





School Charter
Strategic and Annual Plan for



2022 - 2024

Empower Our Future

Introductory Section - Strategic Intentions

Vision	Empower Our Future
Values	<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><u>Citizenship - Iwi Whenuatanga</u> <u>Attitude - Waiairo</u> <u>Responsibility - Takohanga</u> <u>Empathy - Aroha</u></p> <p>We also focus and build on the strengths of the child in our holistic approach and use the VIA character strengths as the basis of this.</p> <p>VIA Character Strengths:</p> <ol style="list-style-type: none"> 1. Wisdom and Knowledge: creativity, curiosity, judgment, love of learning, perspective 2. Courage: bravery, perseverance, honesty, zest 3. Humanity: love, kindness, social intelligence 4. Justice: teamwork, fairness, leadership 5. Temperance: forgiveness, humility, prudence, self-regulation 6. Transcendence: appreciation of beauty and excellence, gratitude, hope, humor, spirituality
Principles	<p>Foundations of curriculum decision making</p> <p>High expectations: At Bayview School, our curriculum supports and empowers students to learn and achieve personal excellence through modelling, scaffolding, regular communication and encouragement.</p> <p>Cultural diversity: At Bayview School, our curriculum encourages students to value the histories and traditions of our people.</p> <p>Inclusion: 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>Coherence: 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>Future focus: 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>Treaty of Waitangi: 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>Community engagement: 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>Learning to learn: 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	<p>By:</p> <ul style="list-style-type: none"> • 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. <p>Bayview School will:</p> <ul style="list-style-type: none"> •  Embracing the philosophies of Ka Hikitia. •  Use of Te Reo Māori regularly as part of the programme where possible.

- Reciting School paepae to start the day and for official engagements.
- Acknowledging students for their use of te reo and tikanga in and around kura.
- Staff development including Te Reo Māori, Tikanga Māori, and cultural responsiveness.
- Kaumatua and other resource personnel invited to the school where possible to provide input into programmes.
- Providing a welcoming atmosphere for all parents by reflecting both cultures.
- Developing an understanding of the concept of kaitiakitanga and driving this through Garden to Table.
- Opportunities being given for students to experience Tikanga Māori, with the possibility of visiting a local Marae.
- Providing opportunities for students who wish to learn the Māori language.
- 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.
- Involving representatives from the Māori community in any decisions affecting Māori students and programmes.
- Including Māori student achievement in reports to the Board of Trustees.
- Starting assembly with the National Anthem in Te Reo Māori and English.
- Promoting the Kapa Haka group.
- Participating in the Kaipatiki Kahui Ako Matariki Festival.
- Acknowledging Māori language week – using language, art, dance, artefacts, guest speakers.
- Working alongside MAC advisor at all levels of the school.

Baseline Data or School Context

Students' Learning	Refer Analysis of Variance
Student Engagement	<p>Bayview School enjoys high student engagement under normal circumstances. During learning from home we were able to make contact with 99% of families. Here are some key statistics below to show the level of engagement through Seesaw during the level 4 lockdown period 2021:</p> <ul style="list-style-type: none"> • 17,338 learning posts on student journals by students/families which is over 3000 journal posts per week by students. • We had approximately 26,400 likes and 22,800 comments on students journal posts over the lockdown period. • Approximately 1700 visits to Seesaw from connected family members each week. • There were Approximately 4000 learning activities set for students on Seesaw during the lockdown period. • Teachers facilitated around 400 Hours of Google Meets with students during the lockdown period.
School Organisation and Structures	<p>The 2022 academic year will begin with the equivalent of 19 classes. Within this there will be five Year 1/ NE classes with one being an ILE, one Y2, four Y2/3, three Y3/4, one Y4, and four Y5/6 classes.</p> <p>We continue with three vertically grouped learning groups.</p> <p>Our Principal, Deputy Principal and Assistant Principal are fully released.</p>
Review of Charter and Consultation	<p>During 2020/2021 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. In 2021 we rebranded using the services of Aaron Hall from Surgecom with the reveal of the new logo at the start of 2022. From this we will introduce a new uniform, stationery, etc.</p>

Strategic Section

Strategic Goals

Students' Learning	<ul style="list-style-type: none"> • All learners will make progress in all learning areas.
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	<ul style="list-style-type: none"> Learners working towards their expected level will make accelerated progress.
2021 Report	<p>2021 has proven to be another difficult year academically due to the disrupted school year. Our learners continued to learn 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>
Student Engagement	<ul style="list-style-type: none"> All learners will be on time for school each day. All learners will attend school regularly.
2021 Report	<p>Due to the amount of time learners were learning from home and the varying rates of engagement our focus became specific to the needs of the individual i.e. for some it was wellness and offsetting anxiety, for others it was facilitating learning. We placed our children at the heart of everything we did and every decision made.</p> <p>Learning was based around Hauora and the wellness of our learners and their families. Communication with parents became stronger with our variety of communication and our specific individualised checking with whanau.</p>
School Organisation and Structures	<ul style="list-style-type: none"> Class sizes will remain within the MOE guidelines. Staff will have leadership opportunities to grow their skills
2021 Report	<p>Our roll has been affected by covid-19 with many of our new 5-year-olds deferring starting school until 2022. Our roll was 447 by the end of the 2021 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 2022, with two on maternity leave and one taking a years leave to go home to South Korea to spend time with family.</p> <p>Class sizes ranged from 18 (Y0) to 31 (Y5/6).</p>
Personnel	<ul style="list-style-type: none"> Bayview School will be staffed according to MOE guidelines. Bayview School will employ NZ registered, quality teachers.
2021 Report	<p>The 2021 academic year professional development was impacted by COVID-19. The professional development we intended in the second half of the year was postponed until 2022. We employed the services of Jo Robson to support with our revisioning and development of our local curriculum as well as working alongside the executive leadership team. 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 hauora and coaching.</p>
Property	<p>5YA projects to be completed during the year will include:</p> <p>COLA project Modernisation Toilet upgrades Electrical upgrades</p>
2021 Report	<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). Due to a building supply issue and the number of schools purchasing COLAs there was a delay in getting this installed.</p> <p>The school was washed over the summer break.</p> <p>It was found that there was not enough power coming into the school to allow for hot water in bathrooms or the installation of heat pumps. The MOE applied for an extra grant for this to occur which placed all further 5YA projects on hold until 2022.</p>
Finance	<ul style="list-style-type: none"> Bayview School will work within the 2022 budget.
2021 Report	<p>Bayview School remains in a strong financial position.</p>

Annual School Improvement Plan – Focus Learning Areas

Domain	2021 Report	2022 Strategic Goal	2022 Progress aspirations	2022 Short Report
Literacy	In terms one all the Y3 teachers identified the students in their classes who were working towards the expected level in reading. A range of assessment was completed to	<ul style="list-style-type: none"> Students who are below the expected level in reading and writing will be identified and 		

	<p>identify individual needs and next steps. Parents of each child were contacted to discuss the plan moving forward. We met regularly as a group to discuss these children and identify barriers or challenges which might be hindering their progress. As well as share successes to support each other. All children were put on Steps Web and were monitored by their teacher and a teacher aide to determine progress and any identified areas of need.</p> <p>Specific intervention measures were modelled to the teachers to support the different needs including STEPS, Precision teaching, Decodable texts and learning centres based around alphabet sounds and blends. Teachers observed good practice during CRT to support them to implement this in their own rooms. These classes also received some teacher aide support to assist the children in small groups.</p> <p>35 Y3 children were identified that were working towards the expected level in reading. At the end of T2 31 of the identified children had made significant progress. 2 of the children who hadn't made significant progress had identified learning needs. They both were receiving teacher aide support. One was referred to RTLB for further support and the other one was referred to a specialist for further assessment. We also applied for In class support for both of those boys and were successful for 2022.</p> <p>We have not been able to do any further assessment due to the disruptions from Covid-19. We will continue to identify target groups and follow the same process for 2022.</p> <p>Oral Language</p> <p>Children were identified at the beginning of the year by their classroom teachers and became the Oral language target group. Writing samples were taken in term 1 as supporting evidence. The teachers then assessed these children to find a starting point on the oral language rubric so that we could see progressions throughout the year.</p> <p>Del from cognition continued to work alongside Taryn Hoffmann to help support the teachers within this group. Strategies were chosen based on the information collected by the classroom teachers and these were then modelled by Del so teachers could see how these would work within their classes. Teachers were given time to trial these strategies within different aspects of their classroom routines and then Del returned to observe and provide feedback and feedforward.</p> <p>Individual time was set aside for the teachers to work with Del to discuss things observed and for questions to be asked. It was at these times new strategies were decided on to help extend teacher practice.</p> <p>We have not been able to continue this course due to Covid - 19 however things have been put into place for us to assess progress through teacher reflection and success stories. A teacher evaluation will be given out so that teachers can self assess their progress since beginning the journey with Del. Teachers focussed on explore based learning through the different curriculum areas and literacy skills were then woven into this.</p> <p>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.</p> <p>Due to the restrictions of COVID-19 we have deferred our other progress aspirations.</p>	<p>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.</p> <ul style="list-style-type: none"> ● Māori students will be priority learners when determining target groups. <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Structured literacy - knowledge and understanding of the fundamental elements and how to break it down to teach individual needs. ● Target children monitored with tracking sheets to clearly show progress. ● Range of assessment to identify needs (inline with assessment for Structured literacy) ● Consistent Bayview Way of teaching literacy across the school. ● New entrant - consistent approach - working collaboratively. ● Unwrapping the new literacy initiatives as they are released by the MOE. 	
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	<p>Oral language:</p> <p>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> <p>https://docs.google.com/forms/d/1yz66mdk-XkrtucgFPuiPXJLGG9XQgg_n5Wb-Ek-nT90/edit - survey for teachers</p> <p>https://app.luminpdf.com/viewer/5fab184fbec38900123e772d - Teacher capabilities data</p> <p>Bayview OL Learner Voice Summary 26th June 2020 - learner voice Time 1</p> <p>Oral Language Rubric 2019vs1.docx - Oral language rubric</p>			
Mathematics	<p>- After the mid term report, we identified the year 3 and year 6 cohorts at target groups as they were tracking lower than expected. We developed an action plan for teachers targeting these groups of children and we were looking at boosting the children who were just below with the help of teacher aids. Unfortunately a lockdown happened which stopped all these plans.</p> <p>- Di and Elleen attended Maths No Problem workshops to learn this new way of teaching. They also visited Alex and an Auckland school to see it in action. Elleen has been trailing this in her class for term 2. Alex came into Bayview and did a 1 day course/run down of Maths No Problem for a range of teachers. Some of the year 2 and year 3/4 teachers also trailed a two week problem. There was great feedback and we are looking at how we can bring this into our school while keeping our way of teaching.</p> <p>- The teachers took a baseline survey to see where they needed help and further learning. Teachers seemed okay with knowing what was expected in their class but were all keen to learn about Maths No Problem.</p> <p>- We started to look into an online maths programme that could be purchased and used by the whole school. Maths Buddy, Studyladder and others were looked into and prices inquired into. They were offering free trials for a term. Some programmes the teachers could set work and others the children sat a test and then the programme designed the learning to meet the needs of the children. We thought this would be a great way to</p>	<ul style="list-style-type: none"> • Students who are below will be identified and targeted through teacher supporting and possible teacher aid time. Year levels will also have an action plan put in place to support these learners. • Maori students will have priority in the target groups. • Whole school math focus is to develop what an effective maths programme will look like at Bayview School. • All teachers will have an effective maths programme in place and will be following this and teaching to the gaps. • 10 week trial of 'Maths Whizz' will happen to see if it fits in with our effective teaching programme and if it will help to accelerate progress. • Year 2s are our target group and assessing in 'Maths No problem' and effective teaching is accelerating progress in maths. 	<ul style="list-style-type: none"> • That all year groups will have $\geq 85\%$ at or above expectations. • Our learners will have a positive attitude towards learning Maths. • Maths No problem will be brought in and confidently taught at the year 2 level (four classes) and Y3's in Y2/3 classes. The school will take on the principles of mastery maths. Where play tasks, explicit teaching of strategies and then practice. • An online website will be looked into and trailed in term one with the potential to start in term two as a support for the whole school and to support hybrid learning across the school. It will be important to make sure this aligns with Maths No problem. • Continue to look into maths assessment to ensure robust data is collected that will support next steps in learning for students, and support for teachers around testing. 	

	<p>support the teachers and extend the learners and focus on strand. Unfortunately we went into lockdown before being able to set these.</p> <ul style="list-style-type: none"> - Resources were purchased for new classrooms that were opened and we started to purchase kits for our year two teachers for next year who are going to be looking into Maths No Problem. A list from Alex was provided explaining the key resource that a classroom needs to teach Maths No Problem successfully. - The whole school focused on maths week while in lockdown. - We continued with our own assessment timetable that Bayview developed that fits in with our school. Maths assessment (JAM and GLoSS) get completed in Terms 1, 2, and 4 (data put on eTap) but most likely not term 4 due to lockdown/students learning from 		<ul style="list-style-type: none"> ● Whole school or PLG focii on new maths units to support the teaching. ● Purchase books and resources to help support and teach new concepts. ● Make sure all classes are set up with the correct materials for teaching maths and materials are being used in classrooms. ● Provide PD to support teachers so there is an effective mathematics programme in every classroom. ● Unwrap the new mathematics initiative once that is released. 	
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BOARD OF TRUSTEES' ANNUAL AIM:

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


OBJECTIVES	2021 Report	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
1. Trustees' roles and responsibilities.	<p>The Board has 5 elected members plus the staff trustee and Principal.</p> <p>This Board has decided that we will have a property subcommittee and a policy review sub committee and that everything else will be decided as a Board.</p>	<ul style="list-style-type: none"> ● the board will operate governance as defined by the roles and responsibilities stated in the board governance handbook ● 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. ● write and implement 'guidelines for self-review'; place guidelines in board handbook ● refer to board chair's portfolio description; board of trustees operational handbook 	<ul style="list-style-type: none"> ● Effective, efficient and reliable school governance.
2. To manage, monitor, support and evaluate the principal's performance.	<p>The Board uses an external appraiser for the Principals performance management.</p> <p>The Board and Principal enjoy a supportive and high trust relationship</p>	<ul style="list-style-type: none"> ● refer to section in board of trustees operational handbook; principal's performance and enhancement ● board provides opportunities for the principal to undertake appropriate professional learning and development linked to school's goals and his appraisal ● principal's appraisal is informed by a variety of internal and external sources 	<ul style="list-style-type: none"> ● 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

<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 2022. Our roll was 453 by the end of the 2021 academic year.</p> <p>We were able to employ quality staff who are passionate about making a difference for learners.</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 became familiar with Seesaw and our email systems of communication.</p> <p>2021 has proven to be another difficult year academically due to the disrupted school year. Some of our students did not return to onsite learning from the 17th August for the rest of the year.</p> <p>As of mid year our progress and achievement data was sitting below our expectations for the year</p>	<ul style="list-style-type: none"> • Strategic plans will be developed in consultation and collaboration with staff and the parent community • Annual plan and school charter will be developed in consultation and collaboration with staff and the parent community; • Charter and annual plan will contain a target to raise student achievement; using baseline data informed from end-of-year achievement information. • 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 	<ul style="list-style-type: none"> • 2022 School Charter is completed and a copy sent to the Ministry of Education once A of V completed (due to covid disruptions). • Copy of Charter available for parents to read on the school website. • Each member of staff has access to the 2022 Charter. • Principal reports to the board each bot mtg on progress towards achieving the aims stated in the charter.
<p>4. To implement a 2022 school self- review programme primarily based on the school's strategic plan and school's 2022 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 2020/2021 the school underwent a review of the school vision.</p> <p>During 2021 The Bayview Way was written as a central place for staff to access important information on our Why and How developing our kaupapa.</p>	<ul style="list-style-type: none"> • principal and staff establish an annual assessment plan/map and also guidelines for school self-review • self-review processes are well understood that ensures their on-going use and effectiveness • self-review processes help the board to identify priorities for improvement and resourcing decisions • 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' • board monitors, gathers and evaluates relevant information on progress towards achieving the stated school goals; strategic and annual. • outcomes of self-reviews are acted on through delegated authorities and/or directives 	<ul style="list-style-type: none"> • An annual assessment programme is established and implemented. • Board receives reports on student progress and achievement according to the annual assessment programme. • Guidelines for School Self Review are established, recorded and implemented.
<p>5. 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 2020 ready for ratification by the board in the first meeting of 2021.</p>	<ul style="list-style-type: none"> • in consultation with the principal, analyse historical financial information and the strategic plan information to determine the essential operating costs • 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 • to ensure the budget includes provision for capital expenditure and maintenance reserves • report to the board at the December meeting; approve the 2022 budget at the February meeting in 2022 	<ul style="list-style-type: none"> • 2022 school budget is ratified by March 2022, implemented, monitored and reported against throughout the year. • 2022 draft school budget is developed by the end of December 2021.

		<ul style="list-style-type: none"> ● forward the approved budget to the Financial Service Provider by the beginning of March 2022. 	
6. In conjunction with the principal, the BoT monitor the school's financial position and provide feedback regarding the financial management and position of the school throughout the year.	Bayview School remains in a strong financial position.	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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.
7. To comply with the Health and Safety Employment Act 1992 and all associated guidelines.	Most of the health and safety issues during 2021 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.	<ul style="list-style-type: none"> ● to continue to implement the Bayview School Board Health & 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 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 	<ul style="list-style-type: none"> ● 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.
8. Property	<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).</p> <p>the school was washed over the summer break and the green trim painted out with blue.</p>	<p>The following property matters requiring attention, have been identified:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 ● Health and Safety issues/concerns are identified and addressed.

9. Ensure the National Education and Learning Priorities are woven through the fabric of governance meetings and management of the school:	<p>OBJECTIVE ONE: LEARNERS AT THE CENTRE 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>OBJECTIVE TWO: BARRIER-FREE ACCESS 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>OBJECTIVE THREE: QUALITY TEACHING AND LEADERSHIP 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>OBJECTIVE FOUR: FUTURE OF LEARNING AND WORK 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: Develop a future focused concept based local curriculum to engage learners and integrate the New Zealand curriculum.	School Annual Learning Target All learners will have a shared language around their learning including visible learning language, character strengths and values so they can better access educational opportunities.
2021 Short Report: <ul style="list-style-type: none">❖ Developed an action plan for pedagogy as part of the 2021 charter❖ Developed a plan for teachers to implement an impact cycle for teachers for their personal professional goals❖ Shared a plan with SLT around implementing impact cycles❖ SLT shared with their teams the plan and process for impact cycles❖ ELT to evaluate teachers shared goals❖ SLT shared with the team that goals need reframing and reworking to align with the overarching goal of improving teacher practice.❖ Met with ASL leaders and ISL at Bayview to discuss my action plan for pedagogy❖ Begin generating resources for the different strands of VL and making these available on Google Drive. Visible Learning Resources.❖ Developed a resource for teachers around the process of an impact cycle at Bayview School - Teacher Impact Cycle (Individual)❖ Run a combined learning group meeting with all staff to go over the process of an impact cycle.❖ Complete Learner Agency Surveys Whole School - 2021 Surveys❖ Developing coaching capability professional development staff meeting for all staff - Roger Harnett❖ Jo Robson to facilitate a staff meeting on our pedagogical approaches❖ Coaching Refresher on Leadership forum day - Roger Harnett	

Key Improvement Strategies			
Action Plan -  Pedagogy Action Plan 2022			
When	What	Who	Indicators of Progress (Refer to Pedagogy Action Plan 2022)
T1 - 2	Develop a shared understanding of how pedagogy is defined at Bayview School.	<u>Responsible:</u> P,DP,ISL,staff <u>Accountable:</u> P,DP,ISL <u>Consult:</u> staff	By the end of term one, leaders will have unpacked this with staff. By the end of term one, teachers will have begun to unpack what defines pedagogy at Bayview school.
T1 - 4	Develop a consistent approach of pedagogical practice across the school, focussing on literacy and mathematics.	<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 reviewed implementation plans for literacy and mathematics and identified areas of focus. By the end of term one, teachers will have reflected on their capabilities in implementing an effective literacy programme. By the beginning of term two teachers will have developed an inquiry goal focussed on ensuring they are delivering an effective literacy program. By the end of term two teachers will have reflected on their capabilities in implementing an effective mathematics programme. By the end of term two teachers will have developed an inquiry goal focussed on ensuring they are delivering an effective mathematics program. This will be developed in conjunction with the team leader and shared with SLT and ELT. Continual monitoring of this.
T1 - 4	Review assessment practices in literacy and numeracy to ensure these are aligned with best assessment for learning practices.	<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 analysed current assessment practices to identify where there is the greatest need for improvement. By the end of term one leaders' will have engaged with teachers around the current assessment practices at Bayview school and if they are currently meeting the needs of our students and ensuring they align with best practice. By the end of term one teachers will ensure they are following assessment for learning practices when assessing their students. By the end of term one leaders' will analyse current assessment data to identify trends and patterns and implement further learning support and teacher support where required.
T2 - 4	Teachers to develop Professional Growth cycle based on a common inquiry around best practice pedagogy.	<u>Responsible:</u> P,DP,ISL,staff <u>Accountable:</u> P,DP,ISL <u>Consult:</u> staff	By the beginning of term two, leaders will have met with teachers to discuss their teaching inquiries based on literacy and help establish a goal that aligns with best practice pedagogy and improving student achievement outcomes in literacy. By the beginning of term two, teachers will have established a goal that aligns with best practice pedagogy and improving student achievement outcomes in literacy.
T1 - 4	Continue to embed Visible Learning practices 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 regularly meet with impact partners regularly throughout the year to further develop and implement their personal professional goals. Develop a resource that is accessible to all staff to further develop their professional knowledge and growth. Offer ongoing professional development around implementing visible learning practices in the classroom.
T1 - 4	A Bayview coaching model will be developed and 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 two, leaders will model coaching conversations in their PLG meetings and termly PLG check ins. This will be ongoing throughout the year. By the end of term two, teachers will begin using coaching conversations as part of their regular meetings with impact partners and in PLG meetings. This will be ongoing throughout the year. Staff will have coaching professional development with Roger Harnett in term 2.
T2	Learner agency school self assessment	<u>Responsible:</u> P,DP,ISL,staff	Baseline data collected on level of student agency across Bayview School in term 2.

		<u>Accountable:</u> P,DP,ISL <u>Consult:</u> staff, community, learners <u>Inform:</u> community, BOT, learners	
T1 - 4	Teachers to use CRT time to observe and collect data on how Learner Agency is being developed in their classroom practice with students, Bayview 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.
Monitoring Review and alter the plan term-by-term to respond to changes.			
Resourcing We have 1 ISL with the responsibility for pedagogy.			

Improvement Plan for Wellbeing (Hauora)- Well Being ISL - Nathan Hinton - [ISL Action Plan](#)

School Strategic Learning Goal: Develop a culture of wellbeing based on shared values and positive relationships throughout the school community.		School Annual Learning Target All learners will have a shared language around their learning including assessment capability, character strengths and values so they can better access educational opportunities.	
2021 Report: <ul style="list-style-type: none">NZCER wellbeing surveys were completed in T2 and data/next steps were shared with the staff. Staff worked together to analyse data and plan steps moving forward.Voice was gathered around staff wellbeing and Nathan analysed this data.Full staff meeting to discuss how wellbeing models, tools, strategies could align with what we are already doing well at Bayview and what we could adapt and implement.PC4L team met regularly while onsite at school and continued to share responsibilities once online teaching commenced.Staff met with individual whanau to carry out Bayview map - These gave teachers a deeper understanding of their individual students and their families.Further developed the Bayview kete and used this as a working document/sharing and bringing it to the attention of staff during staff meetings.Alyssa and Nathan created weekly wellbeing messages for staff, students and whanau/community during lockdown to support wellbeing needs.Weekly staff wellbeing meets over Google meet on a Friday afternoon to promote teacher wellbeing/connect with one another.WOF, weekly messages, warm fuzzies all continued during lockdown.Staff created fun video messages and dances to share with the community and students to help promote connection and wellbeing.Started to explore aligning the We CARE, character strengths and dispositions into a visual representation - this needs to be a focus for next year			
Key Improvement Strategies			
When	What	Who	Indicators of Progress
Term 2	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 2	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	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.

		Inform Teachers, learners	
Term 1 and Term 3	Gather student voice, focus groups	Responsible Nathan - ISL Accountable P, DP, AP, ISL, ASL Consult Staff, Kahui Ako Inform 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	Responsible PC4L leader, PC4L coach Accountable PC4L leader, PC4L coach, PC4L team Consult P, DP, AP, SLT Inform 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 of target areas and behaviours
T1	Bayview maps with whānau and students to establish relationships and develop a deeper understanding of individuals and their families	Responsible/Accountable Classroom teachers Inform 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 meetings with Kahui Ako	Responsible/Accountable ISL, ASL Consult LT, SLT Inform Staff, Learners	ISL and PC4L leaders 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.	Responsible/Accountable Learning group leaders, ISL, ASL Consult Staff Inform 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	Responsible ISL, ASL Accountable ISL, ASL, Staff Consult ELT, SLT Inform Staff	Staff have a shared understanding of wellbeing models and how these can be used effectively to promote best practice within the school. Re look over these and see how they align with what we already do at Bayview.
T1-T4	Alignment of We CARE, character strengths and dispositions into a visual representation.	Responsible/Accountable Staff Consult Staff Inform 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.	Responsible/Accountable Staff Consult Staff Inform Learners, community	Staff, students and community to have a clear understanding and ownership of the school vision and values.
T1-T4	Further develop the Bayview kete - google doc on character strengths	Responsible/Accountable Staff Consult Staff Inform 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 PC4L leaders 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.	
2021 Report	Bayview School enjoys strong relationships with the community. During 2021 we conducted Whanau maps with each of our families to gather valuable information to help build relationships and connections. These strong relationships helped greatly during alert levels 3 and 4 over the second half of the 2021 academic school year. Due to our learners spending 14 weeks mostly learning from home and our parents being offsite there was the potential for disconnection. However, we ensured this didn't happen by staying in constant contact with our families and community through messages on seesaw and our school facebook page. Teachers conducted check in messages with all our families throughout level 3 and 4 of lockdown to ensure we were keeping our connections going and also to provide support to any families that may have indicated they were struggling. We developed strategies and systems to make sure we were engaging our community even though most of the second half of our year was spent at home and online. The staff spent time in term 1 unpacking the new school vision with Jo Robson and focussed so that they could share this successfully with their children and then with the parents in our community. This is something that will need to be revisited in 2022 so that this becomes familiar with all stakeholders of the school. The ISL met frequently with the ASL to plan and implement next steps each term. Due to Covid many things that had been planned couldn't go ahead.		
Key Improvement Strategies			
When	What	Who	Indicators of Progress
	<ul style="list-style-type: none">Develop and sustain coherent enrolment procedures	P, DP, AP, year 1 teachers, office manager	<ul style="list-style-type: none">Coherent enrolment procedures will be written.documentation will be consistent across all platforms (online, hard copy, website, etap)all staff will be aware and following the procedures.procedures will be reviewed robustly to ensure they are fit for purposenew parents to the school will feel welcome and enjoy the enrolment process
	<ul style="list-style-type: none">Communicate the new school vision and values to the community through:<ul style="list-style-type: none">NewslettersFacebook postsAssembliesSeesawStudent LearningSignage around 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	The leaders will... <ul style="list-style-type: none">work with Jo Robson to unpack current vision and valuesunpack the vocabulary and language of the school vision and values with members of staffwork with members of staff to develop an awareness of what the school vision and values will look like, sound like and feel like The teachers will... <ul style="list-style-type: none">be involved in developing a new school visiondevelop an awareness of what the school vision and values look like, sound like and feel likecommunicate the school vision and values with whānau and community The community will... <ul style="list-style-type: none">Have an understanding of the vocabulary and language of the school vision and values.Develop an awareness of what the school vision and values look like, sound like and feel like and begin to articulate this.

	<ul style="list-style-type: none"> ● Kaipatiki Kahui Ako <ul style="list-style-type: none"> ○ digital citizenship evening ○ conference ○ other events as determined through the year. 		<p>The leaders will....</p> <ul style="list-style-type: none"> ● ensure all stakeholders are aware of events and all communications are clear, concise
	<ul style="list-style-type: none"> ● Communicate and encourage our community to participate in... <ul style="list-style-type: none"> ○ Matariki festival ○ Cultural festivals ○ Organised learning evenings (BAM) ○ sharing their knowledge and expertise ○ school production ○ surveys, etc requiring community voice 		<p>The leaders will....</p> <ul style="list-style-type: none"> ● decide on events that will help support our parents and families ● communicate information to parents and families through our newsletters, facebook and seesaw ● develop surveys to gather community voice? ● identify experts within our community and engage with them to help support teachers and students <p>The teachers will...</p> <ul style="list-style-type: none"> ● promote these events by connecting with whānau and community through seesaw and facebook ● identify experts within their classroom families and engage with them to help support children's learning and understanding
	<ul style="list-style-type: none"> ● Engage with whānau through <ul style="list-style-type: none"> ○ whānau map meetings ○ Long Bay picnic ○ School camp ○ Child led conferences ○ Assemblies ○ Mihi Whakatau ○ Seesaw ○ Newsletters ○ Facebook posts ○ Assemblies ○ Enrolment meetings/tours ○ Friends of Bayview ○ School trips ○ Garden to table ○ In class support (grandparents reading etc.) ○ Sports ○ Non sporting events (chess etc.) ○ Cultural groups ○ community events 		<p>The leaders will....</p> <ul style="list-style-type: none"> ● connect and engage with whānau and community through our facebook, newsletters and seesaw app ● provide support around effective community engagement strategies for other members of the staff <p>The teachers will...</p> <ul style="list-style-type: none"> ● 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. ● connect and engage with family members through classroom seesaw and facebook ● provide regular feedback to parents and families about the progress of their children <p>The learners will...</p> <ul style="list-style-type: none"> ● be a part of family maps sessions ● become familiar with using seesaw to share their learning from home and with their parents or family members ● have the opportunity to learn from expert community members through various activities organised by teachers
	<ul style="list-style-type: none"> ● Support Bayview staff members with connecting positively with parents and the wider community. 		<p>The leaders will...</p> <ul style="list-style-type: none"> ● provide ongoing support for teachers to ensure they are making positive connections with their parents and the wider community <p>The teachers will...</p> <ul style="list-style-type: none"> ● attending school events and be visible ● develop positive relationships through bayview maps
	<ul style="list-style-type: none"> ● Consult with all stakeholders regarding our school vision including: <ul style="list-style-type: none"> ○ what each word means ○ what the entire vision is trying to achieve ○ developing a new logo 		<p>The community will...</p> <ul style="list-style-type: none"> ● be able to articulate the school vision ● will have a voice in designing logo ● will have a say around a change in uniform

	○ changing the school uniform		
	Develop cohesion/alignment between community centre and Bayview school.		The community centre will... <ul style="list-style-type: none"> ● have a school fundraising/events calendar shared with them. ● work together with the school to develop shared events of interest to the community i.e. Christmas Carol evening.
Monitoring Review and alter the plan term-by-term to respond to changes.			
Resourcing We have 1 ISL with the responsibility for whakawhanaungatanga. \$2000 has been allocated for consultation			

2022 Charter Targets

Target Area	Target	Planned actions	Analysis of Variance
Hauora	All learners will have a shared language around their learning including assessment capability, character strengths and values so they can better access educational opportunities.	Refer Improvement plan for Hauora	
Mathematics	Year 2 learners will show accelerated learning in mathematics as part of the Maths No Problem programme.	Refer Improvement plan for Mathematics	
Reading	All learners will have accelerated learning in reading to ensure they return to at or above the expected level since the covid disruptions.	Refer improvement plan for Literacy	