



Bayfield High School

Charter Statement and Strategic Plan 2017



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Chairperson's Message

On behalf of the Bayfield High School Board of Trustees, it is my pleasure to present the 2017 Strategic Plan and Charter Statement.

Bayfield attracts enrolments from all over the Greater Dunedin area, and we have established a strong reputation for delivering quality education within a supportive co-educational setting. We continually strive to provide an environment for all students, parents, staff and Board members which challenges, inspires and supports them to achieve to their fullest potential.

The Education Review Office (ERO) visited the school in late 2016. The review team commented on the "very inclusive and caring school culture" and "positive culture for learning and behaviour" in the school, and that our curriculum "is very responsive to students' needs and abilities". We are delighted that their report reflected the school's progress and achievements, and the work that our dedicated team of professionals does to support the outstanding young people we have the privilege of working with.

The Strategic Plan and Charter Statement describes 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.

I sincerely hope that this document 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 2017. 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 2016. The Strategic Plan also provides the targets set for 2017 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 two years, and the resulting increase in engagement of Year 9 and 10 students in school life. Our emphasis in 2017 is clearly focused on developing one-on-one mentoring processes for our senior students, and developing more meaningful ways of reporting student achievement and progress to Year 9 and 10 students and their parents and whanau.

Specific areas of improvement in 2016 have included further improvements in pass rates at NCEA Level Three, higher numbers of students achieving Vocational Pathways awards, an increase in the percentage of students taking part in regular sport, the introduction of Restorative Practices as part of our Behaviour Management system, a school-wide commitment to improving the teaching of writing in all curriculum areas, and strengthened use of OneNote as a collaborative digital platform.

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. Its current roll includes approximately 470 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 also at other year levels would indicate that the school continues to have a city wide reputation for high quality education as well as for its ability to cater exceptionally well for a wide diversity of student needs. Bayfield High School has again attracted an increased group of Year 9 students at the beginning of 2017 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 were established in 2012 as part of the School Wide Positive Behaviour for Learning project. They 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.

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

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

- Demonstrate Bayfield values - **R**espect, **I**ntegrity, **S**ervice and **E**xcellence;
- Communicate, collaborate, and use technology effectively;
- Think logically and critically;
- Be creative, innovative, inquisitive, resilient, and adaptable; and
- Contribute positively to society by being socially responsible, culturally aware, sensitive and considerate towards others.

Our Priorities

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

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 centred 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 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 report student achievement and progress in a meaningful way to parents/caregivers and to students.
- 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 co-educational and multi-cultural environment.
- 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 achieve 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 regularly review and manage all expenditure, including staff costs, against budget, and in relation to Ministry of Education and other available funding.
- 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 ongoing programme of consultative self-review and evaluation with the specific intent of improving student learning, engagement and achievement outcomes.

How will we achieve 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, focused 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.

Board Goals for 2017 - 2019

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

Focus	Strategies	Progress in 2016	Board goals for 2017	Monitoring Board of Trustees Committees
<p>1. Focusing on Teaching and Learning</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 an opening section devoted to student academic achievement and progress. All departmental annual reports used a common template, focusing on analysis of student academic achievement and progress. • Systems were developed to encourage students to aim for excellence and to take responsibility for their own learning. Ongoing development of Junior Diploma introduced in 2015. • All teaching staff required to develop reflective portfolios based on the Practising Teacher Criteria. • All teaching staff encouraged to use teaching as inquiry methodology. • All teaching staff provided with laptop technology and projectors, wireless network complete throughout the school, together with ultrafast broadband, fibre upgrades throughout the school and connection through Network for Learning. Further Staff PD on Microsoft OneNote – well implemented by some, while others are more comfortable using PowerPoint presentations and emailing notes to students. 	<ul style="list-style-type: none"> • Continued focus on literacy and numeracy, including improved teaching of writing skills across the curriculum. • Continued focus on teacher understanding and effective use of digital technologies in teaching and learning. • Development of a School-Wide Mentoring process for Year 11 to 13 students, to encourage personal goal-setting and focus on academic achievement and progress. 	<p>Whole board</p>

Focus	Strategies	Progress in 2016	Board goals for 2017	Monitoring Board of Trustees Committees
<p>2. Promoting a Safe Environment</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Further measures have been taken to improve positive the emotional climate in response to “Me and My School” and Teacher Workplace surveys. • Continued commitment to the 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. • 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. • Health and Safety processes reviewed in light of new legislation – Health and Safety at Work Act, and Vulnerable Children’s Act. 	<ul style="list-style-type: none"> • Increased focus on cultural awareness and understanding, with a particular focus on tikanga Māori. • Continued focus on Positive Behaviour for Learning strategies and Restorative Practices throughout the school to maintain a positive and settled learning environment. • Student wellbeing at school survey and Teacher Workplace Survey to be undertaken again in 2017. • Ongoing development of good practice Health and Safety processes. 	<p>Personnel Committee</p> <p>Student Discipline and Welfare Committee</p> <p>Health and Safety Committee</p> <p>Whole board</p>

Focus	Strategies	Progress in 2016	Board goals for 2017	Monitoring Board of Trustees Committees
3. Managing our Income and Resources Responsibly	<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. • Marketing the school to ensure optimal roll numbers for teaching and learning. 	<ul style="list-style-type: none"> • Significant improvements in financial management systems were achieved, resulting in a financial surplus for the year. • Staffing numbers continue to be carefully managed to use available resources efficiently. • Two major property enhancement projects were completed in 2016 to meet the needs of disabled students – lift project and visual impairment project. • Continued emphasis on maintaining roll growth at Year 9. 	<ul style="list-style-type: none"> • 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 finances. • Meet budget goals, including an overall surplus for the 2017 financial year. • Effective marketing of the school to ensure healthy 2018 enrolment numbers, at Year 9 and beyond. 	Finance Committee Personnel Committee Property and Works Committee Whole Board
4. Undertaking Ongoing Self-Review.	<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 and implementation of written procedures to support Board policies. • Annual self-review established as normal practice for all major school processes and events. • Board members attending NZSTA training events whenever possible. 	<ul style="list-style-type: none"> • Ongoing review at Board level. • Continued development and implementation of written procedures to support Board policies. 	Whole Board

Annual School Goals for 2017

1. To continue to place a particular focus on the development of literacy and numeracy skills, including improving the teaching of writing skills across all curriculum areas.
2. To develop and progressively implement a Use of Digital Technologies in Teaching and Learning strategy, based on student, staff and community expectations, to encourage collaborative learning and more meaningful and timely feedback to students.
3. To develop a means of building on the success of the Junior Diploma programme to strengthen, recognise and reward the involvement and engagement of all students in the wider life of the school.
4. To continue to strengthen the positive relational culture of the school by maintaining and progressing School Wide Positive Behaviour for Learning strategies and Restorative Practices.

Māori Student Achievement Strategic Plan 2017-19

Objective	Target	Method	Time	Person	Review Method
1. Improve the achievement of Māori students.	<ul style="list-style-type: none"> • Increase the 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 amongst 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 relationships 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