



Bayfield High School

Charter Statement and Strategic Plan 2016



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Chairperson's Message

On behalf of the Bayfield High School Board of Trustees, it is my pleasure to present the 2016 Strategic Plan and Charter Statement.

Bayfield is proud of its reputation for delivering quality education within a co-educational environment. We continually strive to provide a stimulating environment for all students, parents, staff and Board members, and this is reflected in the fact that we attract enrolments from all over the Greater Dunedin area. Our students benefit from the strong partnerships we develop across the city, and this supports them to achieve to their fullest potential.

The Strategic Plan and Charter Statement is at the heart of who we are and what we want to be. It summarises the school's progress over the past year, what our vision and goals are for the coming year, and how we plan to achieve the targets we've set.

It is my hope that, through this document, you can share the Bayfield vision, both for your own children and the others who come here to study.

Jonathan Hinds

Chairperson

Principal's Message

Welcome to the Charter Statement and Strategic Plan for Bayfield High School for 2016. The purpose of this document is to provide parents and other stakeholders, with information on what Bayfield High School is seeking to achieve, with and for its students, and how successfully the school worked towards meeting the goals set by the Board of Trustees for 2015. The strategic plan also provides the targets set for 2016 and beyond.

Bayfield High School aims to be Dunedin's most successful coeducational school with a commitment to excellence in academic achievement and progress for all students, within a caring and supportive environment. We are excited to see further improvements made in academic achievement in the senior school in 2015 in comparison with recent years, and we look forward to these improvements continuing and being further strengthened in 2016.

Specific areas of improvement in 2015 have included further improvements in pass rates at NCEA Level One, higher numbers of students achieving Vocational Pathways awards, a greater emphasis on students reflecting on their own progress and achievement, the introduction of a Junior Diploma, a continuing emphasis on Positive Behaviour for Learning, and a school-wide commitment to increased student participation in the wider life of the school. In 2016 our intention is to strengthen this with further emphasis on improving our students' ability to write well in all curriculum areas, to increase the effective use of digital technologies, focus on improving student resilience, and strengthen our appraisal and attestation processes. All this can only be achieved when teachers share their expertise with one another, and the whole school engages in meaningful target setting and review.

The main emphasis of our Targets and our Performance Indicators is, as it should be, on improving student learning. We regard strong performance in this area as the most important measure of any school's success.

Judith Forbes (Principal)

School Description

Bayfield High School is a Decile 7 co-educational school catering for Year 9 – 13 students. It has a maximum funded roll of 600. Its current roll includes approximately 430 local students and 50 International fee-paying students.

The school caters mainly for young people from the Peninsula, Waverley, Andersons Bay and South Dunedin areas but in recent years there have been enrolments from all over the city and the wider region, including Waitati, Mosgiel and Brighton. Increased enrolments and Year 9 and also at other year levels would indicate that the school continues to have a city wide reputation for quality education as well as for its ability to cater for a diversity of student needs. Although the overall population of secondary students in the Dunedin area has declined, Bayfield High School has again attracted a significantly increased group of Year 9 students at the beginning of 2016 and further enrolments at all year levels.

We are proudly co-educational and fully believe in the benefits of co-education. The success of our students, at and beyond school, supports our belief that young men and women thrive in a co-educational environment. At Bayfield our teaching programmes are responsive to individual student needs and provide a wide range of learning opportunities for all students. Our school values were revised in 2012 as part of the School Wide Positive Behaviour for Learning project. They are:

Respect,
Integrity
Service
Excellence

and they are used throughout the school to inform our pastoral care processes, academic goal setting, a school wide system of recognising student excellence, and our expectations of both students and staff. We see ourselves as a school which is future focused and encourages well-founded, innovative pedagogy.

Our expectation is that everyone at Bayfield High School will continually seek to improve the learning within the school. To encourage the ongoing delivery of a quality, up-to-date education, regular self-review processes are in place.

Mission Statement

Within a caring, coeducational environment Bayfield High School provides a range of learning experiences (academic, cultural, and sporting) and emphasises positive social and ethical values. In doing so, the school strives to maximise the strengths of individual students and their contribution to society.

Our Vision is that we will:

- Provide learning experiences in a well-equipped, coeducational setting which encourages students to participate fully in their own learning and to gain those learning, personal and leadership skills necessary for life.
- Ensure that students are supported by a professional and caring staff who will guide them to achieve their full potential in all areas.
- Prepare our students to go forward as well-qualified, confident lifelong learners into tertiary education and/or employment.
- Be committed to personal excellence at all times.

Therefore, it is our aim that all students who leave Bayfield High School should have the ability to:

- Demonstrate Bayfield values - **Respect, Integrity, Service and Excellence**
- Communicate and collaborate effectively with a wide variety of people
- Be lifelong learners
- Think logically and critically
- Be creative, innovative, inquisitive, resilient, and flexible in their thinking
- Be culturally aware, sensitive and considerate towards others
- Be confident and socially responsible, and contribute positively to society
- Use technology effectively

By being part of our learning community all students and staff are encouraged to realise their individual potential and all students are nurtured in order to develop a sense of self worth and personal growth. All students are encouraged to gain ongoing and meaningful success. The collection and analysis of student achievement data continually seeks to monitor and inform teaching practices. Māori and Pasifika student success are specifically monitored to ensure these priority learners are provided with a range of opportunities to achieve levels of success at least equal to those of all students.

Underpinned by the values base (RISE), teachers and students are expected to reflect regularly on the effectiveness of teaching and learning processes. Learning expectations are clearly defined for students and a school-wide system of professional reflection tagged to the Registered Teacher Criteria has been established. Teachers set annual goals in keeping with the school-wide and departmental goals, and the appraisal system seeks to support and encourage ongoing commitment to professional development and growth based on the Practising Teacher Criteria.

Links to National Educational Priorities

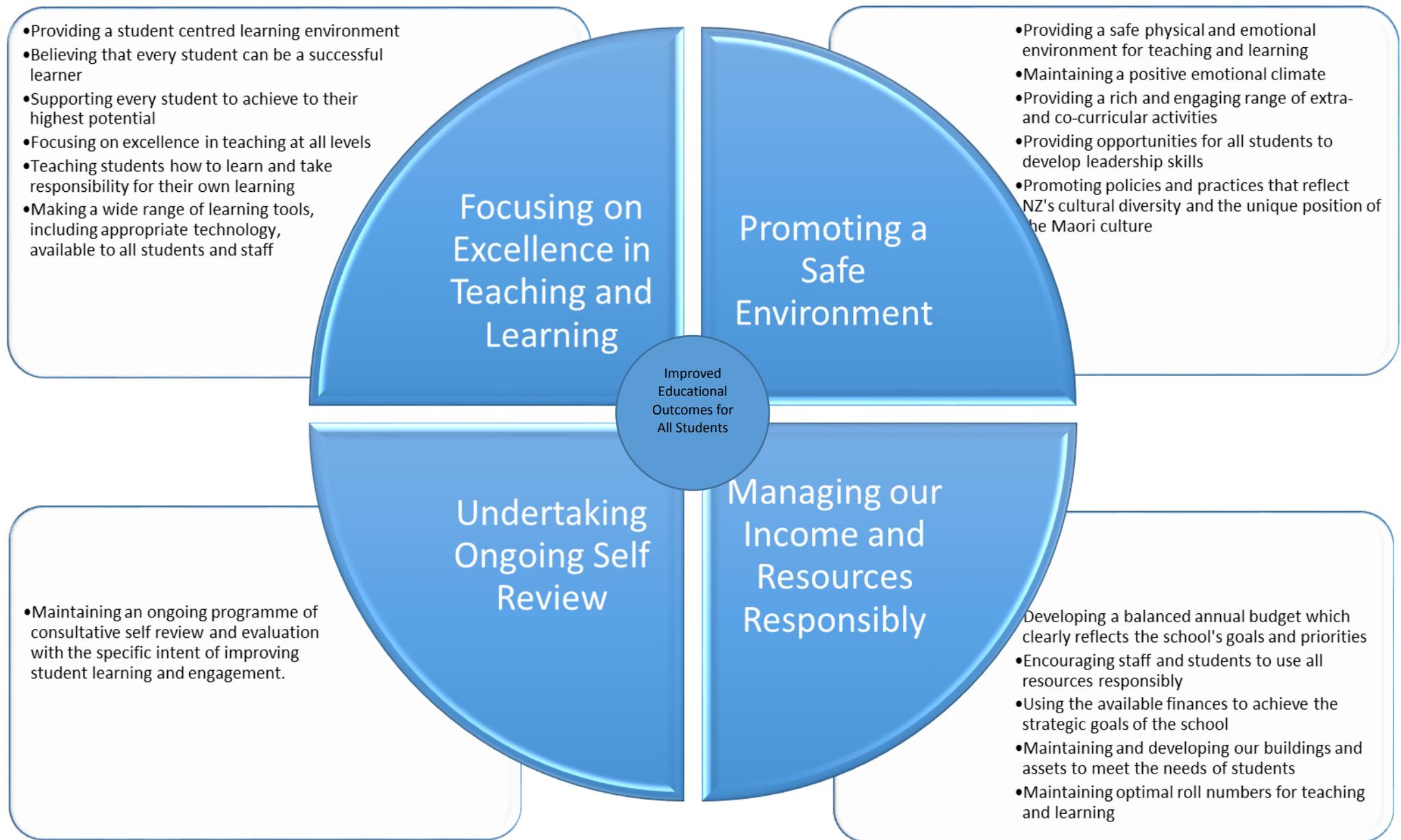
Bayfield High School will fulfil its obligation to national education priorities by ensuring that:

- All students will be encouraged to develop the knowledge, key competencies and values identified as necessary for all students in the New Zealand Curriculum.
- A safe physical and emotional environment is provided for all students.
- Improving student achievement in literacy and numeracy is a clear priority across the school.
- Assessment and other evidence is used to evaluate student achievement and to continuously evaluate and develop the teaching and learning programmes.
- All students and their parents/caregivers are provided with accurate and meaningful information regarding academic achievement and progress through formal and informal reporting processes.
- Increased support will be provided for students who are identified as gifted and talented.
- Increased support will be provided for students who are identified as not achieving, or at risk of not achieving, or having special learning needs.
- Educational outcomes for Māori students are monitored and optimised through consultation and involvement with whānau and the local Māori community.
- Educational outcomes for Pasifika students are monitored and optimised through consultation and involvement with our Pasifika families and community.
- A comprehensive vocational education and guidance system is provided, with a special emphasis on students identified as being at risk.

Directions and Priorities

Bayfield High School will fulfill these obligations by:

- 1. Focusing on Excellence in Teaching and Learning**
- 2. Promoting a Safe Environment**
- 3. Managing our Income and Resources Responsibly**
- 4. Undertaking Ongoing Self-Review**



Strategies

1. Focusing on Excellence in Teaching and Learning

- Providing a student centered learning environment
- Believing that every student can be a successful learner
- Supporting every student to achieve to their highest potential
- Focusing on excellence in teaching at all levels
- Teaching students how to learn and take responsibility for their own learning
- Making a wide range of learning tools, including appropriate technology, available to all students and staff

How will we achieve this?

- We will help students develop the Key Competencies and will teach students how to learn.
- We will develop and maintain processes focused on increasing student engagement and motivation.
- Flexible courses will be provided to meet the individual learning needs of all students wherever possible.
- Student achievement data will be collected, analysed and used to inform teaching practice.
- We will set, and strive to attain, annual goals for student achievement at school-wide, departmental and individual levels.
- We will regularly monitor results including NCEA credit accumulation throughout the year, identifying target students for celebration of success and for additional support.
- We will agree and follow a timetable for completion of NCEA internals for each Year 11, 12 and 13 course during the year.
- We will regularly report meaningful student achievement data to the Board of Trustees.
- We will meaningfully report student progress and achievement to parents/caregivers and to students.
- All students will receive academic mentoring within their tutor group.
- All students will be encouraged to set challenging goals for their own learning, monitor their progress towards these goals, and develop reflective processes about their own learning.
- We will ensure class time is maximised and effectively used.
- All teaching staff will reflect on their professional practice with the clear purpose of continual quality improvement.
- We will encourage staff discussion and debate about effective teaching practice, and facilitate regular sharing of best practice.
- We will ensure all staff in the school are supported by providing adequate professional development, guidance and mentoring, and regular review and appraisal processes, to ensure high standards of teaching and learning are maintained.
- We will ensure access to instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for all full time students whose parents/whānau request it.
- We will focus on developing and monitoring literacy and numeracy skills in Years 9 and 10.
- We will provide authentic “real world” learning experiences.
- We will prepare senior students for tertiary study by providing a coeducational and multi-cultural environment including International students.
- We will provide a wide range of extra- and co-curricular opportunities and experiences to encourage engagement.

2. Promoting a Safe Environment

- Providing and maintaining a safe physical and emotional environment for teaching and learning, and wider school life.
- Promoting policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.

How will we achieve this?

- We will promote appropriate and positive behaviour throughout the school, focusing on values, the teaching of appropriate behaviour, consistent teacher responses, restorative practice, and the consistent use of rewards and consequences.
- We will establish and maintain strong partnerships with parents/caregivers and other members of the school community.
- We will set expectations for staff and students in relation to physical and emotional safety, and display these appropriately throughout the school.
- We will develop positive and collaborative relationships with local Māori iwi, hapū and whānau.
- We will proactively seek to build staff and student awareness, understanding and appreciation of Māori culture.
- We will ensure all staff are committed to student wellbeing and develop positive, mutually respectful relationships with their students.
- We will take all practicable measures to ensure the physical and emotional safety of staff and students.
- We will seek feedback from students, families and staff in regard to physical and emotional wellbeing.
- We will encourage students to form supportive bonds between year levels through vertical tutor groups, peer support, peer mediation, mentoring and the house system.
- We will provide excellent pastoral care and guidance for all students, and ensure appropriate counselling, health and additional services are available as required.
- We will ensure staff are able to access professional workplace support as required.

3. Managing our Income and Resources Responsibly

- Developing a balanced annual budget which clearly reflects the school's goals and priorities.
- Encouraging staff and students to use all resources responsibly.
- Using the available finances to achieve the strategic goals of the school.
- Maintaining and developing our buildings and assets to meet the needs of students.
- Marketing the school to ensure optimal roll numbers for teaching and learning.

How will we do this?

- We will regularly review, maintain and update our assets, ensuring that capital and other purchases are made to meet the evolving needs of 21st Century learners.
- We will seek to end each year in a financially neutral position.
- We will use efficient administrative systems to manage and monitor finances and other resources.
- We will seek staff input into budgeting and spending decisions, as relevant to their roles and departments.
- We will train staff in the use of the school's internal financial systems, as relevant to their roles, so that they can exercise prudent financial responsibility.
- We will maintain a pro-active approach to cost management.
- We will undertake regular reviews of staffing costs in relation to the Ministry of Education and other available funding, and ensure that staffing costs are within budget.
- We will use available Ministry of Education development resources to ensure our buildings are kept as up-to-date and safe as possible.
- We will focus on effective school marketing plans in order to attract enrolments, both local and international.
- We will seek additional Ministry of Education funding for projects that clearly align with our current development goals.
- We will seek additional funding through other relevant sources, such as charitable funding bodies, an active and effective Friends of Bayfield support group, and fundraising.
- We will monitor and follow up financial debtors.

4. Undertaking Ongoing Self-Review

- Maintaining an on-going programme of consultative self-review and evaluation with the specific intent of improving student learning, engagement and achievement outcomes.

How will we do this?

- We will focus on continual quality improvement in all areas of the school.
- We will encourage reflection and review by all members of the school community through a variety of means, including consultation, discussion and debate, focussed on continual quality improvement.
- We will regularly review the effectiveness of all areas of the school against set targets and goals.
- We will adjust and develop systems and programmes in response to review findings.
- We will regularly review all school policies and procedures.
- We will, where appropriate, seek and consider student, whānau, staff and community voice as part of the school's self-review practices.

**Key Performance Indicators and Targets
2016 – 2018**

Year 9 Literacy and Numeracy

Year 9 Literacy

In recent years we have used the Lexile testing method to assess achievement and progress in reading at Year 9 and 10. In 2013, we introduced the use of e-asTTle reading assessment, continued to use both assessment methods in 2014 and 2015, with a view to focussing on e-asTTle from 2016 onwards.

In this section we are showing the progress and achievement in 2014 to show how we are progressing over time to meet our goals, and to show the changes we are making in how we assess literacy and numeracy, and improve our skills in developing students' skills in these vital areas.

Educational Achievement	Target 2014	Achieved 2014
Year 9 Literacy	<p>75% of whole cohort with Lexile scores above 900 and/or e-asTTle reading scores of at least Level 4P at end Yr 9.</p> <p>Targeted groups:</p> <ol style="list-style-type: none"> 1. 80% of lowest band class who are provided with reading buddy - to improve Lexile scores by at least 80 between entry and end of Year 9, or to improve their e-asTTle reading scores by at least 2 sub-levels, e.g. moving from 2A to 3P. 2. 90% of all other Yr 9 students to improve Lexile scores by at least 90, or to achieve end of year e-asTTle reading scores of at least 4P. <p>Continue to investigate other ways of measuring literacy achievement and progress, including e-asTTle reading and writing. Establish targets using new criteria more specifically designed for this purpose.</p> <p style="padding-left: 40px;">Establish e-asTTle as a reading testing system and ensure all Year 9 and 10 students are tested.</p>	<p>Lexile testing at the end of Year 9 showed that 31% of students in Year 9 had reading scores below 900, and e-asTTle testing showed 12% of students with scores below Level 4P. This is pleasing and a better result than in 2013, however, testing was not sufficiently universal.</p> <p>In the targeted groups,</p> <ol style="list-style-type: none"> 1. In the lowest band class, the e-asTTle reading scores at the beginning of Year 9 were at Level 2 or below. There is insufficient data to assess this goal for four students in the class – they were absent from one or more of the assessments. Of the other students 78% achieved this goal. 2. 88% of all other Yr 9 students achieved this goal <p>This result is very pleasing and indicates that we set the targets at approximately the right level to strive towards.</p> <p>Further effort is required to ensure all students are assessed, particularly at the end of the year.</p>

Comments re 2014 performance

In 2014 we were also pleased to be invited to participate in the Pilot Accelerating Literacy Learning (ALL) project. Through this project, two teachers worked with the Literacy Coordinator to implement a research project looking at improving Year 9 students' ability to understand written text. A small target group of students within a Social Studies class were chosen for this project. These students were initially assessed using both e-asTTle reading and a youth literacy assessment tool selected nationally by the leaders of the ALL project. Interventions were planned and taught by one of the teachers within the other teacher's Social Studies class. The project timeline was very short and the intervention programme ran for only six weeks. However, even during that very short time, it was pleasing to see considerable progress was made by the majority of the target group. This small scale project has led to our involvement in a more lengthy project in 2015, with Mel Thompson facilitating a year long inquiry working with one of the teachers who was involved in 2014 and the literacy coordinator. Two inquiry cycles are planned, each working with a different target group of students who are achieving "just below" their peer group.

A significant group of students who struggle to meet the literacy targets are our some of our International fee-paying students. A new programme was developed for them in 2014 called BuddyChat, which runs during reading time to help improve the conversational English usage of students whose first language is not English. This is a peer-to-peer process, utilising the conversational English skills of other students. This has been found to be very helpful in strengthening relationships between kiwi and International students, and enjoyable for both. It is a delightful parallel to BuddyReading which has been a well-established peer-to-peer process in the school to assist struggling readers.

Target 2015	Achieved 2015
<p>75% of e-asTTle reading scores at least at Level 4 by the end of Year 9.</p> <p>Targeted groups:</p> <ol style="list-style-type: none"> 1. Lowest class at Year 9 (generally starting Year 9 with e-asTTle reading scores at Level 2 or below) to be provided with reading buddy programme, and 90% of these students to increase their e-asTTle reading score by at least 2 sub-levels during the course of the year. 2. 80% of all other Year 9 students to improve their e-asTTle reading score by at least 2 sub-levels during the course of the year. <p>Through involvement in further Professional Development programme, teachers of Junior English upskilled in use of interventions to improve reading.</p>	
Comments re 2015 performance	
Target 2016	Target 2017-18
<p>80% of e-asTTle reading scores at least at Level 4 by the end of Year 9.</p> <p>Targeted groups:</p> <ol style="list-style-type: none"> 1. Lowest class at Year 9 (generally starting Year 9 with e-asTTle reading scores at Level 2 or below) to be provided with reading buddy programme, and 90% of these students to increase their e-asTTle reading score by at least 2 sub-levels during the course of the year. 2. 80% of all other Year 9 students to improve their e-asTTle reading score by at least 2 sub-levels during the course of the year. <p>Spread of best practice from teachers involved in PD programme in 2015 to other staff, in Junior English and beyond.</p> <p>Increase in emphasis on student writing at all levels and across all curriculum areas. PD for all teachers on teaching of writing skills.</p> <p>To be assessed using e-asTTle writing framework by Science teachers, and Write that Essay framework to determine areas of strength and weakness.</p>	<p>80% of e-asTTle reading scores at least at Level 4 by the end of Year 9.</p> <p>Targeted groups:</p> <ol style="list-style-type: none"> 1. Lowest class at Year 9 (generally starting Year 9 with e-asTTle reading scores at Level 2 or below) to be provided with reading buddy programme, and 90% of these students to increase their e-asTTle reading score by at least 2 sub-levels during the course of the year. 2. 80% of all other Year 9 students to improve their e-asTTle reading score by at least 2 sub-levels during the course of the year. <p>Writing skills taught across all curriculum areas, using agreed methodologies for increasing level of skill in academic writing.</p> <p>Measures established for accurate and meaningful assessment of writing.</p>

Year 9 Numeracy – clear targets for Year 9 Numeracy to be set for 2015 and beyond
 EasTTle mathematics data was collected in 2014 and analysed to set a baseline. Prior to this, the e-asTTle data at Year 9 was not shared across the school and different assessments were undertaken by different class groups. This made meaningful analysis of the data meaningless in terms of whole school achievement.

Target 2015	Achievement 2015
Establishment of baseline Year 9 numeracy data 75% of e-asTTle mathematics scores to be at least at Level 4 by end of Year 9. 90% of Year 9 students to increase their e-asTTle mathematics score by at least one sub-level (e.g. 4B to 4P) between start of year testing and end of year.	
Target 2016	Target 2017-18
70% of e-asTTle mathematics scores to be at least at Level 4 by end of Year 9. 80% of Year 9 students to increase their e-asTTle mathematics score by at least one sub-level (e.g. 4B to 4P), and 60% to increase this score by at least two sub-levels.	75% of e-asTTle mathematics scores to be at least at Level 4 by end of Year 9. 80% of Year 9 students to increase their e-asTTle mathematics score by at least one sub-level (e.g. 4B to 4P) 90% of Yr 9 students with National Standards results "below" in Mathematics from Year 8 (OTJs), to achieve e-asTTle mathematics score of at least 3B by year end.

Year 10 Literacy and Numeracy		
Educational Achievement	Target 2014	Achieved 2014
Year 10 Literacy	<p>Literacy Lexile - 80% of whole cohort above 990 at end of Year 10. 80% of all Year 10 students to increase Lexile scores by at least 50 points between end Yr 9 and mid Yr 10 testing.</p> <p>Targets to be established for e-asTTle reading in Year 10.</p> <p>Separate goals need to be set for Student Support Centre students as these goals are not meaningful for this group. These goals to be related to each SSC student's IEP.</p>	<p>Lexile – 72.4% of whole cohort achieved Lexile scores above 990 at the end of Year 10. 64.3% of Year 10 students for whom we had data values for EOY9 and MY10 increased their Lexile score by at least 50 points. Several of these students increased their score by 200 or more, indicating an improvement in their reading age of more than two years during this period. Some students whose score did not increase are already reading at an adult level.</p> <p>Baseline data indicates that we should be aiming for most Year 10 students to be reading at e-asTTle level 5B or higher by the end of Year 10.</p> <p>Student Support Centre students all on IEPs to measure their achievement and progress against meaningful measures for them.</p>
Year 10 Numeracy	<p>70% 4B or above Revised testing schedule established and targets reset if necessary.</p> <p>Baseline data to be established for e-asTTle mathematics in Year 10.</p>	<p>Baseline data established with testing of all Year 10 students in e-asTTle mathematics. As for e-asTTle reading, baseline data indicates we should be aiming for most Year 10 students to be achieving at e-asTTle level 5B or higher by the end of Year 10.</p>
Comments on 2014 performance		
<p>Difficulties regarding our reading achievement and progress targets using the Lexile system continued, but we have now established meaningful targets using e-asTTle reading and mathematics. This will be used to measure students' achievement and progress in 2015 and beyond. Lexile testing will continue for the purpose for which it was originally designed – determining which fiction books in the school library are most suitable for a particular student. We will continue to analyse this data on a school wide basis to compare future cohorts with past groups, but in general will use e-asTTle data for our achievement targets. Confirmation of this decision will be assessed by comparing both assessment methodologies in 2015 and correlating results.</p>		

Target 2015	Achieved 2015
<p>Literacy New targets to be developed to use both Lexile and e-asTTle reading and writing.</p> <p>80% of whole cohort above 990 Lexile score or e-asTTle reading score at or above Level 5B at end of Year 10.</p> <p>80% of all Year 10 students to increase Lexile scores by at least 50 points between end Yr 9 and mid Yr 10 testing. 90% of all Year 10 students to increase e-asTTle reading score by at least one sub-level, e.g. 5B to 5P during Year 10.</p> <p>Separate goals need to be set for Student Support Centre students as these goals are not meaningful for this group. These goals to be related to each SSC student's IEP.</p>	
<p>Numeracy 75% of Year 10 students at or above Level 5B in e-asTTle numeracy by end of 2015.</p> <p>90% of all Year 10 students to increase e-asTTle mathematics score by at least one sub-level, e.g. 5B to 5P during Year 10, or achieving a Level 6 score.</p>	
Comments re 2015 performance	
Target 2016	Target 2017-18
<p>Literacy 85% of Year 10 achieving e-asTTle reading scores at or above Level 5B by end of year.</p> <p>80% of Year 10 improving their e-asTTle reading score by at least 2 sub-levels during the course of Year 10, or achieving a Level 6 score.</p> <p>Writing assessment measured trialled.</p>	<p>Literacy 85% of Year 10 achieving e-asTTle reading scores at or above Level 5B by end of year.</p> <p>80% of Year 10 improving their e-asTTle reading score by at least 2 sub-levels during the course of Year 10, or achieving a Level 6 score.</p> <p>Clear goals established for writing.</p>
<p>Numeracy 75% of Year 10 students at or above Level 5P in e-asTTle mathematics by end of 2016.</p> <p>80% of Year 10 improving their e-asTTle mathematics score by at least <u>2 sub-levels</u> during the course of Year 10, or achieving a Level 6 score.</p>	<p>Numeracy 75% of Year 10 students at or above Level 5P in e-asTTle mathematics by end of 2016.</p> <p>80% of Year 10 improving their e-asTTle mathematics score by at least <u>2 sub-levels</u> during the course of Year 10, or achieving a Level 6 score.</p>

NCEA Achievement	Target 2014	Achieved 2014		
<p>Official NCEA Participation based Pass Rates</p> <p>Level 1 Level 2 Level 3 Level 1 Literacy Level 1 Numeracy</p> <p>Māori in NCEA Level 1 Level 2 Level 3</p> <p>Pasifika in NCEA Level 1 Level 2 Level 3</p> <p><u>Endorsement rates</u> Level 1 Merit Level 1 Excellence Level 2 Merit Level 2 Excellence Level 3 Merit Level 3 Excellence Scholarship passes</p>	<p>Official NCEA Participation based Pass Rates</p> <p>Level 1 90% Level 2 85% Level 3 80% Literacy Level 1 95% Numeracy Level 1 95%</p> <p>Māori in NCEA Level 1 90% Level 2 85% Level 3 80%</p> <p>Pasifika in NCEA Level 1 90% Level 2 85% Level 3 80%</p> <p>Endorsement rates Level 1 Merit 35% Level 1 Excellence 15% Level 2 Merit 35% Level 2 Excellence 15% Level 3 Merit 30% Level 3 Excellence 10%</p> <p>Scholarship passes At least 10</p> <p>UE pass rate – at least National pass rate Note: UE qualification criteria changed for 2014, so new baseline for data needs to be established. New targets will be set for 2015 and onwards based on 2014 performance.</p>	<p>Official NCEA Participation based Pass Rates</p> <p>Level 1 83.8% Level 2 90.5% Level 3 87.6% Literacy Level 1 84.6% Numeracy Level 1 81.3%</p> <p>Māori in NCEA Level 1 80.0% 5 students – 4 passed Level 2 100% Level 3 60% 5 students – 3 passed</p> <p>Pasifika in NCEA Level 1 no Pasifika students in this year group Level 2 100% only 2 students, both passed Level 3 50% only 2 students, 1 passed</p> <p>Endorsement rates Level 1 Merit 41.8% Level 1 Excellence 10.4% Level 2 Merit 27.4% Level 2 Excellence 12.6% Level 3 Merit 32.9% Level 3 Excellence 14.1%</p> <p>Scholarship passes 6 passes – two in English, two in History, one in Physics, one in Physical Education.</p> <p>UE pass rate – 76.3% National 59.9% Note: UE qualification criteria changed for 2014, so new baseline for data needs to be established. New targets will be set for 2015 and onwards based on 2014 performance.</p>		
Leavers with no qualifications	Less than 1%	0		
<p>Comments on 2014 performance</p> <p>While we are delighted with our NCEA performance at Levels Two and Three and also for University Entrance, we are concerned at a deterioration in our NCEA Level One pass rate, and at the drop in the percentage of Year 11 students achieving Level One Literacy and Numeracy.</p> <p>Further analysis of the Level One result showed that the deterioration was largely confined to a group of boys who struggled to attain either Literacy or Numeracy or both. Some of these students had major negative life events during the year (such as the death of a parent), but in general these were young men who for one reason or another had become somewhat disengaged from school. Note that this year group comprises approximately 90 students, with slightly more girls than boys, so the drop in the male literacy and numeracy pass rates of about 10 – 12 % represents approximately 4 students. Some students achieved sufficient credits overall to gain NCEA but not Literacy or Numeracy – this requires clearer communication of the requirements for gaining the Level One Certificate and more stringent monitoring.</p> <p>Deterioration in both literacy and numeracy rates was also evident amongst Year 11 girls – again, clearer communication of the requirements, and careful tracking will be put in place in 2015 to ensure that this pattern is not repeated. One Year 11 mid-band Mathematics class struggled during the year due to changes in staffing after their teacher left to go on maternity leave and the school struggled to find a suitable long-term replacement – they had four different teachers through the year, and found it very difficult to adapt to changes in teaching style. In 2015, the students in this group will need to be carefully monitored to ensure gaps in their knowledge are addressed.</p>				
	2011	2012	2013	2014

Level One % pass	74.6	79.1	88.6	83.8
Boys	72.4	82.4	89.1	78.8
Girls	76.4	76.3	88.1	87.2
Boys literacy	74.6	92.6	81.0	78.0
Girls literacy	89.5	96.7	100	90
Boys numeracy	83.6	90.7	88.7	75.6
Girls numeracy	85.5	91.8	96.7	86

The certificate endorsement rates were reasonable at Level One, with a pleasing percentage of students gaining a Merit endorsement in particular. Further emphasis on the skills required for an Excellence endorsement will be put in place in 2015. At Level Two, the endorsement rates are slightly disappointing despite the outstanding overall pass rate, whereas at Level Three they are very pleasing. The percentage of students gaining an Excellence endorsement at Level Three almost doubled from 2013, and the number of Scholarship passes doubled – both of these results attest to the very high level of achievement of some of our most able students.

Reflection on these results indicates that more emphasis may need to be placed on communicating the requirements for higher level grades throughout the year, at an individual standard level by classroom teachers, and the requirements for certificate endorsement at assemblies for each year level, together with a continued emphasis on celebrating student academic success and balancing the commitments students make to extra-curricular activities with their commitment to academic excellence.

It is difficult to make meaningful comment on the Māori student achievement results as the cohort of students this represents is very small. However, the excellent Level Two result of 100% is noted and duly celebrated. The 80% pass rate at Level One reflects a total of 5 students, one of whom did not pass. This indicates little cause for either concern or celebration! Similarly, the number of Pasifika students in the school is very small, and there is no cause for concern in their results.

Target 2015	Achieved 2015
<p>Official NCEA Participation based Pass Rates</p> <p>Level 1 90%</p> <p>Level 2 85%</p> <p>Level 3 80%</p> <p>Literacy Level 1 95%</p> <p>Numeracy Level 1 95%</p> <p>University Entrance 75% of Year 13</p> <p>Māori in NCEA</p> <p>Level 1 90%</p> <p>Level 2 85%</p> <p>Level 3 80%</p> <p>Pasifika in NCEA</p> <p>Level 1 90%</p> <p>Level 2 85%</p> <p>Level 3 80%</p> <p>Endorsement rates</p> <p>Level 1 Merit 35%</p> <p>Level 1 Excellence 15%</p> <p>Level 2 Merit 35%</p> <p>Level 2 Excellence 15%</p> <p>Level 3 Merit 30%</p> <p>Level 3 Excellence 10%</p> <p>Scholarship passes At least 10</p>	
<p>Comments on 2015 performance</p>	

Target 2016	Target 2017-18
<p>Official NCEA Participation based Pass Rates</p> <p>Level 1 90%</p> <p>Level 2 88%</p> <p>Level 3 80%</p> <p>Literacy Level 1 95%</p> <p>Numeracy Level 1 95%</p> <p>University Entrance 75% of Year 13</p> <p>Māori in NCEA</p> <p>Level 1 90%</p> <p>Level 2 88%</p> <p>Level 3 80%</p> <p>Pasifika in NCEA</p> <p>Level 1 90%</p> <p>Level 2 88%</p> <p>Level 3 80%</p> <p>Endorsement rates</p> <p>Level 1 Merit 35%</p> <p>Level 1 Excellence 15%</p> <p>Level 2 Merit 35%</p> <p>Level 2 Excellence 15%</p> <p>Level 3 Merit 30%</p> <p>Level 3 Excellence 10%</p> <p>Scholarship passes At least 10</p>	<p>Official NCEA Participation based Pass Rates</p> <p>Level 1 92%</p> <p>Level 2 88%</p> <p>Level 3 80%</p> <p>Literacy Level 1 95%</p> <p>Numeracy Level 1 95%</p> <p>University Entrance 75% of Year 13</p> <p>Māori in NCEA</p> <p>Level 1 92%</p> <p>Level 2 88%</p> <p>Level 3 80%</p> <p>Pasifika in NCEA</p> <p>Level 1 92%</p> <p>Level 2 88%</p> <p>Level 3 80%</p> <p>Endorsement rates</p> <p>Level 1 Merit 35%</p> <p>Level 1 Excellence 15%</p> <p>Level 2 Merit 35%</p> <p>Level 2 Excellence 15%</p> <p>Level 3 Merit 30%</p> <p>Level 3 Excellence 10%</p> <p>Scholarship passes At least 10</p>
<p>What are we going to do differently to meet these targets in 2016?</p>	

Positive Social Climate**Stand Downs and Suspensions****Target 2014**

However many stand-downs and suspensions are necessary to maintain a safe and orderly learning environment. The Board of Trustees instructs management to use a variety of strategies, including restorative practices wherever possible to try to keep students engaged in learning, but recognises that the specific number of stand-downs / suspensions is dependent on other factors.

Fewer exclusions than in 2013

Growing staff expertise in the use of restorative practices at classroom, dean and senior management level.

Third year of PB4L project

Achieved 2014

18 stand downs

2 suspensions

Comments re 2014 performance

We are delighted that the number of stand downs and suspensions has reduced significantly in 2014, and believe that this is likely to be the result of a number of interventions:

- Clearer understanding by students of the behavioural expectations of the school
- Significantly reduced availability of “legal high” products in local community
- Increased use of restorative practices for moderate level behavioural problems
- Established practices as developed within the PB4L project

Target 2015

However many stand-downs and suspensions are necessary to maintain a safe and orderly learning environment. The Board of Trustees instructs management to use a variety of strategies, including restorative practices wherever possible to try to keep students engaged in learning, but recognises that the specific number of stand-downs / suspensions is dependent on other factors.

Growing staff expertise in the use of restorative practices at classroom, dean and senior management level.

Fourth year of PB4L project – moving to Tier Two training and the development of skills and systems for high behaviour risk students.

Achieved 2015**Comment on 2015 performance****Target 2016**

However many stand-downs and suspensions are

Target 2017-18

However many stand-downs and suspensions are

<p>necessary to maintain a safe and orderly learning environment. The Board of Trustees has clearly instructed management to use a variety of strategies, including restorative practices wherever possible to try to keep students engaged in learning, but recognises that the specific number of stand-downs / suspensions is dependent on other factors.</p> <p>Growing staff expertise in the use of restorative practices at classroom, dean and senior management level.</p> <p>Fifth year of PB4L project – establishing Tier Two skills and systems for high behaviour risk students.</p>	<p>necessary to maintain a safe and orderly learning environment. The Board of Trustees has clearly instructed management to use a variety of strategies, including restorative practices wherever possible to try to keep students engaged in learning, but recognises that the specific number of stand-downs / suspensions is dependent on other factors.</p> <p>Growing staff expertise in the use of restorative practices at classroom, dean and senior management level.</p> <p>Sixth- seventh years of PB4L project – tier One and Two practices well embedded. Tier Three???</p>
<p>What are we going to do differently to meet these targets in 2016?</p> <p>Continued use of PB4L Tier One understanding, skills and systems to ensure students clearly understand the behavioural expectations of the school, and that these expectations are explicitly taught and encouraged through positive reinforcement methods.</p> <p>Adaptation of existing systems for higher level behavioural incidents in response to PB4L Level Two training.</p> <p>Established “toolkit” of interventions at Tier Two level, with all senior managers and deans able to access these interventions as required.</p> <p>Training in Restorative Practices for senior leadership.</p> <p>Ongoing analysis of behavioural data to discover any trends that need to be addressed. Response to data as required.</p>	

Positive relationship with Parent/Caregiver Community		
Educational Achievement	Target 2014	Number 2014
Retain positive parental approval Reduce number of Parental Complaints	Parental satisfaction survey to be undertaken. Enrolments at Year 9 for 2015 to increase by at least 5%. No parental complaints unresolved.	Extensive parent survey undertaken and analysed. No major areas of clear dissatisfaction. Minor areas of concern addressed. Enrolments for 2015 increased from 74 to 89, an increase of approximately 20% - extremely pleasing result! No parental complaints unresolved.
Continue to develop a culture of excellence in the school	All staff appraised using new model, and professional portfolio use established. Two senior staff to attend remaining sessions of Teachers Council PD Course looking at effective teacher appraisal in schools. Feedback to Senior Leadership Team and to Board of Trustees regarding any proposed changes.	All staff were appraised using new model. Three-year cycle of evidence against Registered Teacher Criteria established. DP and AP attended further sessions of Teachers Council course looking at effective teacher appraisal in schools.
Comments re 2014 performance		
All staff were appraised using new model, despite some teething difficulties. Understanding of professional portfolio is increasing – system requires teachers to gather evidence on their reflective practice against Registered Teacher Criteria over a Three-Year Cycle. First year uptake of this somewhat sporadic with some staff expressing concern at workload involved. DP and AP attended further sessions of Teachers Council course looking at effective teacher appraisal in schools – reinforcement of validity of system we have developed.		
Target 2015		Achieved 2015
Any remaining issues arising from 2014 parental satisfaction survey to be reviewed and resolved. Further 15% increase in Year 9 enrolments for 2016. No parental complaints unresolved.		
Review of effectiveness of staff appraisal method. Any changes required implemented.		Further adaptation of teacher appraisal method. Use of teacher portfolios well established, but quality of these remains variable.
Comments re 2015 performance		

Target 2016	Target 2017-18
<p>Repeat of parent satisfaction survey.</p> <p>Maintenance or further increase in Year 9 enrolments for 2017 and beyond.</p> <p>No parental complaints unresolved.</p>	<p>Resolution of any issues from 2016 parent satisfaction survey completed.</p> <p>Maintenance or further increase in Year 9 enrolments, and enrolments at other year levels.</p> <p>No parental complaints unresolved.</p>
<p>Further adaptation and implementation of appraisal methodology for both teaching and non-teaching staff. All teaching staff to maintain reflexive professional portfolios, providing evidence against Practising Teacher Criteria.</p>	<p>Appraisal system embedded in culture of school.</p>

Positive Internal Relationships		
Educational Achievement	Target 2014	Achieved 2014
Maintain Bayfield's reputation as a high quality place to work in	Staff survey to be undertaken again in 2014, and action plan put in place in response to any particularly concerning issues.	Staff survey (NZCER Workplace Survey) undertaken – showed several areas needing improvement, including communication and general staff morale. Plan put in place to address major issues in remainder of 2014 and beyond, with a view to repeating the NZCER Workplace Survey in Term One 2015.
Student Attendance	Student Attendance: All legislative and compliance requirements met. Attendance statistics showing improved overall attendance rates and levels of retention. Increase in average attendance rate by 1%. Monitoring and intervention system continued	Student Attendance: All legislative and compliance requirements met. Attendance statistics showing sustained rather than improved attendance rates and levels of retention. Overall rates still around 90% but some deterioration particularly during winter and towards the end of the year. Monitoring and intervention system continued. Some lack of consistency in responses to absence concerns has been noted.
Comments re 2014 performance		
It was probably not surprising that staff morale was a significant issue given that the school had experienced two CAPNA processes in successive years and, with a large Year 13 group in 2014, it was almost certain that a 3 rd CAPNA process would be required at the end of the year.		
Student attendance Improvements in monitoring and intervention system required for 2015 and beyond. Some students and their families seem difficult to motivate towards higher levels of attendance, and therefore higher levels of academic achievement and progress. Improved consistency in responses to absence concerns will be put in place in 2015.		
Target 2015	Achievement in 2015	
Continued implementation of action plan in response to staff workplace survey. Repeat of NZCER Workplace Survey to determine whether changes in 2014 have been effective or not.		
Student attendance: All legislative and compliance requirements met. Overall attendance rate increased to above 90% for all year levels. Monitoring and intervention system reviewed and adapted version continued. Improvements in consistent use of standardised letters established.		
Comments on 2015 performance		

Target 2016	Target 2017-2018
Further repeat of NZCER Workplace Survey and ongoing implementation of changes put in place in response to 2014 survey.	2018 Further repeat of NZCER Workplace Survey.
<p>Student attendance: All legislative and compliance requirements met.</p> <p>Overall attendance rate maintained above 90% for all year levels.</p> <p>Monitoring and intervention system continued. Checks for ongoing consistency of approach and response to absence issues. Target groups established and individual plans put in place as required.</p>	<p>Student attendance: All legislative and compliance requirements met.</p> <p>Overall attendance rate maintained above 90% for all year levels.</p> <p>Monitoring and intervention system continued and adapted to meet needs as required.</p>

School Community Communication and Partnership	
Target 2014	Achieved 2014
<p>Continue public celebration of student achievement through a variety of media – email newsletters, publication in newspaper articles, “big” school newsletters (at least once per term), Facebook, and website.</p> <p>Data to be collected on extra-curricular involvement. At least 75% of students to be involved in at least one activity beyond the classroom. 60% involvement in sport.</p> <p>Whānau group meetings to be held termly. Coordinator to be established.</p> <p>Ongoing strengthening of use of tikanga māori in school and strengthening of the kapa haka group.</p>	<p>Weekly email newsletters enhanced to include Friday RISE acknowledgement and celebration of student success. Increased use of print media – ODT and Star – to highlight student success and to inform community about what is happening at Bayfield. Improved updating of Facebook pages (general school and sports) to include photos and stories related to student achievement and participation in school activities.</p> <p>58% involvement in sport. Other extra-curricular involvement data not collated.</p> <p>Whānau group met termly in 2014 with Lizzie Adams as school-based coordinator. It would be good to develop a community-based coordinator in the near future. Tikanga māori continues to play a strengthening role in school events, with our first mihi whakatau to mark the beginning of the school year and to welcome our new Year 9 students and new staff as well as those starting at Bayfield at other year levels. The kapa haka group has continued to grow in strength, both numerically and in confidence, and the use of te reo māori is now an established norm in school assemblies and on other formal occasions.</p> <p>In 2014, we won our first awards at Nga Manu Korero, with a second placing in junior māori, and third placing in senior māori – this was a major highlight of the year and a key indicator of our growing strength in this area!</p>
<p>Comments re 2014 performance</p> <p>School publicity and marketing, together with good communication with our current parents and caregivers, are essential for the future well-being of the school and its relationship with its local community. In 2014 we completely redesigned our flagship publication, Bayleaf, as a glossy magazine rather than a tabloid newspaper. This publication is now distributed to over 10,000 Dunedin homes through the Star newspaper, and we have been delighted with the response from our community.</p> <p>The school Facebook page and Website continue to attract high levels of interest and thousands of visits each week. These are now key means of communication to our students, their families and whānau, and our wider community – within Dunedin, and beyond. Keeping them up-to-date and fresh-looking is an ongoing requirement.</p> <p>We are delighted to see the continued strengthening of tikanga māori throughout the school, and see this as a key strategy in building our bonds with the local Māori community and acknowledging and celebrating the successes of our Māori students. The successes in Nga Manu Korero were a delight – and a just acknowledgement of significant effort on the part of Lizzie Adams to raise the profile of korero within the school.</p>	
Target 2015	Achieved 2015
<p>Continue public celebration of student achievement through a variety of media – email newsletters, publication in newspaper articles, “big” school newsletters (at least once per term), Facebook, and website.</p> <p>New prospectus to be produced and published.</p> <p>Reformatting of weekly email newsletter to include photos.</p>	

<p>Data to be collected on extra-curricular involvement. At least 75% of students to be involved in at least one activity beyond the classroom. 60% involvement in sport.</p> <p>Whānau group meetings to be held termly. Coordinator to be established. Goals to be set by whānau group. Ongoing strengthening of use of tikanga māori in school and strengthening of the kapa haka group.</p>	
<p>Comment on 2015 performance</p>	
<p>Target 2016</p>	<p>Target 2017-18</p>
<p>Continue public celebration of student achievement through a variety of media – email newsletters, publication in newspaper articles, Yearbook, Facebook, and website.</p> <p>Data to be collected on extra-curricular involvement. At least 75% of students to be involved in at least one activity beyond the classroom. 60% involvement in sport.</p> <p>Whānau group meetings to be held termly. Coordinator to be established. Goals to be set by whānau group. Ongoing strengthening of use of tikanga māori in school and strengthening of the kapa haka group.</p>	<p>Continue public celebration of student achievement through a variety of media, with increasing emphasis on use of electronic media.</p> <p>Continued collection of data re extra-curricular involvement; correlation of this against other achievement data. At least 75% of students to be involved in at least one activity beyond the classroom. 60% involvement in sport.</p> <p>Whānau group meetings continue to be held termly. Goals set by whānau group. Ongoing strengthening of use and understanding of tikanga māori throughout the school.</p>

Board Goals for 2016 - 2018

Bayfield High School Board of Trustees goals which are the ongoing areas of focus for these three years.

Goals

Focus	Strategies	Progress in 2015	Board goals for 2016	Monitoring Board of Trustees Committees
<p>1. <u>Focusing on Teaching and Learning</u></p>	<ul style="list-style-type: none"> • Providing a student centered learning environment • Believing that every student can be a successful learner • Supporting every student to achieve to their highest potential • Focusing on excellence in teaching at all levels • Teaching students how to learn and take responsibility for their own learning • Making a wide range of learning tools, including appropriate technology, available to all students and staff 	<ul style="list-style-type: none"> • All board reports had beginning section devoted to student academic achievement and progress. All departmental annual reports used common template, focussing on analysis of student academic achievement and progress • Systems developed to encourage students to aim for excellence and to take responsibility for their own learning. Further enhanced in 2015 with the introduction of the Junior Diploma. Focus on goal setting on Fridays in tutor groups did not really work – inconsistent implementation eroded this process, despite efforts from Junior Coordinator to keep it going. • All teaching staff required to develop reflective portfolios based on Registered Teacher Criteria • All teaching staff encouraged to use teaching inquiry methodology • All teaching staff provided with laptop technology and projectors; wireless network complete throughout school, together with ultra fast broadband, fibre upgrades throughout school and connection through Network for Learning. Staff PD on Microsoft OneNote – well implemented by some, while others more comfortable using PowerPoint presentations and emailing notes to students. 	<p>Increased focus on literacy and numeracy, including improved teaching of writing skills across the curriculum.</p> <p>Continued focus on teacher understanding and effective use of digital technologies in teaching and learning, and the introduction of a flexible BYOD policy (including minimum recommended specifications).</p>	<p>Whole board</p>

<p><u>2. Promoting a Safe Environment</u></p>	<ul style="list-style-type: none"> • Providing a safe physical and emotional environment for teaching and learning • Maintaining a positive emotional climate • Providing opportunities for all students to develop leadership skills • Promoting policies and practices that reflect New Zealand’s cultural diversity and the unique position of the Māori culture. 	<ul style="list-style-type: none"> • Teacher, student and parent surveys to determine levels of satisfaction, including safe physical and emotional climate • Measures taken to improve positive emotional climate in response to Me and My School and Teacher Workplace surveys • Continued commitment to Positive Behaviour for Learning project and to the development and implementation of systems designed to encourage positive student behaviour, strong attendance patterns, and increased personal motivation/engagement. • Increased understanding of factors which lead to students developing resilience; particular emphasis on this in trainee counsellor’s work – with junior focus groups and with individuals. • Student leadership roles strengthened – each group of prefects supported by designated staff member and committee of other students. • Increased use and value of tikanga māori and te reo māori throughout the school 	<p>Increased focus on cultural awareness and understanding, with a particular focus on tikanga Māori.</p> <p>Focus on developing resilience in students through specific teaching and encouragement.</p> <p>Student wellbeing at school survey to be undertaken again in 2016.</p> <p>Health and Safety processes reviewed in light of new legislation</p>	<p>Personnel Committee</p> <p>Student Welfare Committee</p> <p>Health and Safety Committee</p> <p>Whole board</p>
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<p><u>3. Managing our Income and Resources Responsibly</u></p>	<ul style="list-style-type: none"> • Developing a balanced annual budget which clearly reflects the school's goals and priorities. • Encouraging staff and students to use all resources responsibly. • Using the available finances to achieve the strategic goals of the school. • Maintaining and developing our buildings and assets to meet the needs of students. • Maintaining optimal roll numbers for teaching and learning. 	<ul style="list-style-type: none"> • 2015 budget was affected by unexpected decrease in international students, difficulties with unpaid student accounts • Staffing numbers continue to be adjusted to better use available resources • Four major property projects completed in 2015 – development of gymnasium foyer and sports storage area, demolition of “leaky building” and rebuild of front entrance of school and student services area and Year 13 study centre, earthquake strengthening of hall, continued enhancement of property to meet needs of disabled students • Increased emphasis on developing roll growth at Year 9 level despite decreasing demographics of Dunedin city – increased marketing and publicity work saw a further 20% increase in Year 9 enrolments for 2016, with significant increase in number of Year 9 boys for 2016 • Teaching of financial literacy skills and career understanding through Yr 9/10 Real Game 	<p>Provide a balanced annual budget which clearly reflects the school's goals and priorities, and equip budget holders with meaningful monthly reports and professional development to increase understanding of school finance.</p> <p>Meet budget goals, including an overall surplus for the 2016 financial year.</p> <p>Further increase teaching of financial literacy skills across the whole school – Year 9/10 Real Game, Year 10 Social Studies, Year 11-13 Professional Skills.</p>	<p>Finance Committee Personnel Committee Property and Works Committee (re-established 2015) Marketing Committee</p>
<p><u>4. Undertaking Ongoing Self-Review.</u></p>	<ul style="list-style-type: none"> • Maintaining an on-going programme of consultative self-review and evaluation with the specific intent of improving student learning, engagement and achievement outcomes 	<ul style="list-style-type: none"> • Further significant progress on review and restructure of Board policies • Board initiated student, parent and staff surveys • Annual self-review established as normal process for all major school processes and events • Board members attending NZSTA training events whenever possible 	<p>Increased use of student voice to inform teaching and learning.</p> <p>Strengthen appraisal and attestation processes.</p>	<p>Whole Board</p>

Annual School Goals for 2016

1. To place a particular emphasis on literacy and numeracy skills, including improving the teaching of writing skills across all curriculum areas.
2. To continue to focus on teacher understanding and effective use of digital technologies in teaching and learning, and the implementation of a flexible BYOD policy.
3. To develop practices which promote cross-curricular sharing of best-practice teaching strategies and encourage teacher development through collaboration.
4. To continue to strengthen the School-Wide Positive Behaviour for Learning project, focusing on maintaining and building greater consistency in the Tier One systems and developing Tier Two strategies.
5. To continue to increase student engagement throughout the school.
6. To further embed the revised appraisal systems for teaching and non-teaching staff.

Māori Student Achievement Strategic Plan 2016-18

Objective	Target	Method	Time	Person	Review Method
1. Improve the achievement of Māori students.	<ul style="list-style-type: none"> • Increase number of Māori students staying on to Year 13 • Continue to raise Māori student achievement • Māori student data analysed regularly to ensure little or no significant difference in comparison with all students • Consultation with Māori whānau to determine what goals they have for their students, and how the school can work with them to ensure these goals are met. 	<ul style="list-style-type: none"> • Whānau Committee reinvigoration continued and strengthened • Strengthen links to Ngai Tahu • Continue to monitor Māori student achievement 	On-going	Principal All Staff	<ul style="list-style-type: none"> • Ongoing analysis of achievement data • Questionnaire to Māori parents • Whānau hui minutes
2. Strengthen the bi-cultural awareness in the school.	<ul style="list-style-type: none"> • Raise awareness of Tikanga Māori in staff • Raise all students' awareness of Te Reo Māori • Strengthen relationships between school and Māori Community and Whānau • Increase level of engagement with local iwi • Increase number of students selecting Te Reo Māori as a language option in Year 9 	<ul style="list-style-type: none"> • Continued staff Professional Development • Bilingual signage in the school, dependent on budget • Continue to strengthen Kapa Haka group • Ongoing commitment to use of tikanga Māori in school ceremonies and events • Strengthen relationship with local iwi leadership 	On-going	Principal, Professional Development Coordinator, Te Reo Māori teacher	<ul style="list-style-type: none"> • Staff questionnaire • Consultation with Whānau group • Data analysis