



School Charter
Strategic and Annual Plan for
Bayfield High School
2020 - 2023

Principals' endorsement:	Mark Jones
Board of Trustees' endorsement:	Fiona Clarkson
Submission date to Ministry of Education:	

Bayfield High School 2020 - 2023
Introductory Section - Strategic Intentions

Mission Statement	Within a caring, coeducational environment, to provide a range of learning experiences and promote positive social and ethical values.								
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.								
Values	<p>As part of our involvement with the PB4L initiative, Bayfield has identified four core values that are central to our culture of developing good capable people. These were further developed through our whanau Hui.</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="text-align: center; padding: 5px;">Whakaute</td> <td style="text-align: center; padding: 5px;">Mana Tangata</td> <td style="text-align: center; padding: 5px;">Manaakitanga</td> <td style="text-align: center; padding: 5px;">Kounga/Kairangi</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Respect</td> <td style="text-align: center; padding: 5px;">Integrity</td> <td style="text-align: center; padding: 5px;">Service</td> <td style="text-align: center; padding: 5px;">Excellence</td> </tr> </table> <p>These four values are at the core of our restorative practice and our relationships for learning.</p>	Whakaute	Mana Tangata	Manaakitanga	Kounga/Kairangi	Respect	Integrity	Service	Excellence
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Respect	Integrity	Service	Excellence						
Principles	<p>Bayfield High School is an inclusive “mid-decile” co-educational school catering for Year 9 – 13 students. Its current roll includes approximately 520 local students and 50 International fee-paying students. The school caters mainly for young people from Otago Peninsula, Waverley, Anderson’s Bay and South Dunedin areas but in recent years there have been enrolments from all over Dunedin City and the wider region, including Waitati, Mosgiel and Brighton. Significantly Increased enrolments in recent years indicate that the school continues to have a strong reputation for quality education. Bayfield is proud of its ability to cater for a wide diversity of student needs and our Student centred approach ensures that all students have the opportunity to experience success. We are proudly co-educational and fully believe in the benefits of co-education for developing good people. The success of our students, at and beyond school, supports our belief that young men and women thrive in a co-educational environment.</p> <p>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 (PB4L) project, 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 and innovative pedagogy. Our</p>								

	expectation is that everyone at Bayfield High School will continually seek to improve on our already high level of student achievement and progress. Our regular rigorous self-review and quality assurance processes are designed to encourage the ongoing delivery of a quality, up-to-date education.
Māori Dimensions and Cultural Diversity	Bayfield High School continues to develop procedures and practices that recognise New Zealand’s cultural diversity. Central to this development is our commitment to the unique position of Māori and Māori culture. In recognising the unique position of Māori, we continue to develop our skills and programmes to ensure that embrace both Tikanga and Te Reo Māori. In addition, significant work continues to be undertaken to develop the connection the school has with its Māori community. The involvement of our Kura Whānau in all aspects of our operations is something that we continue to aim for and have an active Whānau Hui programme.

Baseline Data or School Context				
Students’ Learning	Students in Years 11 – 13 at Bayfield work towards the National Certificate of Educational Achievement (NCEA) and University Entrance (UE). The historical pass rates are shown below as percentages.			
	2016	2017	2018	2019*
L1 - all	75.5	79.0	81.7	76.0
L1 Māori	75.0	83.3	60.0	78.6
L1 Pasifika	50.0	-	100	75.0
L1 Dec 4-7	78.1	78.2	75.2	71.5
L2 All	86.4	87.9	84.4	84.5
L2 Māori	100	85.7	86.7	77.8
L2 Pasifika	100	100	100	33.3
L2 Dec 4-7	81.5	81.3	80.1	78.7
L3 All	83.6	77.6	70.6	72.0
L3 Māori	100	42.9	77.8	72.7
L3 Pasifika	100	-	-	100
L3 Dec 4-7	65.2	66.1	66.3	65.4
UE All	65.7	56.7	54.4	54.7
UE Māori	100	-	44.4	45.5
UE Pasifika	100	-	-	-
UE Dec 4-7	47.8	47.2	47.2	44.2

	<p>Students in Year 9 and 10 are assessed against the New Zealand Curriculum and have consistently scored above the New Zealand average in Numeracy and Literacy.</p>
<p>Student Engagement</p>	<p>The foundation to ensuring that students engage in an effective learning process is to ensure that they attend school on a regular basis. In addition the length of enrolment in a course of study also has a significant outcome on the achievement of the individual.</p> <p>Research has shown that when attendance falls below 85% student achievement can be notably impacted. The attendance rates for 2019 sit at an overall averaged attendance of 85.3%. Whilst this is greater than the 85% attendance there remains room for improvement. On closer inspection the attendance data shows little deviation based on gender or ethnicity. It is noted that the Yr13 attendance sits at 79.8%. This is a probable reflection of the many off-site programmes available to our Year 13 students.</p> <p>At Bayfield, Pakeha students are more likely to stay at school until their 17th birthday compared to their Māori peers. This disparity is something that we are continuing to work towards removing.</p>
<p>School Organisation and Structures</p>	<p>The Bayfield High School Board of Trustees has the following committees: Finance, Health and Safety, Personnel, Discipline, International, Policy and Property.</p> <p>The School also has a Sports and an Arts Council which report to the Board.</p>
<p>Review of Charter and Consultation</p>	<p>This charter is reviewed in November of each year. Consultation with the School Community next takes place in February, 2020.</p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2020 - 2023
Student-centred learning	<p>Improve outcomes for all students, particularly Māori, Pasifika and priority learners, through a focus on excellence in teaching and the development of learning programmes that are responsive to student need.</p>	<ul style="list-style-type: none"> • Māori taura learning as Māori. • Identify and develop suitable processes that are able to gather student belief and feedback to inform and develop teacher practice. • Develop and resource a professional learning plan that focuses on enhancing key aspects of staff pedagogical practice to ensure that all staff have the skills to ensure success for all students. • Support staff and students to develop a culture of striving for individual excellence. • Construct a coherent framework for Identifying priority learners, their needs and next steps so that their learning is delivered through engaging programmes appropriate to their needs. • Focus on literacy and numeracy as core building blocks to all learning. • To use appropriate tools, resources and strategies to ensure students experience success at Bayfield and leave prepared to excel. • To continue to use and develop school-wide senior mentoring to enhance individual learning programmes • Developing the leadership capacity of staff through a targeted approach to succession planning. • Maintaining an ongoing programme of consultative self-review and evaluation with the specific intent of improving student learning, engagement and achievement outcomes.
Well-being for learning	<p>Engage students by being a school in which manaakitanga and our core school values enhance learning by being visible and lived daily.</p>	<ul style="list-style-type: none"> • Provide appropriate support for all learners and their whānau to enable personal learning goals to be met • Improve student attendance through improved student engagement and support. • Identify barriers to senior students remaining in the school to the end of Year 13 and develop appropriate strategies to mitigate these. • Reinforce and galvanise Tier 1 & 2 PB4L processes with new staff. • Develop into an effective a Tier 3 PB4L school as appropriate.

		<ul style="list-style-type: none"> • Support students to develop the appropriate self-management skills required for effective learning. • Be a place where students and their whānau feel they belong • Increase engagement with parents and caregivers by developing improved vehicles for communication. • Continue to regularly review the junior diploma programme used to engage Year 9 and 10 students to ensure that it remains fit for purpose. • Increase focus for students and staff on cultural awareness, with a particular focus on embedding tikanga Māori across the school • Use positive reinforcement programmes alongside restorative justice • Develop senior student skills through leadership training and peer support programmes • To support and grow our whānau hui to enable it to contribute to the school • We will develop well-rounded students through the support and funding of a strong extra-curricular programme
Pathways for learning	To support all our students on their education journey through Bayfield by providing the appropriate programmes and strategies to meet their needs	<ul style="list-style-type: none"> • Regularly review the programmes of learning in the Junior School to promote engagement in learning and to provide the skill set required to succeed at NCEA. • Provide flexibility of programme options where possible to enable the learning pathways to be responsive whilst providing a broad and balanced curriculum. • Develop a coherent pathway of learning and achievement by developing strong relationships with feeder schools and tertiary providers. • Develop and resource a professional learning plan that focuses on enhancing key aspects of staff pedagogical practice to ensure that all staff have the skills to ensure success for all students.
An environment for learning	Develop and maintain our school environment to ensure that all our students and staff are able to thrive	<ul style="list-style-type: none"> • Providing a student-centred learning environment through strategic use of property funding • Develop the Learning Support Centre so that it is at the centre of our inclusive school environment. • Maintain and enhance a balanced international student programme that remains foundational to the Bayfield culture of inclusiveness. • Operate a cost-effective marketing programme to assist with growing and maintaining the school roll

		<ul style="list-style-type: none"> • Continue to develop the school facilities with a focus on providing a welcoming and safe environment that encourages and contributes to a healthy learning environment. • Ongoing development of best practice Health and Safety processes
Be connected	Be a place of belonging for our students, their whānau, and the wider community	<ul style="list-style-type: none"> • Develop strong relationships with local hapū and iwi • Be a community hub • Communicate and consult widely and transparently • Maintaining an ongoing programme of consultative self-review and evaluation with the specific intent of improving community engagement and achievement outcomes.

Annual School Improvement Plan – SUMMARY for 2020

Domain	Strategic Goal	Target	Short Report
Student-centred learning AP 20/01	To use appropriate tools, resources and strategies to ensure students experience success at Bayfield and are well prepared to excel beyond school.	To improve NCEA L1 achievement by 3% and to ensure that the male achievement result is within 4% of the whole cohort.	
Well-being for learning AP 20/02	Increase focus for students and staff on cultural awareness, with a particular focus on embedding tikanga Māori across the school	Improved school attendance to 87%. No differential in Māori /Non Māori retention at yrs 9&10	
Well-being for learning AP 20/02	Support students to develop the appropriate self-management skills required for effective learning	To see a reduction in the KAMAR entries for issues relating to poor self-management. Improved consistency of staff usage of the school diary.	
Pathways for learning AP 20/03	Regularly review the programmes of learning in the Junior School to promote engagement in learning and to provide the skill set required to succeed at NCEA	Demonstrable added value seen in end of year Midyis data for Yr 9 cohort	
An environment for learning	Further develop the Inclusive culture of Bayfield by developing an enhanced international student	New Learning support centre built	

AP 20/04	programme and by redeveloping our Learning Support Centre	Three year development plan for the provision of international Education created and in place	
Be connected AP 20/05	Communicate and consult widely and transparently	Develop a school-wide communications plan	

Improvement Plan - Domain: Student-centred learning. AP 20/01

Strategic Goal

- To use appropriate tools, resources and strategies to ensure students experience success at Bayfield and are well prepared to excel beyond school

Baseline data and Annual Target

NCEA L1 - all	75.5	79.0	81.7	76.0
L1 Māori	75.0	83.3	60.0	78.6
L1 Pasifika	50.0	-	100	75.0

2020 Targets - NCEA L1 79% with Males getting at least 75%

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1	Develop Senior Staff capability in using the Achievement, Transition, Retention (ART) tools of the Ministry for monitoring and predicting student achievement in the Senior School.	Jn	Senior staff are able to use the ART process to monitor student achievement
Term 2	Implement the ART tools for monitoring student performance. Investigate whether the Assay 3 software plug in could provide useful augmentation of the ART tools.	Jn/Kg	Assay3 will be available and in use allowing key staff to monitor student progress identifying students that require additional support.
	Develop a whole school approach for gathering 'Student Voice' for course feedback.	Jn/Kg	Tools and surveys are developed and in place.
	Review the effectiveness of the mentoring / coaching of senior students.	Kg	

	Identify a key group of male students at risk of underachieving. Ensure that there is a strong support system in place through academic and pastoral coaching.	Kg/Tn/Deans	An understanding of effectiveness is gained and used to evolve the process. Students are identified and supported.
Term 3	Using ART identify students who are underperforming. Provide support and intervention strategies to get students back on track.	Kg/Deans/Dn	The number of students at risk of not achieving is reduced.
	Collect and analyse student voice feedback to inform course structure and development for 2021	Kg/Tn	Information is available and used when considering changes to the course provision for 2021.
Term 4	Using ART Identify students who need intensive on-site support site during the exam leave.	SLT	Students receive a differentiated package of support with assessment / qualification prep.
	Review the timetable offerings for 2021 to ensure that student voice is taken into account	Jn	The timetable available to students demonstrates an element of being responsive to need.
Monitoring Reviewed fortnightly by SLT and termly by staff and BOT			
Lead / Reporting. Kg			

Improvement Plan – Well Being for Learning. AP 20/02

Strategic Goal

- Increase focus for students and staff on cultural awareness, with a particular focus on embedding tikanga Māori across the school
- Support students to develop the appropriate self-management skills required for effective learning

Baseline data and Annual Target

Attendance	% Whole days		Year 10 Retention	% of group who left
Whole cohort	85.6		Whole Cohort	12
Māori	83.1		Māori	23

PB4L reporting in KAMAR for 2019 shows 1409 Discipline and Classroom incidents. With 604 students this equates to a rate of 2.33 incidents per student.

2020 Target - Improve overall attendance to 87%

2020 Target - Improve Māori retention at Y10 remove differential

2020 Target- Incident rate for discipline and classroom to be below 2.33 per student per year.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1	Make contact with the Rūnanga and investigate what resources are available to commission a 'Bayfield cultural narrative'.	Jn/Ka	An understanding of what is available for assistance is gained. There is a commitment from the school to develop the narrative.
	Participate in the Māori Achievement Cluster (MAC) Noho Marae in order to develop greater cultural awareness on staff.	Jn/Ka	Attendance at the MAC events. Use of the knowledge gained by key staff.
	Initiate a review of the structure of SLT to ensure that it best fits the desired outcomes for achievement and operations.	Jn	A structure is developed that fulfills the needs of the school, builds on strengths and continues to progress the good work and sustainability already done.

	<p>Continue to develop the Bayfield Kura Whānau through whānua hui and other appropriate activities.</p> <p>Identify Māori students, particularly those at risk of disengaging</p> <p>Review and adjust the student exit survey to gather information about student belonging and cultural identity.</p> <p>Identify students with poor attendance through the monthly attendance report. Contact home and liaise with attendance services.</p>	<p>Ka/Mt</p> <p>By/Kg/Tn/Ka</p> <p>Jn/Dn</p> <p>Jn/Tn/Kg</p>	<p>The kura whānau are actively involved.</p> <p>All staff know who our Maori students are, know their whanau and their needs.</p> <p>Survey developed.</p> <p>Monthly reports generated and caregivers involved in planning interventions.</p>
Term 2	<p>Encourage the Deans to share their knowledge re tūturu with the aim of further upskilling staff by developing cultural competence.</p> <p>Encourage the cultural PLG to take a lead in staff development and to share their knowledge.</p> <p>Ensure students identified as ‘at risk’ are monitored and encouraged with regular feedback including making contact with whanau.</p> <p>Provide opportunity for staff to participate in the L2 Te Ao Māori language development.</p> <p>Ongoing management of attendance issues through a proactive approach in association with Otago Youth Wellness.</p>	<p>Kg</p> <p>Ka</p> <p>Jn/Kg/Tn</p> <p>BoT</p> <p>SLT/Deans</p>	<p>Deans attend hui and use the information to feed back to staff.</p> <p>Staff PLG group lead one staff meeting.</p> <p>Regular home contact made that focuses on the positives / gains made.</p> <p>The opportunity is made available to all staff.</p> <p>Attendance identified students is improved.</p>

	Highlight and celebrate the RISE values both in the classroom and in formal school events.	All	RISE values continue to gain profile.
Term 3	<p>Review what aspects of the school property can be amended to ensure a greater sense of cultural belonging is developed.</p> <p>Review any student exit survey's to gather insight around cultural belonging.</p> <p>Continue to highlight to the community the importance of school attendance.</p> <p>Utilise Otago Youth Wellness to continue to support and coach identified students with the aim of engaging students in education.</p> <p>Make use of educational pathways to ensure students remain engaged with education either at Bayfield or through other institutions.</p> <p>Regularly highlight the RISE values for our community.</p>	<p>BoT/Jn/By</p> <p>Dn/Jn</p> <p>SLT</p> <p>Tn/Kg/Deans</p> <p>Tn/Kg/Dn</p> <p>All</p>	<p>There is a notable increase in bicultural iconography.</p> <p>Useful survey data is available.</p> <p>Regular slot in the newsletter.</p> <p>Identified students engage with the support.</p> <p>Exit data demonstrates that ex-students have moved on to appropriate pathways.</p> <p>RISE values continue to gain profile.</p>
Term 4	<p>Review attendance data to identify any key groups that require further support.</p> <p>Hold a celebration evening for our Māori students and their whānau to provide the opportunity to share the success as Māori.</p>	<p>Jn/Deans</p> <p>Ka/Mt</p>	<p>Targeted support is provided.</p> <p>A formal celebration is held.</p>

	Liaise with Poutama Pounamu with respect to developing further links for staff development re cultural competence.	Jn	Contact is made and the viability of applying for Centrally Funded PLD is investigated.
Monitoring Reviewed fortnightly by SLT and termly by staff and BOT			
Lead / Reporting. Jn			

Improvement Plan – Pathways for learning. AP 20/03

Strategic Goal

- Regularly review the programmes of learning in the Junior School to promote engagement in learning and to provide the skill set required to succeed at NCEA

Baseline data and Annual Target

2020 Target – Demonstrate an added value for the whole Year 9 cohort using Midyis9

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1	Carry out a review with staff of ‘what does self-management’ look like for students. Identify key indicators that all staff should consistently look for. Refer to Marzano’s framework. Using Marzano develop a schedule of key indicators for effective classroom practice. Review and modify a framework for learning area review to incorporate the ERO evaluation indicators. Use Midyis and other data to identify students who require additional support with learning issues.	Tn/Kg SLT SLT Tn	Staff participate in identifying key indicators and consistently apply them. Classroom observation sheet is constructed and adopted. Coherent and consistent review tool adopted. Midyis data is available and informing decisions
Term 2	Continue to unpack Marzano’s framework of effective classroom practice for the staff. Implement an approach of regular 5 min classroom ‘walk throughs’ utilising our developed short observation sheet.	SLT SLT/HOD’s	Staff engage with the work on Marzano. SLT are ensuring all classes are visited and feedback is offered.

	Undertake review of the key learning areas with a focus on the ERO evaluation indicators.	Tn/Kg	Learning areas are provided with feedback .
Term 3	Gather student voice for input into the course structure and offerings. Work with staff to develop a Graduate profile. Use the resultant profile as an audit tool for course / action suitability.	Jn/By Jn	Student feedback is utilized in reviewing the structure of the Y9&10 programmes. A co constructed graduate profile is developed by all staff.
Term 4	Use Midyis9 to gather growth data on students. Triangulate using other assessment data eg e-asTTle.	Tn	Midyis data is available for the end of Y9 milepost. The data is analysed to determine growth.
Monitoring Reviewed fortnightly by SLT and termly by staff and BOT			
Lead / Reporting. Tn			

<p>Term 2</p>	<p>Work with the Board to identify suitable contractors.</p> <p>Work with the successful contractors that have been appointed by the BOT to ensure that the project proceeds in a safe and timely fashion.</p> <p>Work with the Learning Support Coordinator and SENCO to ensure roles complement each other and are understood by all staff and community.</p> <p>Lead and oversee the Learning Support Coordinator and SENCO in the development of a comprehensive and coherent school policy for inclusive practice.</p> <p>Contact and liaise with all overseas agents to keep them updated about the changes associated with the Bayfield provision for international students.</p> <p>Review and develop the international marketing platform of Bayfield High School</p>	<p>Project Manager/ By/Jn</p> <p>By/Jn</p> <p>By</p> <p>By/BoT</p> <p>By/ECa</p> <p>By</p>	<p>A successful tender process has been run.</p> <p>The project is effectively managed from the school end and has a sound Health and Safety foundation which is documented.</p> <p>A coherent working framework is developed, and staff are aware of who is responsible for what.</p> <p>An inclusive environment and culture are underwritten by policy.</p> <p>An effective transition to our international operations is well managed with agents feeling included and involved.</p> <p>All documentation, tools and marketing material are reviewed, updated and resourced.</p>
<p>Term 3</p>	<p>Identify and source appropriate furniture and equipment for the new centre.</p> <p>Redevelop the international team to take into account student need and the change of staff.</p> <p>Produce a marketing action plan for 2021</p>	<p>Jn/By/Kd</p> <p>By/ECa</p> <p>By/ECa</p>	<p>Appropriate equipment is sourced.</p> <p>The transition to a new team is seamless for the international students and families.</p> <p>An effective plan is adopted.</p>

Term 4	Oversee the transition to the new Learning Support centre.	Kd/By/Jn	The new facility is commissioned and in use.
Monitoring Reviewed fortnightly by SLT and termly by staff and BOT			
Lead / Reporting. By			

Improvement Plan – Be connected. AP 20/05

Strategic Goal

- Communicate and consult widely and transparently

Baseline data and Annual Target

2020 Target – Review, rationalize and remodel our communication processes to ensure greater connection with the community.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1	Create a new marketing group that is able to oversee all aspects and platforms used by Bayfield High School.	Dn	Group is in order and meeting.
	Develop a coherent marketing message that is effective in explaining to our target audience ‘who we are and what we do’	Dn	Key messages and target audience are identified.
Term 2	Review and develop the key documents; i. Prospectus ii. Parent Handbook iii. Learning at Bayfield	Dn/Jn	Key documents are redrafted, redesigned and available in both hard and digital forms.
	Develop a coherent marketing strategy for open day.	Dn	Open day is reviewed and adjusted if necessary, ensuring a student centric approach is taken.
Term 3	Develop a programme of primary liaison that is used to support the excellent work being undertaken in our local feeder schools and further develop the relationship between them and Bayfield.	Dn/Jn	Areas where Bayfield can assist our primary feeder schools have been identified.

Term 4	Review the marketing plan for domestic and international students and adjust as required to cater for changing events and landscapes.	Dn/By	An effective and regularly updated marketing plan is in place and resourced.
Monitoring Reviewed fortnightly by SLT and termly by staff and BOT			
Lead / Reporting. Dn			

Other 2020 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
<p>Development of a new Learning Support facility.</p> <p>Further refinement and implementation of the 5YP for developing rich learning spaces.</p>		<p>Review the operations of the London House Activity centre and Alternative Education to ensure that they are operating in a climate of Financial Transparency.</p>	
Personnel	Short Report	Community Engagement	Short Report
<p>Redevelop the approach to teacher appraisal to ensure that the commitments made in the new Secondary Teachers collective agreement are complied with.</p>		<p>Develop a school-wide communications plan See AP 05/20</p>	