the aims stated in the charter.</li> </ul>

	<p>2020 has proven to be a difficult year academically due to the disrupted school year. Students spent a total of 10 weeks learning from home (12 weeks in alert level 3/4). Our learners upskilled quickly around learning and sharing learning online through our platform Seesaw.</p> <p>As of mid year our progress and achievement data was sitting below our expectations for the year</p>		
<p>4. To implement a 2021 school self-review programme primarily based on the school's strategic plan and school's 2021 charter and annual plan.</p>	<p>The school uses School Docs and uses their self review tool to review policies and procedures.</p> <p>In 2020 the school underwent a review of the school vision.</p>	<p>principal and staff establish an annual assessment plan/map and also guidelines for school self-review</p> <p>self-review processes are well understood that ensures their on-going use and effectiveness</p> <p>self-review processes help the board to identify priorities for improvement and resourcing decisions</p> <p>principal's reports to the board will be primarily based on reporting on progress towards achieving the school's stated goals and include 'next steps'</p> <p>board monitors, gathers and evaluates relevant information on progress towards achieving the stated school goals; strategic and annual.</p> <p>outcomes of self-reviews are acted on through delegated authorities and/or directives</p>	<p>An annual assessment programme is established and implemented.</p> <p>Board receives reports on student progress and achievement according to the annual assessment programme.</p> <p>Guidelines for School Self Review are established, recorded and implemented.</p>
<p>5. In consultation with the principal and board, prepare the budget for the school year that reflects the allocation of funds necessary for the school's goals to be achieved. Prepare a draft 2022 budget by the end of December 2021.</p>	<p>The budget was ratified at the February BOT meeting.</p> <p>The 2021 budget was prepared in November/December ready for ratification by the board in the first meeting of 2021.</p>	<p>in consultation with the principal, analyse historical financial information and the strategic plan information to determine the essential operating costs</p> <p>ensure by the end of December 2021 a draft budget is prepared for 2022 to ensure the operating grant covers all essential expenditure to maintain the school's financial security</p> <p>to ensure the budget includes provision for capital expenditure and maintenance reserves</p> <p>report to the board at the December meeting; approve the 2022 budget at the February meeting in 2022</p> <p>forward the approved budget to the Financial Service Provider by the beginning of March 2021</p>	<p>2021 school budget is ratified by March 2021, implemented, monitored and reported against throughout the year.</p> <p>2022 draft school budget is developed by the end of December 2021.</p>

<p>6. In conjunction with the principal, the BoT Finance Officer on the board to monitor the school's financial position and provide feedback to the board and principal regarding the financial management and position of the school throughout the year.</p>	<p>Bayview School remains in a strong financial position.</p>	<p>to monitor and report on income and expenditure against budget schedule to examine the monthly Financial Statements and review and report back to the board on income and expenditure against budget to ensure that no over expenditure occurs against the budget without prior approval of the board. provide a written report at each meeting to the board to monitor and review the SUE Report, keeping the board informed</p>	<p>All matters concerning school finances, including SUE Reports and banked staffing, are monitored and reported on each meeting. Motions in the minutes of meeting of the board, will clearly state agreed actions.</p>
<p>7. To comply with the Health and Safety Employment Act 1992 and all associated guidelines.</p>	<p>Many of the health and safety issues during 2020 were around covid-19. The school followed the advice of the MOH and MOE to ensure the safety of all stakeholders: children, parents and staff. The executive leadership team worked cohesively to ensure health and safety became a strong part of all school systems and procedures throughout the year.</p>	<p>to continue to implement the Bayview School Board Health &amp; Safety Hazards Identification and Management procedures to inform staff of roles/responsibilities concerning hazards and other health and safety matters ensure electrical compliance testing has been organised and completed to ensure health and safety matters are considered as items of expense within the school's operational budget complete the first hazards and safety inspection of the school by the end of March with a focus on Evacuation Procedures, Accident Register and Medical procedures complete the second hazards and safety inspection by the end of October, with the focus on Hazards and Plant and Machinery Safety refer to the school's 10 Year Property Plan and school's Strategic Plan to ensure planned items concerning health and safety are addressed along with items identified in annual checks</p>	<p>A Health and Safety Guidelines/Procedures document is implemented Records of health and safety, hazards identification is maintained and stored in the appropriate folder. Actions to remedy issues/concerns are completed and recorded.</p>
<p>8. Property</p>	<p>Our 5 YA was approved in July and we upgraded our fire system and alarm system straight away. The lower carpark was resealed with the Kaipatiki Local Board financing half of the cost. Both carparks were remarked. With the money received for SIP we tendered for an all weather cover for our courts. The money from the MOE only covered part of this and the Board committed to pay the remaining amount (\$215000). the school was washed over the summer break and the green trim painted out with blue. The new playground was installed in January.</p>	<p>The following property matters requiring attention, have been identified: Follow the 10 Year Property Plan Address items identified in Hazards Register Ongoing and regular general maintenance of school grounds Modernisation of classrooms. Complete a review of the school's ICT capabilities. Build the COLA over the court area.</p>	<p>Property aims as per 5YA are addressed. School environment shows marked improvements; more welcoming and also more practical, meeting the school's needs. Ongoing maintenance items are identified and addressed</p>

			Health and Safety issues/concerns are identified and addressed.
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<p>9. Ensure the National Education and Learning Priorities are woven through the fabric of governance meetings and management of the school:</p>	<p><b>OBJECTIVE ONE: LEARNERS AT THE CENTRE</b>  Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying  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.</p> <p><b>OBJECTIVE TWO: BARRIER-FREE ACCESS</b>  Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learner/ākonga, and those with learning support needs.  Priority 4: Ensure every learner/ākonga, gains sound foundation skill, including language, literacy and numeracy.</p> <p><b>OBJECTIVE THREE: QUALITY TEACHING AND LEADERSHIP</b>  Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.  Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p> <p><b>OBJECTIVE FOUR: FUTURE OF LEARNING AND WORK</b>  Priority 7: Collaborate with industries and employers to ensure learner/ākonga have the skills, knowledge and pathways to succeed in work.</p>	
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Improvement Plan for Pedagogy (Mana Akonga)	
School Strategic Learning Goal:	School Annual Learning Target

Develop a future focused concept based local curriculum to engage learners and integrate the New Zealand curriculum.	All learners will have a shared language around their learning including visible learning language, character strengths and values.
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### Baseline data and Target

[Year 1 - 3 Student Agency survey 2020](#)

[Year 4 - 6 Student Agency Survey 2020](#)

### 2020 Report:

- ❖ Staff Meeting (Pedagogy) - Teachers learnt about the progress aspirations of the Kahui Ako in regards to Pedagogy and the focus of measuring progress in dispositions and capabilities. Teachers reflected on Bayview School's self assessment and identified potential next steps.
- ❖ Engaged with Jo Robson to facilitate staff meetings and work with staff on continuing to embed the Bayview School dispositions/capabilities.
- ❖ Gathered school wide data on learner agency : [Learner Agency Survey Year 1 and 2](#) [Learner Agency Survey Year 3 and 4](#) [Learner Agency Survey Year 5 and 6](#)
- ❖ Staff Meeting (Pedagogy). Teachers reflected on goals and progress in relation to learner agency. [Learner Agency Reflection Term 1](#) [Learner Agency Reflection Term 2](#)
- ❖ Teachers developed their initial professional inquiries around developing relationships with students in their classes. The first 6 weeks. Using the inspired and passionate teachers strand of visible learning as a focus.
- ❖ New staff inducted with a shared understanding of pedagogical practices by attending the Visible Learning Foundation Day.
- ❖ The Bayview learner capabilities assessment used to identify potential next steps in regards to teachers professional inquiries. Coaching conversations had between teachers and their PLG leaders to set next steps around focus. Impact partners were set up to help facilitate observations and use evidence gathering tools. [https://drive.google.com/drive/folders/1Uq1QnpJZP2veCQH9hdT5qYqniBbQ\\_A6H](https://drive.google.com/drive/folders/1Uq1QnpJZP2veCQH9hdT5qYqniBbQ_A6H)
- ❖ Full staff meeting reflecting on learnings from lockdown. Change in pedagogical approaches during this time. [Learning from home reflections](#)
- ❖ Staff regularly used Seesaw as a tool to communicate the learning with whanau. A clear understanding was developed around how staff could use Seesaw to share the learning of their students with whanau.
- ❖ All staff attended Kaipatiki Kahui Ako conference.
- ❖ Staff attended Kaipatiki Kahui Ako League of Superheroes.

### Key Improvement Strategies

When	What	Who	Indicators of Progress
T1	Unpack the Bayview School vision and values so we know what it looks like, sounds like both in and out of the classroom.	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL <u>Consult</u> staff, community, learners <u>Inform:</u> community, BOT, learners	<p>By the end of term one, leaders will have unpacked this with staff, shared this with the community through newsletters and communications, used the language of the vision in all communications with learners</p> <p>By the end of term one, teachers will have a good understanding of the vision themselves and will unpack this with learners in their class.</p> <p>By the end of term one, learners will have an understanding of the new vision and be able to articulate this.</p>
T1	Teachers to develop Teacher Inquiries/personal professional goals based on a common goal around best practice pedagogy.	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL <u>Consult</u> staff	<p>By the end of term one, leaders will have met with teachers to discuss their teaching inquiries and help establish a goal that aligns with best practice pedagogy and improving student achievement outcomes.</p> <p>By the end of term one, teachers will have established a goal that aligns with best practice pedagogy and improving student achievement outcomes.</p>



T1 - 4	Continue to embed Visible Learning across the school.	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL <u>Consult</u> staff, community, learners <u>Inform:</u> community, BOT, learners	Teachers using the Visible Learning Bayview learner self assessment tool to establish their teaching inquiries.  Teachers to regularly meet with impact partners regularly throughout the year to further develop and implement their personal professional goals.
T1 - 4	GROWTH coaching will be used regularly to improve teaching practice.	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL <u>Consult</u> staff, community, learners <u>Inform:</u> community, BOT, learners	By the end of term one, leaders will model GROWTH coaching conversations in their PLG meetings and termly PLG check ins. This will be ongoing throughout the year.  By the end of term one, teachers will begin using GROWTH coaching conversations as part of their regular meetings with impact partners and in PLG meetings. This will be ongoing throughout the year.
T1	Learner agency school self assessment	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL <u>Consult</u> staff, community, learners <u>Inform:</u> community, BOT, learners	Baseline data collected on level of student agency across Bayview School
	Teachers to use CRT time to observe and collect data on how Learner Agency is being developed in their classroom practice with students, GROWTH coaching model used as part of reflection.	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL <u>Consult</u> staff, community, learners <u>Inform:</u> community, BOT, learners	Data collected is discussed and analyzed together and teachers reflect on their practice and make necessary changes.
T 1 - 4	Fortnightly level group meetings to ensure teaching practice is aligned within similar year levels.	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL <u>Consult</u>	

		staff, community, learners <u>Inform:</u> community, BOT, learners	
T1 - 4	Meet regularly with curriculum leaders to ensure best practice in the different learning areas.	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL <u>Consult</u> staff	
T1	Ensure that the pedagogical philosophy and teaching practice of kaiako and school leaders align with school vision.	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL <u>Consult</u> staff, community, learners	
T1 - 4	Ensure consistency of pedagogical practice and philosophy across the school.	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL	Best practice is shared through staff meetings, PLG meetings, level group meetings, resource hub online.

### Improvement Plan for Wellbeing (Hauora)

#### School Strategic Learning Goal:

Develop a culture of wellbeing based on shared values and positive relationships throughout the school community.

#### School Annual Learning Target

The school community has a shared understanding, knowledge and awareness of strategies and tools which will have an impact in raising overall student wellbeing and achievement.

#### Baseline data and Target

[NZCER data 2020](#)

[Year 0-3 surveys](#)

[Wellbeing - teacher voice](#)

#### 2020 Report:

We continued to develop wellbeing philosophies across the school and the VIA character strengths and strengths based approach has become embedded within the school. We collected and analysed NZCER wellbeing survey data and worked as a whole staff to further break this down - (ethnicities, year groups, gender) to establish next steps. Student voice was gathered and reflected on as a staff around how teachers are fostering student wellbeing. Shelley and Alyssa connected with whanau, staff and students throughout Covid lockdowns to ensure that wellbeing was a priority for everyone. We created weekly posts based around the 5 ways to wellbeing and linked these posts to online learning We met one on one with teachers to ensure their wellbeing needs were being met and that support was put in place when needed. The links between PC4L and wellbeing philosophies have become stronger. We have worked

alongside Jo Robson to develop and refine our local curriculum with strong links to wellbeing. The schools report format was refined and is now more holistic and encompasses the child as a whole and their wellbeing and strengths. We need to further develop staff understanding towards best practice around mindfulness and develop a shared understanding of effective models, tools, resources and strategies.

### Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1 and Term 3	Teacher wellbeing survey (Kahui Ako, ISL wellbeing) to develop an understanding of staff strengths/needs and next steps.	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL <u>Consult</u> staff, community, learners <u>Inform:</u> community, BOT, learners	By the end of term one, leaders will....analyse data, strengths and weaknesses and come up with an action plan. Share this with staff. By the end of term one, teachers will...Use data gathered to improve practice
Term 1 and Term 3	NZCER wellbeing survey yrs 4-6	<u>Responsible</u> Nathan - ISL <u>Accountable</u> P, DP, AP, ISL, ASL <u>Consult</u> Staff, Kahui Ako <u>Inform</u> Teachers, learners	By the end of term one, leaders will....analyse data, strengths and weaknesses and come up with an action plan. Share this with staff. By the end of term one, teachers will...Use data gathered to improve practice within habitats and across the school.
Term 1 and Term 3	Gather student voice, focus groups	<u>Responsible</u> Nathan - ISL <u>Accountable</u> P, DP, AP, ISL, ASL <u>Consult</u> Staff, Kahui Ako <u>Inform</u> Teachers, learners	By the end of term one, leaders will....analyse data, strengths and weaknesses and come up with an action plan. Share this with staff. By the end of term one, teachers will...Use data gathered to improve practice within habitats and across the school.
T1-T4	PC4L group to meet regularly	<u>Responsible</u> PC4L leader, PC4L coach <u>Accountable</u> PC4L leader, PC4L coach, PC4L team <u>Consult</u> P, DP, AP, SLT <u>Inform</u> Staff, learners	By the end of term one, leaders will....Monitor PC4L data, target areas and behaviours identified and strategies/preventions put in place By the end of term one, teachers will...develop and use strategies, aware or target areas and behaviours

T1	Bayview maps with whānau and students to establish relationships and develop a deeper understanding of individuals and their families	<u>Responsible/Accountable</u> Classroom teachers <u>Inform</u> Staff	By the end of term one, leaders will...modeled examples of a map, explored maps with staff, completed procedures/outline for teachers and whānau By the end of term one, teachers will...have developed a deeper understanding of individuals and their whānau, use this knowledge to promote best practice within the habitat By the end of term one, learners will...feel valued by their teachers, develop a stronger sense of belonging
T1-T4	ISL and ASL meetings with Kahui Ako	<u>Responsible/Accountable</u> ISL, ASL <u>Consult</u> ELT, SLT <u>Inform</u> Staff, Learners	ISL and ASL to work alongside staff to promote best practice within the school and share relevant information/resources and professional development with staff and students.
T1-T4	Hold staff meetings/ discussions within PLG meetings when the need arises around PC4L practices and philosophy.	<u>Responsible/Accountable</u> Learning group leaders, ISL, ASL <u>Consult</u> Staff <u>Inform</u> Staff	All staff have an understanding of our school's PC4L practices and these are used consistently. All staff are aware of the 'hot spots' /behaviours to monitor and strategies to use to help prevent/solve problems.
T1-T4	Te Whare Tapa Wha PERMA model	<u>Responsible</u> ISL, ASL <u>Accountable</u> ISL, ASL, Staff <u>Consult</u> ELT, SLT <u>Inform</u> Staff	Staff have a shared understanding of wellbeing models and how these can be used effectively to promote best practice within the school.
T1-T4	Alignment of We CARE, character strengths and dispositions into a visual representation.	<u>Responsible/Accountable</u> Staff <u>Consult</u> Staff <u>Inform</u> Learners	All staff and students collaborate to create a visual alignment of values, strengths and dispositions. Staff, students and community to have a clear understanding of Bayview's values, strengths and dispositions.
T1	Continue to work alongside Jo Robson around developing our local curriculum, school vision and values.	<u>Responsible/Accountable</u> Staff <u>Consult</u>	Staff, students and community to have a clear understanding and ownership of the school vision and values.

		Staff <u>Inform</u> Learners, community	
T1-T4	Further develop the Bayview kete - google doc on character strengths	<u>Responsible/Accountable</u> Staff <u>Consult</u> Staff <u>Inform</u> Learners, community	Shared resource/document that is used and added to regularly to promote best practice within habitats and the school.  Teachers draw on each other's strengths and share knowledge/ideas with one another to promote the wellbeing of students.

**Monitoring** *Review and alter the plan term-by-term to respond to changes.*

Regular check in's among PLG's and staff

ISL and ASL to collaborate and share information with staff

Regularly gather student voice

**Resourcing**

EAP subscription:

Professional development/courses:

**Improvement Plan for Community Engagement (Whakawhānaungatanga)**

**School Strategic Learning Goal:**

Develop reciprocal communication to strengthen the partnership between home, school and the wider community to support student learning.

**School Annual Learning Target**

All members of the Bayview community feel connected and valued, and have a sense of belonging to Team Bayview.

<b>2020 Report</b>	Bayview School enjoys strong relationships with the community. These strong relationships helped greatly during alert levels 3 and 4 over the course of the 2020 academic year. With parents having to stay off the school site it did create a disconnect with parents which was righted during term 4 when we enjoyed being at alert level 1 and being able to follow through with our planned activities. We were able to conduct school trips which relied once again on parent help and many parents came and helped with in school activities.  Although we communicated differently this year we developed new systems and new ways of relating with parents.  During Term 4 we consulted with our community around our school vision. We received 54 responses to our online survey and had 3 parents attend the in school meeting. The responses, on the whole, affirmed the direction the school is moving in.
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**Key Improvement Strategies**

When	What	Who	Indicators of Progress
	<ul style="list-style-type: none"> <li>● Communicate the new school vision and values to the community through:               <ul style="list-style-type: none"> <li>○ Newsletters</li> </ul> </li> </ul>	<u>Responsible</u> P,DP,ISL,staff  <u>Accountable</u>	The leaders will... <ul style="list-style-type: none"> <li>● work with Jo Robson to unpack current vision and values</li> <li>● unpack the vocabulary and language of the school vision and values with members of staff</li> </ul>



	<ul style="list-style-type: none"> <li>○ Facebook posts</li> <li>○ Assemblies</li> <li>○ Seesaw</li> <li>○ Student Learning</li> <li>○ Signage around the school</li> </ul>	<p>P,DP,ISL <u>Consult</u> staff, community, learners <u>Inform:</u> community, BOT, learners</p>	<ul style="list-style-type: none"> <li>● work with members of staff to develop an awareness of what the school vision and values will look like, sound like and feel like</li> </ul> <p>The teachers will...</p> <ul style="list-style-type: none"> <li>● be involved in developing a new school vision</li> <li>● develop an awareness of what the school vision and values look like, sound like and feel like</li> <li>● communicate the school vision and values with whānau and community</li> </ul> <p>The community will...</p> <ul style="list-style-type: none"> <li>● Have an understanding of the vocabulary and language of the school vision and values.</li> <li>● Develop an awareness of what the school vision and values look like, sound like and feel like and begin to articulate this.</li> </ul>
	<ul style="list-style-type: none"> <li>● Kaipatiki Kahui Ako <ul style="list-style-type: none"> <li>○ digital citizenship evening</li> <li>○ conference</li> <li>○ other events as determined through the year.</li> </ul> </li> </ul>		<p>The leaders will....</p> <ul style="list-style-type: none"> <li>● ensure all stakeholders are aware of events and all communications are clear, concise</li> </ul>
	<ul style="list-style-type: none"> <li>● Communicate and encourage our community to participate in... <ul style="list-style-type: none"> <li>○ Matariki festival</li> <li>○ Cultural festivals?</li> <li>○ Organised learning evenings (BAM)</li> <li>○ sharing their knowledge and expertise</li> <li>○ school production</li> <li>○ surveys, etc requiring community voice</li> </ul> </li> </ul>		<p>The leaders will....</p> <ul style="list-style-type: none"> <li>● decide on events that will help support our parents and families</li> <li>● communicate information to parents and families through our newsletters, facebook and seesaw</li> <li>● develop surveys to gather community voice?</li> <li>● identify experts within our community and engage with them to help support teachers and students</li> </ul> <p>The teachers will...</p> <ul style="list-style-type: none"> <li>● promote these events by connecting with whānau and community through seesaw and facebook</li> <li>● identify experts within their classroom families and engage with them to help support children's learning and understanding</li> </ul>
	<ul style="list-style-type: none"> <li>● Engage with whānau through <ul style="list-style-type: none"> <li>○ Connection meetings</li> <li>○ Long Bay picnic</li> <li>○ School camp</li> <li>○ Child led conferences</li> <li>○ Assemblies</li> <li>○ Mihi Whakatau</li> <li>○ Seesaw</li> <li>○ Newsletters</li> <li>○ Facebook posts</li> <li>○ Assemblies</li> <li>○ Enrolment meetings/tours</li> <li>○ Friends of Bayview</li> </ul> </li> </ul>		<p>The leaders will....</p> <ul style="list-style-type: none"> <li>● connect and engage with whānau and community through our facebook, newsletters and seesaw app</li> <li>● provide support around effective community engagement strategies for other members of the staff</li> </ul> <p>The teachers will...</p> <ul style="list-style-type: none"> <li>● engage in meetings with families to gather information about their children. These will be recorded in family maps to refer back to throughout the year.</li> <li>● connect and engage with family members through classroom seesaw and facebook</li> <li>● provide regular feedback to parents and families about the progress of their children</li> </ul> <p>The learners will...</p> <ul style="list-style-type: none"> <li>● be a part of family maps sessions</li> </ul>

	<ul style="list-style-type: none"> <li>○ School trips</li> <li>○ Garden to table</li> <li>○ In class support (grandparents reading etc.)</li> <li>○ Sports</li> <li>○ Non sporting events (chess etc.)</li> <li>○ Cultural groups</li> </ul>		<ul style="list-style-type: none"> <li>● become familiar with using seesaw to share their learning from home and with their parents or family members</li> <li>● have the opportunity to learn from expert community members through various activities organised by teachers</li> </ul>
	<ul style="list-style-type: none"> <li>● Support Bayview staff members with connecting positively with parents and the wider community.</li> </ul>		<p>The leaders will...</p> <ul style="list-style-type: none"> <li>● provide ongoing support for teachers to ensure they are making positive connections with their parents and the wider community</li> </ul> <p>The teachers will...</p> <ul style="list-style-type: none"> <li>● attending school events and be visible</li> <li>● develop positive relationships through bayview maps</li> </ul>
	<ul style="list-style-type: none"> <li>● Consult with all stakeholders regarding our school vision including: <ul style="list-style-type: none"> <li>○ what each word means</li> <li>○ what the entire vision is trying to achieve</li> <li>○ developing a new logo</li> <li>○ changing the school uniform</li> </ul> </li> </ul>		<p>The community will...</p> <ul style="list-style-type: none"> <li>● be able to articulate the school vision</li> <li>● will have a voice in designing logo</li> <li>● will have a say around a change in uniform</li> </ul>
	Develop cohesion/alignment between community centre and Bayview school.		<p>The community centre will...</p> <ul style="list-style-type: none"> <li>● have a school fundraising/events calendar shared with them.</li> <li>● work together with the school to develop shared events of interest to the community i.e. Christmas Carol evening.</li> </ul>

**Monitoring** *Review and alter the plan term-by-term to respond to changes.*

**Resourcing** We have 1 ISL with the responsibility for whakawhangaungatanga. \$5000 has been allocated for consultation

### Improvement Plan for developing the curriculum

**School Strategic Learning Goal:**

Develop an understanding of who we are individually, locally & globally

**School Annual Learning Target**

All learners (students, staff, community) will have an understanding of Tūrangawaewae and what they bring as individuals and as a collective locally and globally.

**Baseline data and Target**

Review of the vision (link to vision from Jo Robson: [https://drive.google.com/file/d/1GE25Eatf7zb7tU5MsdsCSXnY74a\\_CHWS/view](https://drive.google.com/file/d/1GE25Eatf7zb7tU5MsdsCSXnY74a_CHWS/view) )

By the end of 2021 all stakeholders will be able to articulate the school vision and values.

## 2020 Report

### Achievements ...

Initial staff meetings about what teachers understood Kaitiakitanga and Garden To Table to be about; Bayview students have explored their interests through Kaitiakitanga and Garden To Table; focus has been on students developing their own inquiries; we have used our local community to develop understandings around Kaitiakitanga; habitats have been exploring animals, plants and habitats; life cycles of plants and animals; respecting and taking care of the environment; the different ways to grow, harvest, prepare and share food; where our food comes from - carbon footprint; visits to places to gain further information; setting up class gardens and learning how to take care of the plants; integrating all our learning; reusing rather than throwing out; many hands on experiences; looking at NZ native creatures and plants - food; the impact on the community - positive and negative; it was positive to see and hear about the children's learning during lockdown with their gardening and learning new skills in the kitchen; the children especially have talked about their enjoyment and engagement with Kaitiakitanga and Garden To Table; character strengths of teamwork, bravery, curiosity, zest and gratitude have all definitely shone through; through Kaitiakitanga the students have learnt about giving, making, creating and sharing.

### To do ...

Teachers will continue to embed the Inquiry cycle further so the students are inquiring deeply. Communicate with some parents in our community about GTT support with classes.

### Teacher Voice Term 2 2020

<https://docs.google.com/document/d/1FV6-vmiDO67r9bebURBzf4DCnOv586TghyzEI6WxMfc/edit>

### Teacher Voice Term 4 2020

<https://docs.google.com/document/d/1h1-94DCsY2r4k1sQh9xN8pZEI6WKlcXzv41EoNMT0nM/edit>

### Student Voice Year 3/4 Term 4 2020

[https://docs.google.com/document/d/1foq\\_vtz6Dyl0ecnfczW7bB09s\\_da9IEqK9x3LpqiScw/edit?ts=5fa30730](https://docs.google.com/document/d/1foq_vtz6Dyl0ecnfczW7bB09s_da9IEqK9x3LpqiScw/edit?ts=5fa30730)

### Student Voice Year 5/6 Term 4 2020

[https://docs.google.com/document/d/1iIOC0dSh0hRZ2XOwBDI01N\\_KtSEV39PDU3R2ZX9ID-8/edit](https://docs.google.com/document/d/1iIOC0dSh0hRZ2XOwBDI01N_KtSEV39PDU3R2ZX9ID-8/edit)

### Student Voice Year 7/8 Term 4 2020

[https://docs.google.com/document/d/1b\\_D6MqhX3Z0ALa6HbHkv5BlooFWWDerHWIeh17fSif8/edit](https://docs.google.com/document/d/1b_D6MqhX3Z0ALa6HbHkv5BlooFWWDerHWIeh17fSif8/edit)

## Key Improvement strategies

When	What	Who	Indicators of Progress
27th Jan	Teacher Only Day (Jo Robson)	<u>Responsible</u> P,DP,ISL,staff <u>Accountable</u> P,DP,ISL <u>Consult</u> staff, community, learners <u>Inform:</u> community, BOT, learners	By the end of term one, leaders will have confirmed the school vision with all stakeholders and developed a timeline for moving forward for the year. By the end of term one, teachers will have confirmed the school vision with learners By the end of term one, learners will be able to articulate the school vision
	<b>Students</b> <ul style="list-style-type: none"> <li>● Unpacking the vision               <ul style="list-style-type: none"> <li>○ What it means?</li> </ul> </li> <li>● Students to articulate the school vision (looks like, sounds like, feels like)</li> </ul>		By the end of 2021 students will: <ul style="list-style-type: none"> <li>○ Have an understanding of the vocabulary and language of the school vision and values.</li> <li>○ Develop an awareness of what the school vision and values look like, sound like and feel like and begin to articulate this.</li> </ul> ●By the middle of term four, learners will...

			<ul style="list-style-type: none"> <li>○ Have developed a promotional advert to showcase their understanding of the Bayview school vision and values</li> </ul>
	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>● Unpacking the vision <ul style="list-style-type: none"> <li>○ What it means?</li> </ul> </li> <li>● Staff to articulate the vision (looks like, sounds like, feels like)</li> <li>● Develop displays in classrooms, use the vision in all communications out to parents.</li> <li>● Develop the concept of Turangawaewae</li> </ul>		<p>By the end of 2021, teachers will....</p> <ul style="list-style-type: none"> <li>● Have a clear understanding and ownership of the school vision and values.</li> <li>● Be confident in what the school vision and values look like, sound like and feel like.</li> <li>● Learners will understand that Bayview is their standing place (turangawaewae)</li> <li>● The language of the vision and turangawaewae will be present in every aspect of school life.</li> </ul>
	<p><b>Community</b></p> <ul style="list-style-type: none"> <li>● Unpacking the vision <ul style="list-style-type: none"> <li>○ What it means?</li> </ul> </li> <li>● Community to articulate the vision (looks like, sounds like, feels like) <ul style="list-style-type: none"> <li>○ Parents</li> <li>○ ECE</li> <li>○ Community Centre</li> </ul> </li> <li>● Understand the concept of Tūrangawaewae and how it relates to them living in Bayview.</li> </ul>		<p>By the end of 2021, the community will...</p> <ul style="list-style-type: none"> <li>○ Have an understanding of the vocabulary and language of the school vision and values.</li> <li>○ Develop an awareness of what the school vision and values look like, sound like and feel like and begin to articulate this.</li> <li>○ Have an understanding of Bayview as their turangawaewae.</li> </ul>
<p><b>Monitoring</b> Review and alter the plan term-by-term to respond to changes.</p>			
<p><b>Resourcing</b> \$88835.45 has been allocated to curriculum from the 2021 budget</p>			

2021 Charter Targets			
Target Area	Target	Planned actions	Analysis of Variance
Hauora	The school community has a shared understanding, knowledge and awareness of strategies and tools which will have an impact in raising overall student wellbeing and achievement.	Refer Improvement plan for Hauora	

Whakawhānaungatanga	All members of the Bayview community feel connected and valued, and have a sense of belonging to Team Bayview.	Refer Improvement plan for Whakawhānaungatanga	
Literacy	<p>By the end of the Year 6 85% of students will be at or above the expected level in reading.</p> <p>By the end of Year 3 80% of students will be at or above the expected level in reading.</p> <p>By the end of year 6 85% of students will be at or above the expected level in writing.</p> <p>By the end of year 3 80% of students will be at or above the expected level in writing.</p>	Refer improvement plan for Literacy	