



Bayswater School
Charter, Strategic and Annual Plan
2019 - 2022

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	1st March 2019

Bayswater School 2019 - 2022

Introductory Section



*Together, Navigating for Success
Te mahi tahi kia eke panuku*

Mission Statement	<p>To be a school community where everyone:</p> <ul style="list-style-type: none"> • finds their place and experiences a sense of well-being; • participates, contributes and takes responsibility; • strives to achieve group success and personal excellence
Vision	<p>To launch each child on a learning voyage, equipped with the dispositions and attitudes for success</p>
Values	<p>We value:</p> <ul style="list-style-type: none"> • hauora – a sense of well-being in a diverse community of learners where effort and success are celebrated; • personal excellence – children striving for personal excellence in a variety of contexts whilst developing their thinking skills, creativity and learning attitudes and dispositions; • resilience – confident, empowered learners who are motivated, challenge themselves and have a strongly developed belief in their own capabilities, persevering and recovering quickly from setbacks; • respect – for self, others and the environment
Te Tiriti o Waitangi and Māori Dimensions	<p>As a ‘Treaty School’ Bayswater acknowledges the principles of the Treaty of Waitangi. There are high expectations for the achievement, attendance and behaviour of Māori students. Our programmes incorporate aspects of te ao Māori and tikanga Māori is valued and promoted. All students hear and use te reo Māori and have opportunities to participate in kapa haka, annual Matariki celebrations, kawanga whare etc. The bicultural foundations of Aotearoa New Zealand are important to us. As a Green-Gold Enviro school, we are committed to the Enviro Schools’ guiding principles, including: Māori Perspectives, which honours the status of tangata whenua in this land and the value of indigenous knowledge in enriching and guiding learning and action.</p>
Cultural Diversity	<p>Bayswater School is a culturally diverse school, with students from the following heritages: 48% Pākeha; 32% NZ Māori; 8% Pasifika (Tongan, Samoan, Cook Island Māori and Niuean); 6% Asian (Chinese, Japanese, Korean and Vietnamese) and 2% Middle Eastern, Latin American and African and 3% other European (German, Swedish, British and Irish, Turkish).</p> <p>We welcome, embrace and celebrate diversity of all kinds. As a green-Gold Enviro School, we honour all of the guiding principles including: Respect for the Diversity of People and Cultures, which acknowledges the unique gifts, contributions and perspectives of individuals and groups. This guiding principles influence every area of the school’s operations.</p>



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Baseline Data or School Context

<p>Student Engagement</p>	<p><u>Student voice:</u> As a Green-Gold Enviro School, Bayswater School is committed to the Enviro Schools' guiding principles, including <i>Empowered Students</i>. This means that children are enabled to participate in a meaningful way in the life of our school. Their unique perspectives are valued for the knowledge and insight that they bring, and they are supported to take action for real change.</p> <p>Two of the forums where children are encouraged to do this are the School Council and the Enviro Group. Children develop the attributes and dispositions to be active participants in their own learning.</p> <p>A diverse range of voluntary activities are offered to the children and all are encouraged to participate and follow their interests. These include chess coaching; kapa haka; choir; a wide variety of sporting opportunities; STEM opportunities e.g. Mind Lab, filmmaking competitions; tour hosting and leadership development opportunities.</p> <p><u>Attendance and Punctuality:</u> Although attendance is high, over 96%, improvement remains a focus for the Board of Trustees and we will be developing ways to use data provided to us through Every Day Matters.</p>
<p>School Organisation and Structures</p>	<p>Bayswater School opened in 1953. Our current buildings are a mixture of the original buildings and more recent additions, including a new four classroom hub for our new entrants and a two-class satellite unit for children enrolled at Wilson School. The plans to upgrade and modernise existing classrooms are expected to come to fruition during 2019. Te Hau Kapua Te Kōhanga Reo is housed in its own building, adjacent to our site.</p> <p>The school is supported by a hard-working and innovative Parent Group which raises funds and organises social events for children and whānau. Many parents and grandparents are also involved in the school and offer their expertise to help with the children's learning and running of many extra-curricular activities. School events and communications of learning are well attended.</p> <p>The school fosters good relations with many groups in the local community including, the New Zealand Navy, the Sir Peter Blake Trust, Bayswater Community Committee, the Devonport Peninsula Schools cluster, local kindergarten and kōhanga, Tindall Foundation, Genesis Energy, Auckland City Council, BNZ and the ASB. In addition to this, we have reciprocal relationships with The University of Auckland and Auckland University of Technology. Bayswater School is a</p>

	<p>member of the Devonport Takapuna Kāhui Ako and works alongside the other member schools to achieve the COL's goals.</p> <p>Bayswater achieved Green-Gold Enviro School status in 2010 and completed our Beyond Green-Gold reflection in 2018. We are also a Gold Travelwise school and a bronze School Gen Super Solar school.</p> <p>As an alumnus of Bayswater School, Sir Peter Blake's legacy of leadership and care for the environment live on. We look to Sir Peter's life for inspiration and encourage our students to be active participants in all aspects of school life. Developing in ourselves and our children, the qualities of leadership as demonstrated by Sir Peter is important to us. These include: leading by example, being unafraid to fail, being courteous and consultative, knowing no-one is too big for any job, having humour and always doing our best.</p>
Review of Charter and Consultation	<p>The school's Māori community was consulted extensively in 2016 and this led to several major changes in practice in 2017. The whole school community was consulted in 2018. This took the form of open days when whānau were invited to comment; surveys; Relationships Based Learning 'collecting voice' from non-teaching and teaching staff, whānau and children and Me and My School Survey for all Year 4 - 6 children.</p>

Strategic Section

	Strategic Goals	Goals	Core Strategies for Achieving Goals 2019 - 2021	Annual Improvement Plan Targets / Activities 2019
1	<p>EQUIPPING</p> <p><i>Children have the knowledge, skills, attitudes and dispositions to ensure they progress well and achieve personal excellence in relation to the New Zealand Curriculum; staff are supported and challenged to improve pedagogy and content-knowledge to facilitate this</i></p> <p>Ako practice in the classroom and beyond</p> <p>Wānanga communication, problem-solving, innovation</p>	improved and more equitable learner outcomes	<ul style="list-style-type: none"> Writing - teaching staff are challenged and supported to improve pedagogical and subject-specific content knowledge to improve the teaching and learning of writing, resulting in an improvement in learning outcomes for children in this subject Distributed Leadership - continue to develop distributive leadership practises to maximise the impact of teacher leadership on learner outcomes Reading - provide additional support for children and whānau of children who are at risk of failing to make expected progress in reading Mathematics Pedagogies - building on existing teacher knowledge within the Bayswater teaching and learning expectations to enhance learning for priority learners and all learners Relationships-Based Learning Pedagogies - address inequitable outcomes experienced by different groups of learners School Transitions – ensure children are well prepared and transition smoothly into and out of school so that they make a successful start to their new school 	<ul style="list-style-type: none"> writing PLD through Vision Education (in conjunction with Kāhui Ako) across whole school use of Te Whare Rama strategies across the whole school participation in RTLB Oral language project with Louise Dempsey for Whānau Wai (Y3/4) investigate ways to incorporate ‘dramatic enquiry’ techniques to support children’s writing middle leaders to attend Education Group PLD development of protocols for syndicate meetings use of appraisal and support process to develop middle leaders roles increase the number of Reading Recovery places from four to eight to ensure children who are at risk readers are supported to make accelerated progress to catch up with their peers continue to fund Reading Together, making renewed efforts to engage with whānau of at risk readers continue to engage with Maths Matters NZ (as part of Kāhui Ako) in a collaborative inquiry process share our expertise with each other and other schools across the Kāhui Ako continue to engage with Cognition (Culture Counts) as part of the Kāhui Ako introduce relationships-based learning classroom observations and impact coaching as part of the appraisal process work with Kāhui Ako (COL) on projects to improve transitions between ECE centres and school embed Learning Through Play and Mantle of The Expert in the New Entrant/Year 1 classroom

2	<p>ENGAGING</p> <p><i>School programmes promote the progress, achievement, engagement and enjoyment of learning for all student groups, including Māori and Pasifika children, children who are new learners of English, Navigators and children with learning challenges</i></p> <p>Manaakitanga values - integrity, trust, sincerity, equity</p> <p>Tangata</p> <p>Whenuatanga place-based, socio-cultural awareness and knowledge</p>	<ul style="list-style-type: none"> ● Student Agency - support children's abilities to define their own learning goals, ask questions, use metacognitive strategies when engaging with curriculum, and self-monitor 	<ul style="list-style-type: none"> ● connect the Key Competencies, behaviour programme and school values so that children develop as resilient and empowered learners 	
		<ul style="list-style-type: none"> ● Engagement - improve children's engagement in their learning as evidenced through collected student voice (including Me and My School survey) 	<ul style="list-style-type: none"> ● explore the use of dramatic enquiry in the context of Y2-Y6 ● work with Viv Aitken to develop Mantle of the Expert practices for dramatic enquiry throughout the school 	

3	<p>RELATING</p> <p><i>School actively engages in respectful working relationships with Māori learners and all learners, parents and whānau, hapū, iwi, the Māori community and the whole school community</i></p> <p>Whanaungatanga relationships (students, school-wide, community) with high expectations</p>	<ul style="list-style-type: none"> ● Connected - in conjunction with children, whānau, staff, board and local iwi, improve knowledge and connectedness 	<p>In conjunction with our wider community:</p> <ul style="list-style-type: none"> ● continue to develop kawa for pōwhiri or whakatau ● introduce a series of communications covering a range of topics (Learning Through Play, Digital Technologies, Kāhui Ako and Dramatic Inquiry) ● in consultation with whānau, review and refine reporting ● continue to investigate the establishment of kaupapa Māori based learning environment 	
		<ul style="list-style-type: none"> ● Effective Relationships - further develop effective relationships with whānau to enhance outcomes for learners and ensure that the charter and strategic plan reflect our community's goals and aspirations 	<ul style="list-style-type: none"> ● Create opportunities to consult with and inform the community through a series of celebratory events at school or elsewhere 	

Other 2018 Key Improvement Strategies to Achieve Strategic Vision / Actions

Property 2019		Background Report 2018		Finance 2019		Background Report 2018	
<ul style="list-style-type: none"> complete modernisation of front block complete senior playground upgrade complete library remediation monitor performance of fire alarm system 		<ul style="list-style-type: none"> faults on new builds are rectified plans for modernisation of front block completed and out for tender upgrade of senior playground delayed until 2019 leaky library and foyer remediated - nearly complete faults on fire alarm system addressed 		Target resourcing to: <ul style="list-style-type: none"> ensure staffing levels are maintained at appropriate levels 		<ul style="list-style-type: none"> electronic noticeboard to improve communication with parents and whānau put on hold due to problems with location ride on mower purchased and mower shed modified to accommodate safely significant over-spend on personnel (TAs) 	
Personnel 2019		Background Report 2018		Community Engagement 2019		Background Report 2018	
<ul style="list-style-type: none"> succession planning to ensure sufficient leaders in school through recruitment, retention and professional development employ second caretaker to work alongside existing, flexibly hours 		<ul style="list-style-type: none"> part-time ESoL teacher funded through Board of Trustees, ESoL funding and international student fees 		<ul style="list-style-type: none"> use 'collected voice' from RBL to inform decision making and practise 		<ul style="list-style-type: none"> continue to explore ways in which we can engage in a meaningful way with parents and whānau, particularly in the early years develop Wahi Atawhai full consultation with parents, whānau and the wider community for 2019 charter renewal 	
Health and Safety 2019		Background Report 2018		e-Learning 2019		Background Report 2018	
<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> small H&S Committee met (trustee, caretaker - H&S site rep, principal) 		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> e-learning resources replaced as they required 	

