

Empower Our Future

AKO	HAUORA	KAUPAPA
STRATEGIC GOALS		
Develop shared understandings of local curriculum to enhance clarity and shared expectations of quality practice.	The kura will review and refine hauora practices to support a learning focused culture.	Our kura will empower Māori learners to achieve successful educational outcomes as Māori.
Staff will be empowered to strengthen their own practice to meet the individual needs of learners.	Our kura will empower agentic learners with strong social and emotional intelligence	
EXPECTED OUTCOMES/SUCCESS STATEMENT		
Stronger partnerships and enhanced curriculum provision, resulting in improved outcomes for all.	Ākonga will feel safe physically and emotionally.	Improved educational and cultural outcomes for Māori in partnership with students, whānau, hapu and iwi.
	Ākonga will be free from racism, stigma, bullying and any other form of discrimination.	
Empowered and confident teachers using culturally responsive practices that foster hauora and success.	Empowered and confident ākonga who are able to display high levels of social and emotional intelligence.	Te Tiriti principles will be woven through all systems and structures within the school.



Bayview School Strategic Plan | 2024-2026

Vision Statement

Empower Our Future

During Partnership meetings, Whānau hui, Bayview parents expo, BOT consultation survey, Feedback from ākonga, and feedback from staff,

We Heard:

- Parents liked the balance between academic, social and emotional learning.
- Māori learners felt empowered as Māori.
- Learners had a strong sense of identity.
- Bayview was the school of choice because of its balanced local curriculum.

About Us

Bayview School is a state school in Bayview on the North Shore of Auckland catering for Year 1- 6 learners. We have 22 ethnicities within the school with NZ European being the largest followed by Chinese and NZ Māori respectively. Our roll each year ranges between 450-470 learners by December. Our main language of instruction is English with Te Reo Māori being used frequently throughout class programmes.

Values

Through manaakitanga our embedded values of Citizenship, Attitude, Responsibility, and Empathy and the use of character strengths and learner qualities, create a positive culture for learning where every learner can thrive.

Goals <small>Education and Training Act 2020</small>	Links to Education Requirements	Expected Outcomes (Success statement)	Progress indicators	Measuring success
AKO 1.1 Develop shared understandings of local curriculum to enhance clarity and shared expectations of quality practice. 127(i)	NELP priorities 1,2,3,4,5,6 Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths Strategy	Stronger partnerships and enhanced curriculum provision resulting in improved outcomes for all.	-Shared knowledge of Mātaairangi The guiding Kaupapa (Te Mātaiaho) -Shared knowledge of the different curriculum phases -Develop and implement Bayview Implementation plans to develop shared understanding (English, Mathematics & Statistics, Digital Technology, ANZHC) -Understanding what effective, quality practice looks like	- Beginning and end-of-year surveys to determine where we are currently and our next steps. - Teachers will use a year overview to support a consistent balanced programme and understanding. - Teachers use the Bayview Implementation plans to support their learning and teaching. - Analyse progress and achievement data to inform next steps school-wide/level/class (target) - New staff will articulate and demonstrate what effective quality practice looks like at Bayview - Staff access and use the Bayview Kaupapa to ensure clarity and consistency.

<p>AKO 1.2 Staff will be empowered to strengthen their own practice to meet the individual needs of learners.</p> <p>127(i)</p>	<p>NELP priorities 1,2,3,4,5,6 Te Mataiaho and the Common Practice Model The Literacy and Communication and Maths Strategy Ka Hikitia The Action Plan for Pacific Education 2020-2030</p>	<p>Empowered and confident teachers using culturally responsive practices that foster hauora and success.</p>	<ul style="list-style-type: none"> - PGC will be used to strengthen practice. - Identify and understand needs of learners and how to meet these - Build staff efficacy - Empower inspired and passionate teaching - Staff are confident in integrating hauora practices into their daily programme. - Staff are respectful and open to culturally responsive practices. - Effective teacher profile co-constructed with all partners 	<ul style="list-style-type: none"> - Professional Growth cycles shared, reviewed and continued to be built on. - Needs of all learners are met. - Growth mindset is evident. - Staff use the language of 'mindframes for teachers' - Staff work collaboratively towards achieving goals - utilising resources. - Culturally responsive programmes. - Teachers continue to reflect and improve on their teacher profile
<p>HAUORA 2.1 The kura will review and refine hauora practices to support a learning focused culture.</p> <p>127(i)</p>	<p>Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy</p>	<p>Ākonga will feel safe physically and emotionally. Ākonga will be free from racism, stigma, bullying and any other form of discrimination.</p>	<ul style="list-style-type: none"> - Refine/review our values, learner qualities, Mitey learning outcomes and character strengths matrix so they are fit for purpose and align. 	<ul style="list-style-type: none"> - Shared language of values, learner qualities, Mitey learning outcomes and character strengths across our kura for all partners.
<p>HAUORA 2.2 Our kura will empower agentic learners with strong social and emotional intelligence.</p> <p>127(1)(b)</p>	<p>Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy</p>	<p>Empowered and confident ākonga who are able to display high levels of social and emotional intelligence.</p>	<ul style="list-style-type: none"> - Students and staff will have a shared understanding and language around emotional intelligence and social intelligence - Students can describe how they are feeling and identify strategies and tools to help guide themselves through these in a healthy way. - Understanding of student agency for both teachers and learners - Staff are well equipped with a restorative approach to uphold students' mana. 	<ul style="list-style-type: none"> - Mitey Learning Outcomes matrix as a reflective tool to identify areas of development - NZCER survey data is analysed, shared, and actioned - Student agency is evident within our Kura - Learners have the strategies and tools to regulate themselves. - Students demonstrate the social skills for positive interactions. - Restorative practice is used
<p>KAUPAPA 3.1 Our kura will empower Māori learners to achieve successful educational outcomes as Māori.</p> <p>127(1)(d)</p>	<p>Ka Hikitia Tau Mai te Reo Poutama Reo The Hikairo Schema</p>	<p>Improved educational and cultural outcomes for Māori in partnership with students, whānau, hapu and iwi. Te Tiriti principles will be woven through all systems and structures within the school.</p>	<ul style="list-style-type: none"> - Work alongside our MAC facilitator to empower staff and improve school structures and procedures. - Unwrap the principles as outlined in Te Tiriti and develop shared understandings. - Develop Bayview School Te Reo Māori progressions. - Develop Bayview School tikanga. - Actively participate in the kahui ako Māori liaison group - Teachers will participate in Takatu te reo programme - Change practice leader Te Ao Māori to empower staff to improve outcomes for Māori learners. 	<ul style="list-style-type: none"> - Teachers display efficacy around incorporating Te Ao Māori into their programmes. - Teachers and students will continue to improve Te Reo Māori capability and use this in practice. - Teachers will demonstrate and implement the Bayview tikanga. - Students will demonstrate and live the Bayview tikanga. - Parents will respect the Bayview tikanga.