



School Charter
Strategic and Annual Plan for



2023 - 2025

Empower Our Future

Introductory Section - Strategic Intentions

Strategic Section - National Education Learning Priorities

Strategic Goals	
OBJECTIVE ONE: LEARNERS AT THE CENTRE	
Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Hauora goal: All learners will have a shared language around their learning including being assessment capable, their character strengths and school values so they can better access educational opportunities.
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.	Develop a future focused concept based local curriculum to engage learners and integrate the revised New Zealand curriculum.
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.	Develop a future focused concept based local curriculum to engage learners and integrate the revised New Zealand curriculum.
Priority 4: Ensure every learner/ākonga, gains sound foundation skill, including language, literacy and numeracy.	Literacy goal: Empower teachers to be confident teaching literacy, to ensure positive student outcomes so all students make accelerated progress. Mathematics goal: Empower teachers within Mathematics to ensure positive student outcomes so that all students are confident, capable mathematicians.
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.	Te Ao Maori will be integrated throughout the curriculum.
Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	Each staff member will become familiar with each new curriculum document and will have the ability to implement it successfully in their class.
OBJECTIVE FOUR: FUTURE OF LEARNING AND WORK	
Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.	Bayview School will create and maintain positive relationships with partners and organisations for the benefit of all learners.

Annual School Improvement Plan – Learning Areas

Improvement Plan for Pedagogy (Mana Akonga)

School Strategic Learning Goal:

Develop a future focused concept based local curriculum to engage learners and integrate the revised New Zealand curriculum.

School Annual Learning Target

Each staff member will become familiar with each new curriculum document and will have the ability to implement it successfully in their class.

2022 Short Report:

Pedagogy was unpacked with staff and some clear understandings made but we are yet to develop a pedagogy statement for the Bayview Kaupapa. The focus for the year has been in literacy and as we started to unpack some things we decided to just continue our focus in literacy and not over extend into mathematics. Mathematics will be a focus area in 2023. With the literacy focus we have strengthened literacy practice and built a resource centre to support staff. Assessment has been reviewed and is being written into the implementation plan that is being reviewed.

The professional growth cycle was developed using the ERO model. Teachers have started their professional journey in developing a continual cycle of improvement over the year. The regular check-ins with leaders has supported best practice in this.

The coaching model was further entrenched into the professional culture of the school. An external facilitator worked with the PLG leaders to support them with their coaching practice. Coaching can be seen across all areas of the school including the students.

Teachers have been encouraged and empowered to use their CRT time to visit classes and observe best practice to support them with their PGC.

Visible learning will be a refocus in 2023 with staff given professional development and an annual plan of data gathering co-constructed across all VL strands.

Key Improvement Strategies

Action Plan -

When	What	Who	Indicators of Progress (Refer to Pedagogy Action Plan 2022)	Report on progress Not started In progress/still working on Completed as per schedule
T1-4	As each new curriculum document becomes available it will be unwrapped with the staff to support implementation plan reviews	<u>Responsible:</u> ISL <u>Consult:</u> staff	1. By the end of term one ISL will have introduced the new curriculum documents in Literacy and Numeracy to senior staff and the whole staff. 2. As each new curriculum document is released it will be unpacked as a staff. i.e. Technology, Science and The Arts. 3. Work alongside literacy and mathematics leaders to help review implementation plans.	
T1 - 2	Review shared understanding of how pedagogy is defined at Bayview School.	<u>Responsible:</u> ISL <u>Consult:</u> staff	1. By the end of term one, leaders will have unpacked this with staff. 2. By the end of term one, teachers will have a clear understanding of 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> ISL, Literacy leader, Numeracy leader, PLG leaders <u>Consult:</u> staff, community, learners <u>Inform:</u> community, BOT, learners	<ol style="list-style-type: none"> 1. By the end of term four, leaders will have reviewed implementation plans for literacy and mathematics 2. By the end of term one, teachers will have reflected on their capabilities in implementing an effective literacy programme 3. By the end of term one teachers will have reflected on their capabilities in implementing an effective mathematics programme. 4. By the end of term one teachers will have developed a PGC focussed on ensuring they are delivering an effective literacy programme or an effective numeracy programme. 	
T1 - 4	Review assessment practices in literacy and numeracy to ensure these are aligned with best assessment for learning practices.	<u>Responsible:</u> Leadership team, ISL <u>Consult:</u> staff, community, learners <u>Inform:</u> community, BOT, learners	<ol style="list-style-type: none"> 1. By the end of term one leaders will have analysed current assessment practices to identify where there is the greatest need for improvement. 2. 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. 3. By the end of term one teachers will ensure they are following assessment for learning practices when assessing their students. 4. 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 engage in a Professional Growth cycle based on a common inquiry around best practice pedagogy.	<u>Responsible:</u> P, DP, PLG leaders, staff <u>Consult:</u> staff	<ol style="list-style-type: none"> 1. By the beginning of term two, leaders will have met with teachers to discuss their PGC based on either literacy or numeracy and help establish a goal that aligns with best practice pedagogy and improving student achievement outcomes. 	
T1 - 4	Continue to embed Visible Learning practices across the school.	<u>Responsible:</u> P, DP, ISL, staff <u>Consult:</u> staff, community, learners <u>Inform:</u> community, BOT, learners	<ol style="list-style-type: none"> 1. Teachers regularly meet with impact partners regularly throughout the year to further develop and implement their personal professional goals. 2. Develop a resource that is accessible to all staff to further develop their professional knowledge and growth. 3. Offer ongoing professional development around implementing visible learning practices in the classroom. 4. Develop a specific VL action plan to gather feedback and data across all VL strands. 	
T1 - 4	A Bayview coaching model will be reinforced and used regularly to improve teaching practice and will become part of the school culture of learning.	<u>Responsible:</u> P, DP, ISL, staff <u>Consult:</u> staff, community, learners <u>Inform:</u> community, BOT, learners	<ol style="list-style-type: none"> 1. Leaders will model coaching conversations in their PLG meetings and termly PLG check ins. This will be ongoing throughout the year. 2. A culture of coaching will be expected across all staff. 3. Teachers will use coaching conversations as part of their regular meetings with impact partners and in PLG meetings. This will be ongoing throughout the year. 4. Staff will have coaching professional development with Roger Harnett in term 2. 	
T2 T4	Learner agency school self assessment	<u>Responsible:</u> ISL, staff	<ol style="list-style-type: none"> 1. Baseline data collected on level of student agency across Bayview School in term 2. 	

		<u>Consult:</u> staff, community, learners <u>Inform:</u> community, BOT, learners	<ol style="list-style-type: none"> Visible learning data collection tools will be used to gain student voice on their learning. Teachers will be able to assess their impact using the VL assessment tools. 	
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>Consult:</u> staff, community, learners <u>Inform:</u> community, BOT, learners	<ol style="list-style-type: none"> 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)

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 being assessment capable, their character strengths and school values so they can better access educational opportunities.
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<p>2022 Report:</p> <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. Full staff meeting to update staff on new EAP resources available to teachers- Raise Mental Health. PC4L team met when needs arose and filtered back to PLG meetings. PC4L practices elevated and developed further (classes in charge of token boxes each week, WOF in each class, continuation of PC4L forms etc.) Staff met with individual whānau to carry out the Bayview Whānau Map meetings- These gave teachers a deeper understanding of their individual students and their families prior to starting the year at school. Further developed the Bayview kete and used this as a working document/sharing and bringing it to the attention of staff during staff meetings. Warm fuzzies, PLG's in charge of wellbeing for different terms, staff dinners and functions continued throughout the year. Weekly wellbeing/PC4L focus messages. PC4L Leader (Nathan) and PC4L Coach (Rhianon) sent out weekly messages with resources or information based on needs, gaps, and data showing in our PB4L forms. These were all placed in 'The Bayview Kete' for easy access and to add to the bank of resources. Walk through of classes and update around PC4L matrices, emergency procedures, policies, and school maps to ensure these were on display. Introducing the 5 point scale around recognising emotions and feelings as there was a need for this identified through PB4L forms and teacher observations.

Key Improvement Strategies

When	What	Who	Indicators of Progress	Report on progress
				Not started In progress/still working on Completed as per schedule

T1 and T3	Teacher wellbeing survey (Kahui Ako, WSL wellbeing) to develop an understanding of staff strengths/needs and next steps.	Hauora WSL All Staff at Bayview School	By the end of term 1, leaders will analyse data, strengths and weaknesses and come up with an action plan which will be shared with staff. T1 and T3 surveys will be compared.	
T2	NZCER wellbeing survey yrs 4-6.	Hauora WSL Students at Bayview School	By the end of term 2, leaders will analyse data, strengths and weaknesses and come up with an action plan which will be shared with staff. By the end of term 2, teachers will use data gathered to improve practice within habitats and across the school.	
T1 and T3	Gather student voice, focus groups.	Hauora WSL Students at Bayview School	By the end of term 2, leaders will analyse data, strengths and weaknesses and come up with an action plan. Share this with staff. By the end of term 2, teachers will use data gathered to improve practice within habitats and across the school.	
T1-T4	PC4L group to form and meet regularly.	PC4L Leader and Coach PLG PC4L representative	By the end of term 1, leaders will monitor PC4L data, target areas and behaviours identified and strategies/preventions put in place and share this with staff through PC4L/PLG/Level group meetings. By the end of term 1, teachers will develop and use strategies and be 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.	Classroom teachers	By the end of term 1, leaders would have modeled examples of a map, explored maps with staff, completed procedures/outline for teachers and whānau. By the end of term 1, teachers will have developed a deeper understanding of individuals and their whānau and use this knowledge to promote best practice within the habitat. By the end of term 1, learners will...feel valued by their teachers, develop a stronger sense of belonging	
T1-T4	WSL meetings with Kahui Ako .	Hauora WSL Pedagogy WSL	WSL and PC4L leaders 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 (including values, strengths, dispositions etc.)	Hauora WSL, PC4L Coach/Leader, SLT and all staff at Bayview	All staff have an understanding of our school's PC4L practices (values, character strengths, dispositions, resources etc.) 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	Alignment of We CARE, character strengths and dispositions into a visual representation.	Hauora WSL, PC4L Coach/Leader, SLT and all staff at Bayview	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-T4	Continue to further develop the Bayview kete.	Hauora WSL and all staff at Bayview	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.	

T2	Mitey- wellbeing school wide tool starting term 2	Rhianon (Mitey Head Coach), SLT and Hauora WSL	Mitey is set up clearly and explicitly within our school and becomes an embedded part of our school curriculum, systems, procedures and shared language.
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Monitoring *Review and alter the plan term-by-term to respond to changes.*

Resourcing:

WSL's, EAP subscription, Mitey

Improvement Plan for Literacy

School Strategic Learning Goal:

Empower teachers to be confident teaching literacy, to ensure positive student outcomes so all students make accelerated progress.

School Annual Learning Target

- 70% of Y2 learners will be at or above their expected level in reading by the end of 2023
- 70% of Y3 learners will be at or above their expected level in reading by the end of 2023
- 65% of Y3 learners will be at or above their expected level in writing by the end of 2023
- 70% of Y5 learners will be at or above their expected level in writing by the end of 2023

2022 Report

Target children monitored with tracking sheets to clearly show progress.

- Target children template created for consistency across the school to collate information (tracking sheet)
- Collaborative approach to help people identify barriers and meet needs of individuals by discussing regularly at PLG and level meetings.
- Target children data shared so people can share successes and use best practice to meet the needs of individuals.

Range of assessment to identify needs (inline with assessment for Structured literacy).

- Phonological awareness assessment used to assess Y2 cohort (target group).
- Employed qualified SLT in a teacher aide capacity to take targeted groups of students based on assessment to support their phonological awareness and develop their foundation skills for Literacy.
- Writing moderation in level groups in Term 4 to ensure consistency and understanding when assessing. To be continued 2023 in level groups.
- This is ongoing in regards to assessment. Still developing teacher capacity of assessing needs.
- Survey of whole staff to identify areas of needs around assessment to target workshops.

Consistent Bayview Way of teaching literacy across the school.

- Planning shared and discussed regularly at PLG and level group meetings.
- Literacy FSM to share best practice and workshops based on feedback from staff.
- Needs identified and a mentor put in place to support.
- Teacher employed once a week to support with literacy by modelling best practice and observing literacy programmes..
- CRT teachers employed to support with literacy. Teachers are encouraged to observe best practice.
- Targeted support in rooms based on needs.
- Survey all staff to identify areas of strength and areas of need across the school.
- Bayview School expectations established in teaching Literacy across the school.
- Link between expectations, timetable and planning for Literacy.
- In the process of developing resources for teachers to use to support with what is expected at each reading level.
- Met with Literacy leaders across the schools in our Kahui Ako to see expectations and implementation plans.
- Professional development opportunities provided for people to attend in groups to support collaborative practice.

New entrant - consistent approach - working collaboratively.

<ul style="list-style-type: none"> - New entrant think tank - meet regularly to share planning, ideas & best practice. - Met in level group meetings to develop a consistent approach. <p>Unwrapping the new literacy initiatives as they are released by the MOE.</p> <ul style="list-style-type: none"> - Implementation plan is being developed - based on framework from new English curriculum draft which has been released T4. - Attended the Curriculum refresh professional development run by the Ministry of Education to better understand the new curriculum and how to unpack it with staff.
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Key Improvement Strategies

When	What	Who	Indicators of Progress	Report on progress Not started In progress/still working on Completed as per schedule
T1	Whole school writing moderation across levels to start in 2023.	Literacy Team, all staff	Folder of exemplars of the different writing levels across the school.	
T2	Assessment - share running records and writing samples in level groups to ensure consistency.	Literacy Team, all staff	Consistency across the school with assessment.	
T2	Assessment section - this is how we will assess literacy.	Literacy Team	Clear understanding of the expectations of how we assess literacy at Bayview School. Folder of exemplars	
T1-T2	Professional development around teaching the different purposes of writing with an understanding of what this can look like.	Literacy Team	Create a document of the different purposes and how to teach and what this could look like at each level - link to Bayview Kaupapa	
Teacher Only Day End of each term	Supporting school-wide long term planning to encourage consistency and collaboration	Literacy Team, all staff PLG leaders	Long term planning overview created each term in level groups - system created to ensure coverage.	
T2	Clarity of handwriting expectations across the school.	Literacy Team	Create a folder of expectations and progressions.	
T4	Implementation plan for Literacy aligned with progress outcomes and progressions.	Literacy Team	Resources to support the teachers to understand development of progressions across the year levels.	
T1 - T4	Team of teachers to help lead literacy across year levels and within PLGs.	Literacy Leader	Consistent messages shared across year levels and PLGs. Clarity of understanding across the year levels.	
T1 - T4	Professional development to target learning target year groups	Literacy Leader	Teachers upskilled in gaps around teaching literacy Student improvement, seen via assessment and data	
T1-T4	Structured Literacy programme to be trialled in Y2/Y3 cohort to boost learner achievement.	Literacy Leader, Y2/Y3 Teachers	Teachers upskilled in understanding of structured literacy and how to assess and teach this Student improvement, seen via assessment and data	
T1, T3, T4	Literacy survey given to staff to see where needs are and how we are doing	Literacy Leader	Survey data to be analysed at beginning of year, mid year and end of year. Data to inform next steps and extra support given	

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

Improvement Plan for Mathematics and Statistics

School Strategic Learning Goal:

Empower teachers within Mathematics to ensure positive student outcomes so that all students are confident, capable mathematicians.

School Annual Learning Target

- 75% of Year 3s will be at or above their expected level in maths by the end of 2023.
- 70% of Year 6s will be at or above their expected level in mathematics by the end of 2023.

2022 Report

That all year groups will have $\geq 85\%$ at or above expectations.

- The year 1, and 3 meet expectations of 85% at or above.
- Even though the year 2s didn't make the 85% at or above, they have made huge progress.
- Year 0s end of the year data shows 71% at or above
- Year 4s end of the year data shows 68% at or above
- Year 5s end of the year data shows 64% are at or above
- Year 6s end of the year data shows 76% at or above
- The year 1s and 3s and nearly the year 6s met our school goal.

Targets for next year are our year 3 and year 6 level.

Maths no problem has been successfully implemented in the year 2-3 classrooms. The teachers have had a positive attitude towards this programme and have feedback that it is helpful to know what to teach and that the children have grown in confidence and have made progress.

Our learners will have a positive attitude towards learning Maths.

- from gaining feedback from teachers and students all had a positive attitude about our new maths no problem programme.
- The goal is that we bring maths alive and fun in classes.

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.

Make sure all classes are set up with the correct materials for teaching maths and materials are being used in classrooms.

- talked with teachers to make sure they have the resources they need. Communicated with the year 2/3 teachers to make sure they had the resources for maths no problem.
- I kept an eye on the resource packs in the resources room.

Provide PD to support teachers so there is an effective mathematics programme in every classroom.

- We didn't provide full staff PD in maths.
- PD was given through emails after attending maths courses and sharing new ideas with teachers.
- PD was organised through Maths No Problem and Math-Whizz with Alex and Chris which supported teachers using the programmes.
- Alex (Maths no problem) provided an introductory PD and came into school to observe teachers modelling lessons.
- I attended a 'Think tank' where I talked to the year 1s about how they can support their year one learners to develop key knowledge for being successful at Maths no problem in year 2. We also talked about how

	<p>they needed support.</p> <ul style="list-style-type: none"> - Meetings with the year 2s to reflect on maths no problem and how I can support them. - Goal for next year is to run more whole school PD about the new curriculum and attend the maths leaders courses. <p>Unwrap the new mathematics initiative once that is released.</p> <ul style="list-style-type: none"> - This has just been released. - I have attended the PD meeting to unwrap this. This will be a main focus for next year and using this to set our implementation plan and progress in kids speak.
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Key Improvement Strategies

When	What	Who	Indicators of Progress	Report on progress
				Not started In progress/still working on Completed as per schedule
T1	<ul style="list-style-type: none"> - Setting up Maths no problem with the year 2-4 classes - Setting new assessment for the year 2-4 which links to Maths no problem. - Staff meeting on assessment so everyone is upskilled with how to assess in maths using JAM or GLOSS - Long-term plan in maths. 	Year 2-4 classes and Eileen Eileen to lead assessment	Success maths problem running in all year 2-4 classes with teachers confidence increase and children are upskilled. Consistency across the years 2-4 with assessment. Teachers to use this data to support children. Page on the maths site with assessment tips. Consistency across the school with assessment. Long term planned used and reflected on.	
T2	<ul style="list-style-type: none"> - Identify target children - doc in 2023 Maths drive - Working with year 3 and 5s as they are the targets - What does an effective maths programme look like at Bayview school (construct together) - link to planning template. - Alex from Maths no problem modelling lessons in class/observe - Maths no problem teachers to observe other teachers' modelling and reflect on the gaps in year 2 and relate this to the year one teacher. - Weekly-fortnightly emails with resources that they can use in their class based on the long-term plan and uploaded onto the Google Site. Continue engagement and motivation between - Assessment check-in with year 2-4 end of book review 	Teachers Maths team Year 2-4, Alex and Eileen	All teachers have set up a doc with target kids and this is updated Plan put in place to work with the year 3s and 5s to support them. School wide mathematics plan shared and used across the school. Mathematics implementation plan written and clear to teachers Through observations of the maths no problem teachers will extend their knowledge of the programme and improve their teaching. Mathematic site is continuing to be added to and used by all. Consistency across the school with assessment and data is collected and shared.	
T3	<ul style="list-style-type: none"> - Unpacking the new curriculum with the staff - Adding curriculum links to the maths long-term plan 	Maths team and whole staff	Bayview curriculum has started to be developed	

	<ul style="list-style-type: none"> - Check-ins with target kids - Start to write maths progressions based on the new curriculum. 		Bayview mathematics progresses have been started to develop	
T4	<ul style="list-style-type: none"> - Reflecting on the long-term plan - look at whether have we covered what the new curriculum has told us too. - Assessment - moderate to be ready for the next teacher. - Analysing maths no problem data and quality of assessment. 	Maths team Whole school Maths no problem team	Improvements have been made to long-term plan with links to the curriculum. Reflecting on assessment and setting new targets.	

Monitoring : Review the plan regularly and amend as appropriate to support the needs of learners.

Resourcing: Maths no problem resources. Mathematics equipment as required.

Improvement Plan for Ready 4 Learning

School Strategic Learning Goal:
 We want all ākonga to experience success and to make developmentally appropriate progress.

School Annual Learning Target : There will be an improvement in our transition data (school entry, after 1 year and end of year 3).

2022 Report Our school entry data and student curriculum progress and achievement data indicates a drop in our akonga achievement in many areas. Akonga are arriving at school without the key learning foundation skills which has become more noticeable since covid. Many of our kaiako understand their akonga may not have the foundation skills needed to successfully access the NZ curriculum but are unsure what these skills are or how to develop them to ensure a solid foundation for all akonga. Kaiako know their target learners but are unsure what will help them make the progress needed. Akonga voice indicates that talking about their learning is not a strength and many of the students not progressing do not see themselves as learners.

Key Improvement Strategies

When	Whato	Who	Indicators of Progress	Report on progress Not started In progress/still working on Completed as per schedule
TOD	Introduction to Ready 4 Learning	Year 1 staff , leader of literacy, transition leader. Di Shelley	<ul style="list-style-type: none"> • Staff will understand the purpose for the ready 4 learning framework. 	
T1	introduction to assessing	Year 1 staff , leader of literacy, transition leader.	<ul style="list-style-type: none"> • Gain assessment data to determine where learners are at • Good tracking systems will be developed to ensure they are accurate and sustainable. 	

		Di Shelley		
T1	Using the assessment data to determine foundation skill requirements for learners	Year 1 staff	<ul style="list-style-type: none"> Teachers will know the strengths of their learners and their gaps for learning. Staff will be able to tailor a programme to fill the gaps of learners. PMP equipment will be sorted and used regularly Brain gym activities are used to help fill needs. Specific learning activities will be planned for to help target gaps shown in the data collected 	
T1 and T4	Oral language data gathered	Year 1/2 teachers	<ul style="list-style-type: none"> Oral language baseline data collected Talk to learn programme 	
T2	Assessment data is put on eTap to ensure cumulative data is kept.	Taryn	<ul style="list-style-type: none"> Liaison with eTap staff to discuss requirements. A markbook is created on eTap for teachers to input data. 	
T2	Coaching/Modelling of strategies to use for domains chosen to focus on	Year 1/2 teachers Toni	<ul style="list-style-type: none"> Teachers will identify areas of focus from the assessment completed Activities and resources will be sourced to incorporate into daily programme Reflections occurring throughout the term to monitor progress 	
T3	Monitoring and tracking	Year 1/2 teachers Taryn	<ul style="list-style-type: none"> Children's gaps will be tracked and monitored throughout the term specific activities will be planned to help target gaps reflections will be completed throughout the term 	
T4	School Reporting Reporting to parents Developing a Bayview Framework	Taryn Toni R4L	<ul style="list-style-type: none"> Reporting to parents will be linked to R4L focuses Information shared with Parents around reporting New framework established for how R4L will fit in with Bayview procedures 	
Monitoring Review the plan regularly and amend as appropriate to support the needs of learners.				
Resourcing Working with Ready 4 learning facilitators (MOE PD)				

2023 Charter Targets

Target Area	Target	Planned actions	Analysis of Variance
Mathematics	<ul style="list-style-type: none"> 75% of Year 3s will be at or above their expected level in maths by the end of 2023. 70% of year 6s will be at or above their expected level in mathematics. by the end of 2023. 	Refer Improvement plan for Mathematics w 2023 - 2025 Charter .docx	
Literacy	<ul style="list-style-type: none"> 70% of Y2 learners will be at or above their expected level in reading by the end of 2023. 70% of Y3 learners will be at or above their expected level in reading by the end of 2023. 65% of Y3 learners will be at or above their expected level in writing by the end of 2023. 70% of Y5 learners will be at or above their expected level in writing by the end of 2023. 	Refer improvement plan for Literacy w 2023 - 2025 Charter .docx	