



Bayfield High School

Charter Statement and Strategic Plan 2019



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Chairperson's Message

It is my great pleasure, on behalf of the Board of Trustees, to present Bayfield High School's Charter Statement and Strategic Plan for 2019.

Bayfield has established a strong reputation over the years for delivering quality education within a supportive co-educational setting, attracting enrolments from all over the Greater Dunedin area. We endeavour at all times to provide an environment where all students, parents, staff and Board members are challenged, inspired and supported to achieve to their fullest potential.

During their last visit to the school, the Education Review Office (ERO) commented on the "very inclusive and caring school culture" and "positive culture for learning and behaviour" evident in the school, and that our curriculum "is very responsive to students' needs and abilities". We believe that these comments are reflected in the school's progress and achievements, and the dedication shown daily by our team of education professionals in supporting the development and growth of the outstanding young people we have the privilege of working with.

The Charter Statement and Strategic Plan describes who we are and what we want to be. It summarises our progress as a school over the past year, sets out our vision and goals for the coming year, and explains how we intend to achieve the targets we've set. I sincerely hope that this will help you to 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 2019. 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 2018. The strategic plan also provides the targets set for 2019 and beyond.

Bayfield High School aims to be Dunedin's most successful coeducational school with a commitment to excellence in academic achievement and measurable progress for all students, within a caring and supportive environment. We have been delighted with the introduction of a Junior Diploma over the last few years, and the resulting increase in engagement of Year 9 and 10 students in school life. Our main emphases in 2018 were on further developing the model we had established in 2017 for one-on-one mentoring for all our Year 11-13 students, and improving the teaching of writing skills across all curriculum areas.

The main focus of our Targets and our Performance Indicators is, as it should be, on improving student learning, and on ensuring that every young person is supported to achieve their best all round success – academically, in sport and/or performing arts, and in becoming the best young adult that they can be.

Judith Forbes - Principal

School Description

Bayfield High School is a “mid-decile” co-educational school catering for Year 9 – 13 students. Its current roll includes approximately 500 local students and 50 International fee-paying students.

The school caters mainly for young people from the Peninsula, Waverley, Anderson’s 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 at Year 9 and at other year levels indicate that the school continues to have a reputation for high quality education as well as for its ability to cater exceptionally well for a wide diversity of student needs. Bayfield has again attracted an increased group of Year 9 students at the beginning of 2018 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. We value and continue to build on our respected position as a collaborative and contributing member of the wider educational community. Our school values, established in 2012 as part of the School Wide Positive Behaviour for Learning project, are:

Respect,
Integrity
Service
Excellence

These values are used throughout the school to underpin and 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 student achievement and progress within the school. To encourage the ongoing delivery of a quality, up-to-date education, regular self-review processes are in place.

Our Mission

Within a caring, coeducational environment, to provide a range of learning experiences (academic, cultural, and sporting) and promote positive social and ethical values.

Our Vision

That our students will gain the learning, personal and leadership skills necessary to go forward as well-qualified, confident, lifelong learners. Bayfield High School will promote personal excellence, enabling all students to achieve their full potential in all areas.

Our Aims

All students who leave Bayfield High School should have the ability to:

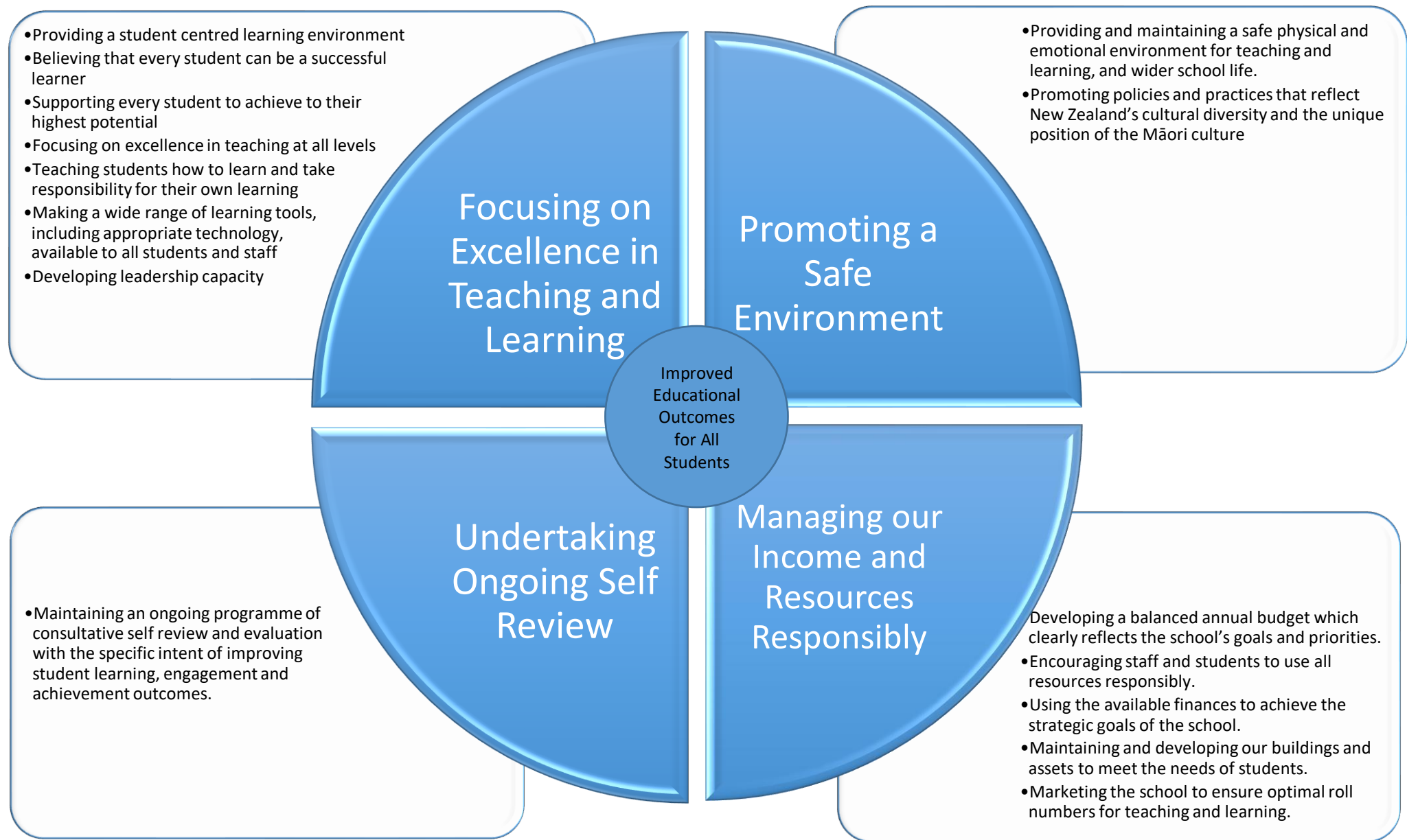
- 1. Demonstrate the Bayfield values of Respect, Integrity, Service and Excellence**
- 2. Communicate, collaborate, and use technology effectively**
- 3. Listen and think logically and critically**
- 4. Be creative, innovative, inquisitive, resilient, and adaptable**
- 5. Contribute positively to society by being socially responsible, culturally aware and inclusive, sensitive and considerate towards others.**

Our Priorities

- 1. All students are encouraged to develop the necessary knowledge, key competencies and values identified in the New Zealand Curriculum, with a particular emphasis on literacy and numeracy.**
- 2. A safe physical and emotional environment is provided for all students.**
- 3. Assessment and other evidence is used to evaluate student achievement, provide parents/caregivers with accurate and meaningful information, and to continuously evaluate and develop the teaching and learning programmes.**
- 4. Appropriate support is provided for students who are identified as gifted and talented, at risk of not achieving, or having special learning needs.**
- 5. Educational outcomes for Māori and Pasifika students are monitored and optimised including consultation and involvement with whānau and the local Māori and Pasifika communities.**
- 6. A comprehensive vocational education and guidance system is provided, with a special emphasis on students identified as requiring additional support.**

Our Strategies

- 1. Focusing on excellence in teaching and learning**
- 2. Promoting a safe environment**
- 3. Managing our income and resources responsibly**
- 4. Undertaking on-going self-review.**



Strategy 1 : Focusing on excellence in teaching and learning

1. Providing a student centered learning environment
2. Believing that every student can be a successful learner
3. Supporting every student to achieve to their highest potential
4. Focusing on excellence in teaching at all levels
5. Teaching students how to learn and take responsibility for their own learning
6. Making a wide range of learning tools, including appropriate technology, available to all students and staff
7. Developing leadership capacity

How will we achieve this?

1. We will help students develop the Key Competencies and will teach students how to learn.
2. We will develop and maintain processes focused on increasing student engagement and motivation.
3. Flexible courses will be provided to meet the individual learning needs of all students wherever possible.
4. Student achievement data will be collected, analysed and used to inform teaching practice.
5. We will set, and strive to attain, annual goals for student achievement at school-wide, departmental and individual levels.
6. We will monitor results, including NCEA credit accumulation, throughout the year, identifying target students for celebration of success and for additional support.
7. We will agree and follow a timetable for completion of NCEA internals for each Year 11, 12 and 13 course during the year.
8. We will regularly report meaningful student achievement data to the Board of Trustees.
9. We will report student achievement and progress in a meaningful way to parents/caregivers and to students.
10. 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.
11. We will ensure class time is maximised and effectively used.
12. All teaching staff will reflect on their professional practice with the clear purpose of continual quality improvement.
13. We will build the capacity of staff to achieve improvements through fostering a collaborative approach, teaching as enquiry, and developing leadership capacity.
14. 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.
15. 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, and for staff.
16. We will develop and monitor literacy and numeracy skills, with a particular focus on Years 9 and 10.
17. We will provide opportunities for authentic “real world” learning experiences.
18. We will provide a wide range of extra- and co-curricular opportunities and experiences to encourage engagement.
19. We will provide opportunities for the development of student leadership.

Strategy 2 : Promoting a safe environment

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

How will we achieve this?

1. 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.
2. We will establish and maintain strong partnerships with parents/caregivers and other members of the school community.
3. We will set expectations for staff and students in relation to physical and emotional safety, and display these appropriately throughout the school.
4. We will develop positive and collaborative relationships with local Māori iwi, hapū and whānau.
5. We will proactively seek to build staff and student awareness, understanding and appreciation of Māori culture.
6. We will ensure all staff are committed to student wellbeing and develop positive, mutually respectful relationships with their students.
7. We will take all practicable measures to ensure the physical and emotional safety of staff and students.
8. We will seek feedback from students, families and staff in regard to physical and emotional wellbeing.
9. We will encourage students to form supportive bonds between year levels through vertical tutor groups, peer support, a whanau group, peer mediation, mentoring and the house system.
10. We will provide excellent pastoral care and guidance for all students, and ensure appropriate counselling, health and additional services are available as required.
11. We will ensure staff are able to access professional workplace support as required.
12. We will establish and maintain a code of conduct for all members of the school community which covers all school-related activities.

Strategy 3 : Managing our income and resources responsibly

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

How will we achieve this?

1. 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.
2. We will seek to end each year in a financially neutral position.
3. We will use efficient administrative systems to manage and monitor finances and other resources.
4. We will seek staff input into budgeting and spending decisions, as relevant to their roles and departments.
5. 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.
6. We will maintain a pro-active approach to cost management.
7. 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.
8. We will use available Ministry of Education development resources to ensure our buildings are kept as up-to-date and safe as possible.
9. We will implement an effective school marketing plan in order to attract enrolments, both local and international.
10. We will seek additional Ministry of Education funding for projects that clearly align with our current development goals.
11. 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.
12. We will monitor and follow up financial debtors.

Strategy 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 achieve this?

1. We will focus on continual quality improvement in all areas of the school.
2. 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.
3. We will regularly review the effectiveness of all areas of the school against set targets and goals.
4. We will adjust and develop systems and programmes in response to review findings.
5. We will regularly review all school policies and procedures.
6. We will, where appropriate, seek and consider student, whānau, staff and community voice as part of the school's self-review practices.

Board Goals for 2019 - 2021

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

Goals

Focus	Strategies	Progress in 2018	Board goals for 2019	Monitoring Board of Trustees Committees
1. <u>Focusing on teaching and learning</u>	<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 • Developing leadership capacity 	<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. Junior Diploma now embedded in culture of school, encouraging an emphasis on engagement in school life and personal responsibility. • All teaching staff required to develop reflective portfolios based on Practising Teacher Criteria, including evidence of at least one “inquiry cycle” focused on improving student achievement. • 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. Further Staff PD on Microsoft OneNote – well implemented by some, while others more comfortable using PowerPoint presentations and emailing notes to students. • Further development of School-Wide Mentoring process for all Year 11 to 13 students, to encourage personal goal-setting and three-way partnership between school, student and home. 	<p>Continued focus on literacy and numeracy, including improved teaching of writing skills across the curriculum. Increased timetabled teaching time in Year 10 English in order to improve student literacy, especially writing.</p> <p>Continued focus on developing teacher understanding and effective use of digital technologies in teaching and learning.</p> <p>Continued implementation of School-Wide Mentoring process for Year 11 to 13 students.</p> <p>Increased engagement with parents and caregivers through introductory mihi letters from all teaching staff, Year 9 and Year 10 meet the teachers evening, and mentoring process.</p>	Whole board

		<ul style="list-style-type: none"> • A Year 11-13 Meet the Teacher evening was planned and implemented, with a goal of building stronger relationships between parents/caregivers and teachers. Unfortunately this was not particularly well attended, although those families who did attend said it was very worthwhile and that they gained useful additional knowledge about the courses their child was studying, and were able to support them better. • Timetabling changes for 2019 – additional time in Year 10 English – to improve student literacy, especially writing skills. 	Move to Arinui online appraisal tool to help teachers to structure their inquiry processes, adapting teaching strategies to meet the specific needs of students.	
<u>2. Promoting a safe environment</u>	<ul style="list-style-type: none"> • Providing and maintaining a safe physical and emotional environment for teaching and learning, and wider school life. 	<ul style="list-style-type: none"> • Another group of teaching staff completed He Papa Tikanga course through Te Wananga. • Positive Behaviour for Learning Tier One and Tier Two systems continue to encourage positive student behaviour, strong attendance patterns, and increased personal motivation/engagement. Tier Two systems now include Newcomers Club 	Increased focus on cultural awareness and understanding, with a particular focus on tikanga Māori.	Personnel Committee Student Welfare Committee

	<ul style="list-style-type: none"> Promoting policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture. 	<p>mentoring to help transition new students at Years 10-13, Check in Check out largely replacing previous daily report processes</p> <ul style="list-style-type: none"> Introduction of Restorative Practices – including Professional Learning and Development for all staff (teaching and non-teaching) Increased use and value of tikanga Māori and te reo Māori throughout the school Demerit points reduction processes and better communication with parents/caregivers seems to have been a very positive initiative for some students and families, giving opportunity for conversations about improved engagement and behaviour. Most effective with “mildly” at risk students. Timetabling changes for 2019 – additional time in Year 10 Health – to improve student wellbeing. Health and Safety processes reviewed in light of new legislation – Health and Safety at Work Act, and Vulnerable Children's Act 	<p>Continued focus on Positive Behaviour for Learning strategies and Restorative Practices throughout the school to maintain positive and settled learning environment. Further refinement of demerit points processes. Development of social skills curriculum to assist some students to develop skills in this area.</p> <p>Increased time in Year 10 Health leading to positive outcomes in wellbeing</p> <p>Ongoing development of good practice Health and Safety processes</p>	<p>Health and Safety Committee</p> <p>Whole board</p>
<u>3. Managing our income and resources responsibly</u>	<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 	<ul style="list-style-type: none"> Further improvements in financial management systems were achieved, resulting in a financial surplus for the 2018 year. Staffing numbers continue to be carefully managed to use available resources efficiently and maximising impact of International Student income across the whole school. Significant planning in progress for building work in 2019 and beyond – reroofing of several areas, as well as likely rebuild of Student Support Centre, completion of next stage of new gymnasium, redevelopment of Art teaching 	<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 2019 financial year.</p>	<p>Finance Committee</p> <p>Personnel Committee</p> <p>Property Committee</p> <p>Marketing Committee</p>

	<p>and assets to meet the needs of students.</p> <ul style="list-style-type: none"> • Marketing the school to ensure optimal roll numbers for teaching and learning. 	<p>spaces, refurbishment of food technology teaching space.</p> <ul style="list-style-type: none"> • Continued emphasis on maintaining roll growth at Year 9 	<p>Effective marketing of school to ensure healthy 2020 enrolment numbers at Year 9 and other year levels.</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"> • Review and restructure of Board policies completed • Further development of written procedures to support and implement Board policies • Annual self-review established as normal process for all major school processes and events • Board members attending NZSTA training events whenever possible 	<p>Ongoing review at Board level</p> <p>Continued development of written procedures to support and implement Board policies</p>	<p>Whole Board</p>

Annual School Goals for 2019

- 1. Improve the teaching and assessing of writing skills across all curriculum areas.**
- 2. Improve attendance using a range of strategies.**
- 3. Improve students' self-management skills and teacher workload by setting high academic expectations and enforcing deadlines.**
- 4. Increase teacher and student use of digital technology.**

Please refer also to Key Performance Indicators document for further detail.

Māori Student Achievement - Strategic Plan 2019-21

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 negative 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 Hui reinvigoration continued and strengthened • Strengthen links to Ngai Tahu • Continue to monitor Māori student achievement • Establish range of academic awards specifically for Māori students – overall senior academic, senior speech, junior academic, junior speech • Establish whānau group at school – to build connection between Māori students at different year levels • Explore structure for tuakana-teina student mentoring (between older and younger students) • Establish Manutaki Māori role, building on success of Kaiurungi role in 2018. Change of name to reflect growing understanding of purpose of this staffing position. 	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 among staff • Raise all students' and staff customary use and awareness of Te Reo Māori • Strengthen relationships between school and Māori Whānau • Increase level of engagement with local iwi • Increase number of students selecting Te Reo Māori as a language option in Year 9 • Raise staff awareness of, and strength in, Tataiako cultural competencies 	<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 • Increase library resources in te reo Māori 	On-going	Principal, Professional Development Coordinator, Te Reo Māori teacher	<ul style="list-style-type: none"> • Staff questionnaire • Consultation with Whānau group • Data analysis