

SCHOOL STRATEGIC & ANNUAL PLAN

Bayfield
HIGH SCHOOL

Within a caring, coeducational environment, provide a range of learning experiences and promote positive social and ethical values



OUR PURPOSE, VISION, VALUES

PURPOSE

Within a caring, coeducational environment, provide a range of learning experiences and promote positive social and ethical values

VISION

Providing a strong inclusive and relevant education that allows all students to experience success.

As part of our involvement with the Positive Behaviour initiative, Bayfield has identified four core values that are central to our culture of developing good capable people. These were further developed through our whānau Hui.

Whakaute	Mana Tangata	Manaakitanga	Kounga/Kairangi
Respect	Integrity	Service	Excellence

These four values are at the core of our restorative practice and our relationships for learning.



OUR VALUES

Hauora/well-being			
Whakaute Respect	Mana Tangata Integrity	Manaakitanga Service	Kounga/Kairangi Excellence
Open minded and accepting of diversity.	Honesty and doing the right thing.	Community focussed.	Critical thinking and problem solving.
Participation in bi-cultural New Zealand.	Strong values and sense of self.	Showing initiative.	Love of learning.
Kindness and empathy.	Being true to what is important to you.	Willing to contribute.	Self-motivation and the ability to reflect and make changes.
Positive communication with others.		Putting others first.	Doing the best you can.
Resilience			

These four values are at the core of our restorative practice and our relationships for learning.

Strategic Plan 2023-2025



Tūrangawaewae

To be a tauraka waka (landing place) that instils a sense of belonging, pride and connection for ākoka, their whānau, staff and the wider community.

Titiro whakamuri - Look back and reflect
Kokiri whakanua - So you can move forward

Mana

Acknowledging and fostering the abilities and strengths of ākoka, to empower success as an individual, and together as a whānau.

Ehara taku toa i te toa takitahi, engari he toa takitini
Success is not the work of an individual, but the work of many

Hauora

Provide a safe, inclusive, respectful learning environment to support holistic wellbeing, for ākoka to be courageous and have agency in their own learning.

Poipoia te kākano kia puawi
Nuture the seed and it shall grow

Tūrangawaewae

- 1.1 Strengthen our relationship with whānau, hapu and iwi. (NELP 2, 3)
- 1.2 Develop and enhance an authentic culturally-based learning environment grounded in our Cultural Narrative. (NELP 1, 2, 3, 5)
- 1.3 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. (NELP 1, 3, 4)

Mana

- 2.1 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. (NELP 2, 3, 6)
- 2.2 To support all our students on their education journey through Bayfield by providing the appropriate pathways. (NELP 2, 6, 7)
- 2.3 Implement the refreshed New Zealand curriculum with an emphasis on our localised context. (NELP 3, 4, 5, 6)

Hauora

- 3.1 Engage students by being a school in which manaakitanga and our core school values enhance learning by being visible and lived daily. (NELP 1, 2, 5)
- 3.2 Provide appropriate support for all learners and their whānau to enable their personal learning goals to be met. (NELP 2, 3, 6)
- 3.3 Promote high levels of student attendance through improved student engagement and support. (NELP 1, 3)
- 3.4 Developing a collegial staff culture grounded in the school values. (NELP 6)

Annual Plan 2025

Strategic Goal - Tūrangawaewae

To be a tauraka waka (landing place) that instils a sense of belonging, pride and connection for ākoka, their whānau, staff and the wider community.

Titiro whakamuri - Look back and reflect

Kokiri whakanua - So you can move forward

- 1.3 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.
(NELP 1, 3, 4)
- Improved sense of wellbeing evident in student surveys such as 'Me and My Schools'

FOCUS	ACTIONS	2025 MEASURE
CREATING A CULTURALLY RESPONSIVE AND WELCOMING ENVIRONMENT	Investigate programmes of staff support and development that strengthen our work on relational based practice.	An appropriate programme / framework is identified and implemented.
	Implementation of the developed Effective Teacher Profile. Use of the ERO 'Teacher Observation Framework' and the Bayfield Classroom model to support effective practice.	An adapted observation tool is used to identify and support strong relational teaching practice.
	Embedding the school, values and beliefs in the Bayfield community through regular use of our Positive Behaviour for Learning (PB4L) approach.	Improved outcome in the SET evaluation and an improved pastoral profile develops in the ongoing PB4L data.
	Further develop the visual environment to encourage a strong sense of belonging.	Improved iconography linking to the cultural narrative and an increase in belonging determined through student feedback.

Annual Plan 2025

Strategic Goal - Mana

Acknowledging and fostering the abilities and strengths of ākoka, to empower success as an individual, and together as a whānau.

Ehara taku toa i te toa takitahi, engari he toa takitini

Success is not the work of an individual, but the work of many

2.3 Implement the refreshed New Zealand curriculum with an emphasis on our localised context.

(NELP 3, 4, 5, 6)

- To ensure that there is no differential in literacy and numeracy pass rates at Level 1 between Māori and non-Māori students
- To increase numeracy pass rates to be equal or better than similar schools at Level 2.
- The achievement differential between Māori and New Zealand European students is reduced to 6% at NCEA Level1 and 7% at Level 3, at least 70% of Year 13 students gain Level 3

FOCUS	ACTIONS	2025 MEASURE
CURRICULUM DESIGN	Investigate a whole school approach to developing literacy & numeracy skills across the junior school.	Strategies are developed and implemented that support students to achieve and experience success.
	Utilise the Māori Mentoring resource available from the Ministry to provide tuition support for identified students.	A coherent programme that supports identified students through key learning areas is developed.
	Further embed the school's cultural narrative into all schemes of work.	The use of the cultural narrative is visible in the regular learning experiences of the students.
	To provide support for staff to unpack and develop the new curriculum requirements for English and Math's.	The Bayfield Staff will develop their understanding of the revised curriculum. The identified learning areas have amended schemes of work developed and in place for the start of the 2026 academic year.

Annual Plan 2025

Strategic Goal - Hauora

Provide a safe, inclusive, respectful learning environment to support wholistic wellbeing, for ākoka to be courageous and have agency in their own learning.

Poipoia te kākano kia puawi -Nuture the seed and it shall grow

3.3 Promote high levels of student attendance through improved student engagement and support
50% or more attending regularly, less than 10% chronically absent



FOCUS	ACTIONS	2025 MEASURE
DEVELOP AND IMPLEMENT A PLAN TO SUPPORT STUDENT ATTENDANCE	Implement the Stepped Attendance Response (STAR) approach to improve school wide attendance.	The strategies and actions associated with the stepped Attendance response are in regular use.
	Continue to improve the profile and understanding of strong attendance with the Bayfield Community.	The community have a better understanding of the link between attendance and learning outcomes such as achievement / success.
	Further develop the responsiveness of Pastoral support for supporting strong attendance levels.	Strategies and systems will evolve to respond to ongoing need.
	Review and adapt the graduate profile.	A revised graduate profile is adopted
	Continue and improve processes that gather student voice to allow barriers for attendance and engagement to be identified and removed.	Student surveys are developed and used regularly to provide insight into barriers to success.

Strategic Goal

FOCUS – CREATING A CULTURALLY RESPONSIVE AND WELCOMING ENVIRONMENT

ACTIONS	TERM 1	TERM 2	TERM 3	TERM 4	2025 MEASURE/DATA
Investigate programmes of staff support and development that strengthen our work on relational based practice.					An appropriate programme / framework is identified and implemented.
Implementation of the developed Effective Teacher Profile. Use of the ERO ‘Teacher Observation Framework’ and the Bayfield Classroom model to support effective practice.					An adapted observation tool is used to identify and support strong relational teaching practice.
Embedding the school, values and beliefs in the Bayfield community through regular use of our Positive Behaviour for Learning (PB4L) approach.					Improved outcome in the SET evaluation and an improved pastoral profile develops in the ongoing PB4L data.
Further develop the visual environment to encourage a strong sense of belonging.					Improved iconography linking to the cultural narrative and an increase in belonging determined through student feedback.

Strategic Goal

FOCUS – CURRICULUM DESIGN

ACTIONS	TERM 1	TERM 2	TERM 3	TERM 4	2025 MEASURE/DATA
Investigate a whole school approach to developing literacy & numeracy skills across the junior school.					Strategies are developed and implemented that support students to achieve and experience success.
Use the Māori Mentoring resource available from the Ministry to provide tuition support for identified students.					A coherent programme that supports identified students through key learning areas is developed.
Further embed the school's cultural narrative into all schemes of work.					The use of the cultural narrative is visible in the regular learning experiences of the students.
To provide support for staff to unpack and develop the new curriculum requirements for English and Math's.					The Bayfield Staff will develop their understanding of the revised curriculum. The identified learning areas have amended schemes of work developed and in place for the start of the 2026 academic year.

Strategic Goal

FOCUS – DEVELOP AND IMPLEMENT A PLAN TO SUPPORT STUDENT ATTENDANCE

ACTIONS	TERM 1	TERM 2	TERM 3	TERM 4	2025 MEASURE/DATA
Implement the Stepped Attendance Response (STAR) approach to improve school wide attendance.					The strategies and actions associated with the stepped Attendance response are in regular use.
Continue to improve the profile and understanding of strong attendance with the Bayfield Community.					The community have a better understanding of the link between attendance and learning outcomes such as achievement / success.
Further develop the responsiveness of Pastoral support for supporting strong attendance levels.					Strategies and systems will evolve to respond to ongoing need.
Review and adapt the graduate profile.					A revised graduate profile is adopted
Continue and improve processes that gather student voice to allow barriers for attendance and engagement to be identified and removed.					Student surveys are developed and used regularly to provide insight into barriers to success.

