

BAYSWATER SCHOOL STRATEGIC PLAN 2024-2025

*Together, Navigating for Success
Te mahi tahi kia eke panuku*



Our kaupapa

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

Bayswater School acknowledges the principles of the Treaty of Waitangi. There are high expectations for the progress, achievement, attendance and behaviour of Māori students. Our programmes incorporate aspects of te ao Māori; tikanga Māori is valued and promoted. All students hear and use te reo Māori and have opportunities to participate in kapa haka, annual Matariki celebrations, kawanga whare, mihi whakatau and mātauranga Māori. The bicultural foundations of Aotearoa New Zealand are important to us.



Our Values

Hauora



Well-being

Manaakitanga



Respect

Kairangatira



Personal Excellence

Manawaroa



Resilience

This Strategic Plan reflects Community Consultation, Board Strategic Planning Day, whānau, staff and tamariki surveys, Devonport-Takapuna Kāhui Ako, MoE Planning and Reporting Hui, the National Education Learning Priorities (NELPs), the Board Primary Objectives, Education & Training Act 2020, ERO School Profile Report (July 2023), Te Mātaiaho, Ka Hikitia, Russell Bishop's Teaching to the North East: Relationship Based Learning pedagogy and Māori Achievement Collaborative kaupapa.



Strategic Goal 1 Evidence based high quality teaching and learning - Hei ākonga mai te taunakitanga me nga mahi papai

Outcomes

Our Local Curriculum (The Bayswater Way) has been collaboratively developed and delivered

Tamariki recognise and celebrate their personal progress and achievement

A clear and shared understanding of what a Bayswater leaver looks like

Consistent and effective processes for monitoring and evaluating ākonga progress and achievement

Initiatives	Who is Responsible	Resources Required	Actions	Success Measures
Complete a statement of our Local Curriculum document and visuals that reflect our diverse and inclusive community	Marianne Kahui Ako Within School Leaders (Claire, ClaireS, Norah)	Release time		80-100% ākonga leaving Bayswater will be at or above the expected curriculum level in Reading, Writing and Mathematics
Embedded research based pedagogy such as: <ul style="list-style-type: none"> Relationship Based Learning Structured Literacy Dramatic Inquiry 	Marianne Claire	Research papers and readings Professional Development funding and meeting allocation		AREA (Attendance, Retention, Engagement and Achievement) data shows improvement for targeted groups
AREA (Attendance, Retention, Engagement and Achievement) data is used to target resources	Marianne	n/a		Processes for monitoring and evaluating progress provide accurate data.
Kahui Ako roles designated to reflect outcomes	Marianne	n/a		

Fund Professional Learning and Development (PLD) as appropriate	Marianne	Board and regionally allocated funding.		
Upskilling of leadership through goal setting	Marianne			
Regular planned moderation meetings	Claire			

Strategic Goal 2 Be a model of inclusion and equity - Hei tauira mo te tāpiripiri me te mana taurite

Outcomes

Our Local Curriculum (The Bayswater Way) has been collaboratively developed and delivered

Tamariki want to come to school

The mana and hauora of our tamariki reflects the Bayswater values

Whānau are welcomed into the school and their voice is sought and valued

Equitable access for all ākonga

Māori Achieving Success as Māori (MASAM) - Māori learners successfully realise their cultural distinctiveness and potential. They participate and contribute to te ao Māori

The environment reflects our bicultural foundations and our diversity

The environment reflects our Green-Gold Enviroschool status

Initiatives	Who is Responsible	Resources Required	Actions 30/4	Success Measures
Evaluate the environment to ensure it reflects our Local Curriculum (The Bayswater Way)	Staff Board Whānau Tamariki	White spaces document Survey - Google docs		Community are consulted - whānau, staff and tamariki AREA (Attendance, Retention, Engagement and Achievement) data shows improvement for targeted groups
Shared values and understandings to be on display	Marianne Claire	Materials and cost of printing (Possibly PB4L funding)		
MAC membership and participation in local hui and National Wananga	Marianne	PLD and Principal PLD and Wellbeing Funding		Collaborative planning shows integration of elements of tamariki identity and culture

Review pōwhiri protocols through Māori whānau hui	Marianne	Hui refreshments Our whānau Local experts		<p>Celebrations reflect all cultures within our school Increased attendance at Māori whānau hui</p> <p>Tamariki can describe strategies to manage conflict</p> <p>The school's signage and visuals/artworks reflect te Ao Māori</p>
Pause, Breathe, Smile implemented daily across the school	Claire	Pause, Breathe, Smile trust		
Positive Behaviour for Learning (PB4L) PLD and reinvigoration of our programme and documentation	Claire	PB4L funding from MOE Release time Signage		
Behaviour is tracked and monitored	Claire PB4L team	Time		
Explore opportunities for further instruction in te reo Māori	Marianne	Time Principals of schools with bilingual class		
Green-Gold Enviroschools status is revitalised	Staff Enviro lead teachers	Auckland Council Enviro support staff Past Enviro Leader - Dianne Cluett		