



Bayswater School
Charter, Strategic and Annual Plan
2020 - 2023

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	1st March 2020

Who We Are



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>Relationships Based Learning (RBL) and Culture Counts^{Plus} (Russell Bishop, Cognition Education) is at the heart of what we do. Through RBL, where effective discursive practices are employed in the context of extended family-like relationships, we seek to promote expected progress, accelerated progress and equity for all.</p> <p>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 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 principle of 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: 52% Pākeha and other European (including German, British and Irish); 27% NZ Māori; 5.5% Pasifika (Tongan, Samoan, Cook Island Māori, Fijian, Tokelauan); 10.5% Asian (Chinese, Japanese, Korean, Vietnamese and Indian), 1.5% Latin American and 2.5% African.</p> <p>We welcome, embrace and celebrate diversity of all kinds. As a Green-Gold Enviro School, we honour the guiding principle of Respect for the Diversity of People and Cultures, which acknowledges the unique gifts, contributions and perspectives of individuals and groups. This guiding principle influences every area of the school's operations.</p>

To learn more about

Relationships-Based Learning <http://cognitioneducation.com/wp-content/uploads/2017/08/Russell-Bishop-Editorial-for-CPCO.pdf> or <https://www.nzcer.org.nz/nzcerpress/books/teaching-north-east>

Enviro Schools <https://enviroschools.org.nz/>

Baseline Data and School Context

<p>Relationships -Based Learning</p>	<p>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).</p> <p>Relationship-based Leaders of Learning: <i>Create a family-like context for learning by:</i></p> <ul style="list-style-type: none"> ● 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 <p><i>Interact within this family-like context in ways we know promotes learning by:</i></p> <ul style="list-style-type: none"> ● Drawing on learners’ prior learning ● Using Formative assessment: Feedback ● Using Formative assessment: Feed-forward ● Using Co-construction processes ● Using Power-sharing strategies <p><i>Monitor learners’ progress and the impact of the processes of learning by assessing how well learners are able to:</i></p> <ul style="list-style-type: none"> ● 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.
<p>Attendance, Retention, Engagement and Achievement (AREA Data)</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 with an RBL focus.</p> <p><u>Retention</u>: 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) is a priority for the Board of Trustees.</p> <p><u>Engagement</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. 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</p>

	<p>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><u>Achievement</u>: 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>
<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 main front block has been upgraded and modernised. Two remaining classrooms are still in need of modernisation.</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, Restoring Takarunga Hauraki, Pest-Free Devonport, Shore to Thrive, Kaitahi Dinners, Tindall Foundation, Genesis Energy, Auckland City Council, BNZ and the ASB, The University of Auckland, Auckland University of Technology and Massey University. Bayswater School is a 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	The school's Māori community was consulted extensively in 2016 and this led to several major changes in practice from 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. This year the Board of Trustees will undertake community consultation to identify areas of focus for improvement and develop a graduate profile which reflects whānau aspirations for their children.
Relationships -Based Learning	As part of the Devonport-Takapuna Kāhui-Ako, we embarked upon PLD Relationships Based Learning and Culture Counts ^{Plus} (Russell Bishop, Cognition Education) in 2018. Since that time, RBL has become influential in all aspects of school life, informing target-setting, professional learning groups, inquiry and appraisal.
Curriculum	The local curriculum at Bayswater School is broad and balanced and contextually authentic, providing children with opportunities to achieve personal excellence in English, the arts (including visual art and drama), health and PE (including a range of sports), Te Reo Māori, mathematics and statistics, science, social science and technology.

To learn more about

New Zealand Curriculum <http://nzcurriculum.tki.org.nz/>

Devonport-Takapuna Kāhui-Ako <https://devonportcol.blogspot.com/>

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
<p>Whakawhanaungatanga</p>	<ul style="list-style-type: none"> RBL Profile Part I - an extended, family-like context is created for learners 	<ul style="list-style-type: none"> RBL observations and impact coaching are used to support teachers to set goals Spiral of Inquiry meetings support progress towards achievement of goals guiding coalition supports progress towards achievement of goals just in time pld supports teachers to achieve their goals 	<p>Improvement in spider graph data</p>
<p>1.EXTENDED FAMILY-LIKE CONTEXT:</p> <p>i. rejecting deficit explanations for learners' learning</p>	<ul style="list-style-type: none"> Mathematics Pedagogies - RBL Part I practices are evident in the teaching and learning of mathematics 	<ul style="list-style-type: none"> teacher upskilled to help to lead mathematics teams established to include all teachers in curriculum leadership teachers new to Bayswater School upskilled in the practice of mathematical communities of inquiry 	<p>'Best practice' mathematics lessons observed in all classrooms</p> <p>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</p>
<p>ii. caring for and nurturing the learner, including their language and culture</p> <p>iii. voicing and demonstrating high expectations</p> <p>iv. ensuring that all learners can learn in a well managed environment so as to promote learning</p>	<ul style="list-style-type: none"> Literacy Pedagogies - RBL Part I practices are evident in the teaching and learning of literacy 	<ul style="list-style-type: none"> Better Start Project E Tipu e Rea with the University of Canterbury new Reading Recovery teacher trained from existing staff increased Reading Recovery places (eight) maintained to ensure children who are at risk readers are supported to make accelerated progress to catch up with their peers teams established to include all teachers in curriculum leadership 	<p>In the first two years at school, improvement for all and accelerated progress in literacy for some</p> <p>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</p>
<p>v. knowing what learners need to learn</p>	<ul style="list-style-type: none"> 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"> investigate ways in which we can further support children in their final year to prepare for a successful transition to intermediate school; address any identified 'gaps' 	<p>Themes for improvement are identified</p>

	<ul style="list-style-type: none"> ● School Day – ensure the school day is managed such that continuous, effective instruction is maximised 	<ul style="list-style-type: none"> ● continue to monitor and review the timings of the school day so that continuous instruction time is maximised ● collect data on interruptions to learning time and respond accordingly 	Baseline R data is gathered and improved upon
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<p>Ako</p> <p>2. TEACHER INTERACTIONS WITHIN THE LEARNING CONTEXT: discursive practices which promote engagement</p> <p>&</p> <p>3. STUDENT ENGAGEMENT IN LEARNING: practices which promote student agency</p>	<ul style="list-style-type: none"> ● RBL Profile Part II - pedagogical interactions which promote learning 	<ul style="list-style-type: none"> ● RBL observations and impact coaching are used to support teachers to set goals ● Spiral of Inquiry meetings support progress towards achievement of goals ● guiding coalition supports progress towards achievement of goals ● just in time pld supports teachers to achieve their goals 	Improvement in spider graph data reflecting increased demonstration of Part II of the RBL profile
	<ul style="list-style-type: none"> ● Mantle of The Expert & Playful Learning - opportunities for co-construction and power-sharing 	<ul style="list-style-type: none"> ● teachers participate in PLD ● teachers implement Mantle of the Expert cross curriculum ● learning through play extended into Y2 	
	<ul style="list-style-type: none"> ● RBL Profile Part III - measures of students' engagement in their own learning 	<ul style="list-style-type: none"> ● RBL observations and impact coaching are used to support teachers to set goals ● Spiral of Inquiry meetings support progress towards achievement of goals ● guiding coalition supports progress towards achievement of goals ● just in time pld supports teachers to achieve their goals 	Improvement in spider graph 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

<p>4.PROFESSIONAL RELATIONSHIPS:</p> <p>i. goals ii. pedagogy iii. institutions iv. leadership v. spread vi. evidence vii. ownership</p> <p>The GPILSEO (above) model was evident in schools where R-BL 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"> ● communications covering a range of topics (Learning Through Play, Digital Technologies, Kāhui Ako and Dramatic Inquiry) which are then reflected on the website ● in consultation with whānau, review and refine reporting ● continue to raise levels of Te Reo Māori in classes; in conjunction with our wider community, continue to develop kawa for pōwhiri or mihi whakatau 	<p>Mihi whakatau in place for intakes of new families, special visitors;</p> <p>new content to inform current and prospective families on website; all classes at Level 4 for July Roll Return</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 last year's and development of plans to address any issues ● continuation of planned and responsive meetings with interested whānau on a variety of issues, reflected on school website ● trial use of PACT 	<p>Whānau values and aspirations influence decision-making with regards to teaching and learning</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"> ● guiding coalition established and works along RBL profile protocols ● co-constructed protocols adopted and adhered to in Spiral of 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"> ● syndicate and WS leaders to be upskilled in RBL practices including impact coaching ● use of appraisal and support process to develop middle leaders' roles ● use of aspects of RBL profile as focus for individual teacher's inquiry 	

To learn more about

GPILSEO <https://www.educationcounts.govt.nz/publications/91416/english-medium-education/80729/02.-the-te-kotahitanga-model>

