



Bayswater School
Charter, Strategic and Annual Plan
2023

Principal's endorsement:	<i>M. Coleman</i>
Board's endorsement:	<i>[Signature]</i>
Submission date to Ministry of Education:	31 March 2023

Bayswater School

Our Charter, Strategic and Annual Plan 2022 - 2024



Our Mission

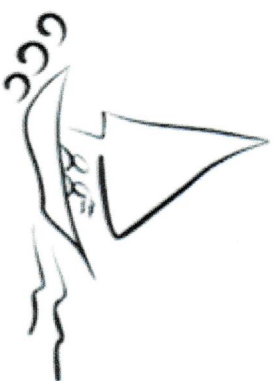
To be a school community where everyone:

- finds their place and experiences a sense of well-being;
- participates, contributes and takes responsibility;
- strives to achieve group success and personal excellence

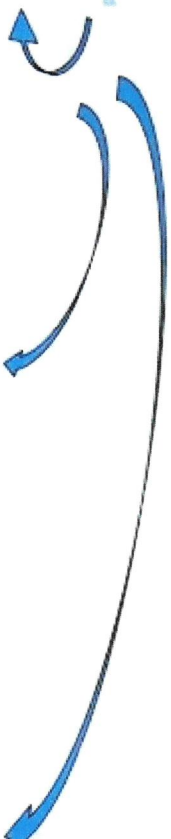


Our vision

To launch each child on a learning voyage, equipped with the dispositions and attitudes for success



*Together, Navigating for Success
Te mahi tahi hā eke pūwhiri*



Whakawhanaungatanga - Celebrate our diverse and inclusive culture

(Relationships First link - Extended family-like context)

Observations and coaching are used to support teachers to set goals
"Teaching as Inquiry" meetings support progress towards achievement of goals
Planned and 'just in time' Professional Development supports teachers to achieve their goals
Structured Literacy approach in years 1 - 3

Ako - Inspire and engage tamariki to be their best

(Relationships First link - Teacher interactions within the learning context and Student engagement in Learning)

"Teaching as Inquiry" meetings support progress towards achievement of goals
Implementation and consolidation of Mantle of the Expert throughout the curriculum
Teaching interactions which promote learning
Opportunities for co-construction and power-sharing
Measure, monitor and take action to improve student engagement in their own learning

Whanaungatanga - Build on our positive professional relationships

(Relationships First link - Professional relationships)

Raise awareness of teaching and learning at Bayswater School through an information evening, targeted correspondence and the use of Seesaw
School-based Structures aligned with Relationships First profile
Community consultation to gauge improvements in confidence and understanding, and to encourage engagement in the development of our Local Curriculum.
Continue to upskill Middle Leadership to maximise the impact of teacher leadership on learner outcomes



As a 'Treaty School' Bayswater acknowledges the principles of the Treaty of Waitangi. There are high expectations for the progress, achievement, attendance and behaviour of Māori students. Our programmes incorporate aspects of te ao Māori; 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, mihi whakatau, mātauranga Māori etc. The bicultural foundations of Aotearoa New Zealand are important to us.



Hauora * a sense of well-being in a diverse community of learners where effort and success are celebrated

Kairangatira - Personal Excellence * children striving for personal excellence in a variety of contexts whilst developing their thinking skills, creativity and learning attitudes and dispositions

Manaakitanga - Respect *

for self, others and the environment

Manawaroa - 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

Relationships First

The Board of Trustees of Bayswater School improved and equitable student outcomes. "Relationships and fundamental to learning," Emeritus Professor Russell Bishop PhD ONZM, University of Waikato (2017).



Relationship-based Leaders of Learning:

Create a family-like context for learning by:

- Rejecting deficit explanations for learners' learning
- Caring for and nurturing the learner, including their language and culture
- Voicing and demonstrating high expectations
- Ensuring that all learners can learn in a well-managed environment so as to promote learning
- Knowing what learners need to learn

Interact within this family-like context in ways we know promotes learning by:

- Drawing on learners' prior learning
- Using Formative assessment: Feedback
- Using Formative assessment: Feed-forward
- Using Co-construction processes
- Using Power-sharing strategies

Monitor learners' progress and the impact of the processes of learning by assessing how well learners are able to:

- Goals: Set goals for their learning
- Pedagogy: Articulate how they prefer to learn
- Institutions: Explain how they prefer to organise/be organised in their learning/ learning relationships and Interactions
- Leadership: participate in leadership roles and functions
- Spread: Include others in the learning context and interactions
- Evidence: provide evidence of how well they are progressing and what progress they are making
- Ownership: take ownership of their own learning.

Learn more about :

[Relationships First](#)

Attendance, Retention, Engagement and Achievement (AREA Data)	<p>Attendance and Punctuality: Although attendance is high, over 96%, improvement for those tamariki who are achieving below expectation remains a focus for the Board of Trustees. We will continue to monitor and develop strategies to support whānau with an RBL focus.</p> <p>Retention: Minimising any events which have an impact on continuous instruction (eg pastoral, visits to the sick bay, children being unable to find the necessary equipment etc) continues to be a priority for the Board of Trustees.</p> <p>Engagement: 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. Two of the forums where children are encouraged to do this are the School Council and the Enviro Group.</p> <p>Children develop the attributes and dispositions to be active participants in their own learning. It is expected that teachers monitor learners' progress and the impact of the processes of learning by assessing how well learners are able to:</p> <ul style="list-style-type: none"> ● set goals for their learning; ● articulate how they learn most effectively; ● explain how they prefer to organise/be organised in their learning/ learning relationships and interactions; ● participate in leadership roles and functions; ● include others in the learning context and interactions; ● provide evidence of how well they are progressing and what progress they are making and ● take ownership of their own learning. <p>A diverse range of activities are offered to the children and all are encouraged to participate and follow their interests. School communicates with parents and whānau so that they are aware of what is available for children. The Board ensures that no child misses out on opportunities because of their circumstances. These include chess coaching, kapa haka, choir, a wide variety of sporting opportunities, STEAM opportunities, tour hosting and leadership development opportunities.</p> <p>Achievement: We seek to promote expected progress, accelerated progress and equity for all. Achievement is seen in its widest and most holistic sense and includes areas of school life beyond the academic, such as cultural, sports and social activities.</p>
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Learn more about :

[Enviro Schools](#)

Review of Charter and Consultation	<p>In 2020 the Board conducted a comprehensive community consultation to identify areas of focus for improvement and to develop a learner profile which reflects whānau aspirations for their children. The results were used to inform actions for improvement. In 2022 the Charter was shared with the community. In 2023 we will conduct a community consultation to gauge improvements in whānau confidence and understanding, and to encourage engagement in the development of our Local Curriculum.</p>
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What do we want to achieve? Improved and more equitable learner outcomes; improved and more equitable engagement

How will we know? Improvements in AREA data

A = attendance and punctuality (gender, ethnicity, class, syndicate, whole school)

R = retention (any school activity which interrupts continuous instruction)

E = engagement (part iii of the profile: children knowing what they are learning, how they know if they are successful, knowledge of next learning steps)

A = achievement (expected progress, accelerated progress, improved equity)

Strategic Goals	Strategies for Achieving Goals	Annual Improvement Plan Targets / Activities	Success Indicators
Whakawhanaungatanga 1.EXTENDED FAMILY-LIKE CONTEXT: i. rejecting deficit explanations for learners' learning ii. caring for and nurturing the learner, including their language and culture iii. voicing and demonstrating high expectations iv. ensuring that all learners can learn in a well managed environment so as to promote learning v. knowing what learners need to learn	<ul style="list-style-type: none"> RBL Profile Part I - an extended, family-like context is created for learners Literacy Pedagogies - RBL Part I practices are evident in the teaching and learning of literacy 	<ul style="list-style-type: none"> Observations and coaching are used to support teachers to set goals Teaching as Inquiry meetings support progress towards achievement of goals and form part of the Teacher Development Cycle Planned and 'just in time' Professional Development supports teachers to achieve their goals Structured Literacy approach in years 1 - 3 	80% of students achieving at or above in reading 75% of students achieving at or above in writing 80% of students achieving at or above in maths In the first two years at school, improvement for all and accelerated progress in literacy for some Collect and analyse data reflecting rates of progress with the expectation that all children will make at least one year's progress during the school year Learner profile used to measure student success and engagement

NELP 1 Learners at the centre NELP 2 Barrier free access NELP 3 Quality teaching and leadership NELP 4 Future of learning and work

<p>Ako</p> <p>2. TEACHER INTERACTIONS WITHIN THE LEARNING CONTEXT:</p> <p>discursive practices which promote engagement</p> <p>&</p> <p>3. STUDENT ENGAGEMENT IN LEARNING:</p> <p>practices which promote student agency</p>	<ul style="list-style-type: none">Relationships First Profile Part II - pedagogical interactions which promote learning	<ul style="list-style-type: none">Observations and impact coaching are used to support teachers to set goalsTeaching as Inquiry meetings support progress towards achievement of goalsJust in time Professional Development supports teachers to achieve their goals	Improvement in observation data reflecting increased demonstration of Part II of the RBL profile
	<ul style="list-style-type: none">Learning Activities through Mantle of The Expert & Playful Learning - opportunities for co-construction and power-sharing	<ul style="list-style-type: none">Teachers participate in Professional DevelopmentTeachers implement Dramatic Inquiry throughout the curriculum	
	<ul style="list-style-type: none">Relationships First Profile Part III - measure, monitor and improve students' engagement in their own learning	<ul style="list-style-type: none">Observations and impact coaching are used to support teachers to set goalsTeaching as Inquiry meetings support progress towards achievement of goalsJust in time Professional Development supports teachers to achieve their goals	Improvement in observation data reflecting children's ability to talk enthusiastically about what they are learning and why, and share their learning with the teacher, groups of peers and whānau so that their learning has meaning
NELP 1 Learners at the centre NELP 2 Barrier free access NELP 3 Quality teaching and leadership NELP 4 Future of learning and work			

Learn more about :

[Relationships First](#)

[Teaching as Inquiry](#)

[Mantle of the Expert](#)

<p>4.PROFESSIONAL RELATIONSHIPS:</p> <p>i. goals</p> <p>ii. pedagogy</p> <p>iii. institutions</p> <p>iv. leadership</p> <p>v. spread</p> <p>vi. evidence</p> <p>vii. ownership</p> <p>The GPILSEO (above) model was evident in schools where RBL became embedded in practice and sustainable. (Russell Bishop)</p>	<ul style="list-style-type: none">Connected - in conjunction with children, whānau, staff, board and local iwi, improve knowledge and connectedness	<ul style="list-style-type: none">Increase caregiver knowledge and understanding of teaching and learning at Bayswater School through information evenings and information on the websiteTargeted correspondence on a range of topics (Assessment, Navigators (G&T), Digital Technologies, Learning Adventures through Mantle of the Expert) which are then reflected on the websiteContinue to raise awareness through Facebook, website and Bayswater YouTube Channel, as well as newslettersContinue to develop kawa for pōwhiri or mihi whakatau	<p>Teaching and learning information evening held in term one</p> <p>Redevelop website</p> <p>Consolidate expertise and use of Seesaw</p>
<ul style="list-style-type: none">Effective Relationships with Whānau and Family - further develop effective relationships with whānau, supported by quality, accurate data, 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">collection of whānau 'voice', comparison with 2020 consultation and development of plans to address any issues	<p>Community Consultation - Improved whanau understanding and confidence in teaching and learning</p> <p>Whānau values and aspirations influence decision-making with regards to teaching and learning including in the development of our Local Curriculum</p>	
<ul style="list-style-type: none">School-based Structures - aligned with RBL profile as the main focus for our endeavours	<ul style="list-style-type: none">co-constructed protocols adopted and adhered to in Teaching as Inquiry meetings		
<ul style="list-style-type: none">Distributed Leadership - continue to develop distributive leadership practises to maximise the impact of teacher leadership on learner outcomes	<ul style="list-style-type: none">New kaiako to be upskilled in Relationships First practicesuse of aspects of Relationships First profile as focus for individual teacher's inquiry		
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