

Empower Our Future

AKO	HAUORA	KAUPAPA
STRATEGIC GOALS		
Develop shared understandings of local curriculum to enhance clarity and shared expectations of quality practice.	The kura will review and refine hauora practices to support a learning focused culture.	Our kura will empower Māori learners to achieve successful educational outcomes as Māori.
Staff will be empowered to strengthen their own practice to meet the individual needs of learners.	Our kura will empower agentic learners with strong social and emotional intelligence	
EXPECTED OUTCOMES/SUCCESS STATEMENT		
Stronger partnerships and enhanced curriculum provision, resulting in improved outcomes for all.	Ākonga will feel safe physically and emotionally.	Improved educational and cultural outcomes for Māori in partnership with students, whānau, hapu and iwi.
	Ākonga will be free from racism, stigma, bullying and any other form of discrimination.	
Empowered and confident teachers using culturally responsive practices that foster hauora and success.	Empowered and confident ākonga who are able to display high levels of social and emotional intelligence.	Te Tiriti principles will be woven through all systems and structures within the school.



Bayview School Strategic Plan | 2024-2026

Vision Statement

Empower Our Future

During Partnership meetings, Whānau hui, Bayview parents expo, BOT consultation survey, Feedback from ākonga, and feedback from staff,

We Heard:

- Parents liked the balance between academic, social and emotional learning.
- Māori learners felt empowered as Māori.
- Learners had a strong sense of identity.
- Bayview was the school of choice because of its balanced local curriculum.

About Us

Bayview School is a state school in Bayview on the North Shore of Auckland catering for Year 1- 6 learners. We have 22 ethnicities within the school with NZ European being the largest followed by Chinese and NZ Māori respectively. Our roll each year ranges between 450-470 learners by December. Our main language of instruction is English with Te Reo Māori being used frequently throughout class programmes.

Values

Through manaakitanga our embedded values of Citizenship, Attitude, Responsibility and Empathy and the use of character strengths and learner qualities, creates a positive culture for learning where every learner can thrive.

Goals Education and Training Act 2020	Links to Education Requirements	Expected Outcomes (Success statement)	Progress indicators	Measuring success
AKO 1.1 Develop shared understandings of local curriculum to enhance clarity and shared expectations of quality practice. 127(i)	NELP priorities 1,2,3,4,5,6 Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths Strategy	Stronger partnerships and enhanced curriculum provision resulting in improved outcomes for all.	-Shared knowledge of Mātairangi The guiding Kaupapa (Te Mātaiaho) -Shared knowledge of the different curriculum phases -Develop and implement Bayview Implementation plans to develop shared understanding (English, Mathematics & Statistics, Digital Technology, ANZHC) -Understanding what effective, quality practice looks like	- Beginning and end of year surveys to determine where we are currently and our next steps. - Teachers will use a year overview to support a consistent balanced programme and understanding. - Teachers use the Bayview Implementation plans to support their learning and teaching. - Analyse progress and achievement data to inform next steps school-wide/level/class (target) - New staff will articulate and demonstrate what effective quality practise looks like at Bayview - Staff access and use the Bayview Kaupapa to ensure clarity and consistency.

<p>AKO 1.2 Staff will be empowered to strengthen their own practice to meet the individual needs of learners.</p> <p>127(i)</p>	<p>NELP priorities 1,2,3,4,5,6 Te Mataiaho and the Common Practice Model The Literacy and Communication and Maths Strategy Ka Hikitia The Action Plan for Pacific Education 2020-2030</p>	<p>Empowered and confident teachers using culturally responsive practices that foster hauora and success.</p>	<ul style="list-style-type: none"> - PGC will be used to strengthen practice. - Identify and understand needs of learners and how to meet these - Build staff efficacy - Empower inspired and passionate teaching - Staff are confident in integrating hauora practices into their daily programme. - Staff are respectful and open to culturally responsive practices. - Effective teacher profile co-constructed with all partners 	<ul style="list-style-type: none"> - Professional Growth cycles shared, reviewed and continued to be built on. - Needs of all learners are met. - Growth mindset is evident. - Staff use the language of 'mindframes for teachers' - Staff work collaboratively towards achieving goals - utilising resources. - Culturally responsive programmes. - Teachers continue to reflect and improve on their teacher profile
<p>HAUORA 2.1 The kura will review and refine hauora practices to support a learning focused culture.</p> <p>127(i)</p>	<p>Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy</p>	<p>Ākonga will feel safe physically and emotionally. Ākonga will be free from racism, stigma, bullying and any other form of discrimination.</p>	<ul style="list-style-type: none"> - Refine/review our values, learner qualities, Mitey learning outcomes and character strengths matrix so they are fit for purpose and align. 	<ul style="list-style-type: none"> - Shared language of values, learner qualities, Mitey learning outcomes and character strengths across our kura for all partners.
<p>HAUORA 2.2 Our kura will empower agentic learners with strong social and emotional intelligence.</p> <p>127(1)(b)</p>	<p>Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy</p>	<p>Empowered and confident ākonga who are able to display high levels of social and emotional intelligence.</p>	<ul style="list-style-type: none"> - Students and staff will have a shared understanding and language around emotional intelligence and social intelligence - Students can describe how they are feeling and identify strategies and tools to help guide themselves through these in a healthy way. - Understanding of student agency for both teachers and learners - Staff are well equipped with a restorative approach to uphold students' mana. 	<ul style="list-style-type: none"> - Mitey Learning Outcomes matrix as a reflective tool to identify areas of development - NZCER survey data is analysed, shared and actioned - Student agency is evident within our kura - Learners have the strategies and tools to regulate themselves. - Students demonstrate the social skills for positive interactions. - Restorative practice is used
<p>KAUPAPA 3.1 Our kura will empower Māori learners to achieve successful educational outcomes as Māori.</p> <p>127(1)(d)</p>	<p>Ka Hikitia Tau Mai te Reo Poutama Reo The Hikairo Schema</p>	<p>Improved educational and cultural outcomes for Māori in partnership with students, whānau, hapu and iwi. Te Tiriti principles will be woven through all systems and structures within the school.</p>	<ul style="list-style-type: none"> - Work alongside our MAC facilitator to empower staff and improve school structures and procedures. - Unwrap the principles as outlined in Te Tiriti and develop shared understandings. - Develop Bayview School Te Reo Māori progressions. - Develop Bayview School tikanga. - Actively participate in the kahui ako Māori liaison group - Teachers will participate in Takatu te reo programme - Change practice leader Te Ao Māori to empower staff to improve outcomes for Māori learners. 	<ul style="list-style-type: none"> - Teachers display efficacy around incorporating Te Ao Māori into their programmes. - Teachers and students will continue to improve Te Reo Māori capability and use this in practice. - Teachers will demonstrate and implement the Bayview tikanga. - Students will demonstrate and live the Bayview tikanga. - Parents will respect the Bayview tikanga.

Ako

Bayview School Annual Plan | 2025

Strategic Goal 1.1: Develop shared understandings of local curriculum to enhance clarity and shared expectations of quality practice.

Annual Target | Goal: Implementation plans are developed for English, Mathematics & Statistics, Digital Technology, ANZHC and there is a shared understanding of local curriculum to enhance clarity and shared expectations of quality practice.

Desired Outcomes:

- Kaiako have developed in depth knowledge of the refreshed learning areas of English and Maths and Statistics within Te Mataiaho. This will include ākonga and whānau having had opportunities to engage in understanding Te Mataiaho.
- Kaiako have a growing understanding of Te Mataiaho: Social Sciences, Science, Technology and Arts learning areas (align with the roll out of these areas).
- We understand our communities' priorities for their tamariki.
- We have a developing relationship with Tangata Whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and it's principles in our local school curriculum.

Actions	Who is responsible?	Resources required	Timeframe	How will we measure success?
Unwrap Common Practice Model (P)	Tegan and Elleen	Professional Meeting time Level Group meeting time PLG meeting time	Ongoing	By the end of 2025, teachers can articulate their understanding of the purpose of the CPM and how it will affect their teaching.
Bayview planning and teaching expectations shared to ensure clarity (I)	Level Group Leaders Tegan and Elleen	Level Group meeting time	Term 1, before the term begins	Teachers will have shared understandings of the expectations of planning and teaching at Bayview and this will be evident through their planning and class programmes. Teachers meet the planning and teaching expectations this will be evident through sharing, planning, check-ins and observations. Teachers have shared understandings of the purpose behind level group and individual overviews.
Develop English and Maths & statistics implementation plans (P)	Tegan and Elleen, with whole staff	Professional Meeting time Kahui Ako Curriculum Day	Ongoing	English and Maths & statistics implementation plans will be created and used effectively by teachers.

Develop teacher understanding of the refreshed phases of both English and Maths and statistics (P)	Tegan, Eileen, Level group leaders	Professional Meeting time Level Group meeting time	Ongoing, each term to ensure phases are being used	Teacher understanding will be evident through their planning and learning programmes. Y4-6 teachers undergo MOE funded structured literacy PLD. Whole school PLD in mathematics.
Develop planning expectations around other curriculum areas e.g The Arts and digital technology. (I)	SLT	SLT meetings	By the end of Term 4	Teachers' understanding will be evident through explicit planning, teaching and learning to meet the needs of our learners across all learning areas.
Consult with our community to investigate what the communities' priorities for tamariki are. (S)	Di Alyssa Shelley	Google form Assembly - ask whānau who attend for their input Drop off/pick up time - survey parents Learning expo	Throughout the year	Whānau will feel like they have been consulted. Consultation will support the development of school goals. Utilise Seesaw more for individualised reporting. Bethany/Alex/Marie Hurst - sharing with whanau.

Report on outcomes for 2025:

Actions	What did we achieve	Evidence	Reasons for variance	Next Steps

Strategic Goal 1.2: Staff will be empowered to strengthen their own practice to meet the individual needs of learners.

Annual Target | Goal: Improved and consistent teacher practice.

Desired Outcomes:

- Kaiako will engage in professional growth cycles that will improve their practice, regularly in PLG meetings.
- Planning will be collaborative within level groups.
- Best practice is evident in all classes through assessment data, PGC observations and learning culture.
- The language of visible learning will be evident across the school.
- Kaiako will continue to develop their knowledge and confidence in cultural capability.
- Kaiako will understand how to analyse assessments to determine next steps for learners.

Actions	Who is responsible?	Resources required	Timeframe	How will we measure success?
Structured Literacy is implemented school-wide	Tegan Literacy team	iDeaL	Ongoing	<p>All staff will attend professional development to gain an understanding of the science of reading and the purpose of structured literacy.</p> <p>All staff are empowered from iDeaL TOD, with a growing understanding of how to incorporate iDeaL into their programme.</p> <p>Decodable reading to be taught consistently</p> <p>Needs of students will be met by teachers effectively analysing their data.</p> <p>Student outcomes improved.</p> <p>iDeaL expectations developed w Bayview 2025 Curriculum Implementation Plan – English.docx</p>
Plan collaboratively in level groups	Level group leaders	Time in level groups Planning templates	Ongoing throughout 2024 and 2025	<p>Teachers will confidently and actively contribute to planning collaboratively sharing the strengths of each other.</p> <p>Teachers will have clarity and unpack misconceptions around the teaching of maths.</p> <p>Teacher resourcing kits developed and used effectively.</p>
Revisit and unpack Visible Learning strands	Tegan	Time in professional meetings PLGs	Ongoing throughout 2024 and 2025	<p>Teachers incorporate VL strands into their programme.</p> <p>Bayview Learner qualities will be explicitly taught.</p> <p>Student agency will be evident.</p> <p>Students will be assessment capable learners.</p>
Using coaching partners to know thy impact	PLG Leaders	Time in PLG meetings	Ongoing throughout 2024 and	<p>Teachers will know how to give and receive feedback (coaching) and use this to assess their impact.</p> <p>Teachers will use this information to adapt their teaching practice.</p>

			2025	Teachers will actively seek feedback in order to know thy impact.
Structured maths approach used at all levels of the school	Elleen Maths Team	Structured maths approach Maths No Problem Dragon maths	Ongoing throughout 2024 and 2025	Teachers will have confidence, knowledge and understanding of the purpose of structured maths. Improved student outcomes. Year 0/1 teachers will be confident in using numicon to deliver improved student outcomes in mathematics.
PGC actioned by each teacher	Individual staff PLG leaders	Time in PLG meetings	Ongoing throughout 2024 and 2025	Teachers will have clear expectations of what is required for their professional growth cycle including how to utilise CRT to best effect to support professional learning. Time is given in PLG and LG meetings to action PGC requirements.. Observations by PLG and LGL during CRT and feedback given to improve practice. Continue to follow the process of PGC to improve practice.
Revisit analysis of assessment and how to use this to inform teaching	Level Group Leaders Tegan, Elleen	Time in level groups (discussion around best practice and next steps)	Explicitly in Term 1	Teachers know which assessments and how to use the information to inform teaching. An assessment overview is developed and reviewed to ensure it is fit for purpose. Teachers will have clarity around what and how to assess and how to use assessments to inform next steps.
Develop Cultural capability in all staff	Adelaine & team PLG	Te Tiriti Professional Meeting MAC - Brenda Time in PLG meetings	Ongoing	Teachers honour Te Tiriti through explicit planning and teaching. Whānau map & partnership meetings Reflection and development of our whānau map and enrollment hui. Staff will have a deep understanding of Te Tiriti articles, linking teaching and learning.

Report on outcomes for 2025:

Actions	What did we achieve?	Evidence	Reasons for Variance	Next Steps

Hauora

Bayview School Annual Plan | 2025

Strategic Goal 2.1: The kura will review and refine hauora practices to support a learning-focused culture.

Annual Target | Goal: We will have a learning-focused culture with a shared language of values, learner qualities, Mitey learning outcomes and character strengths across our kura

Desired Outcomes:

- Our partners (staff, parents, students, community) have a shared understanding of values, learner qualities, Mitey learning outcomes and character strengths
- Learning-focused culture
- Refined and reviewed values and learner qualities align with our Bayview tikanga

Actions	Who is responsible?	Resources required	Timeframe	How will we measure success?
Audit around current school values	Nathan and Rhi	Professional Meetings Community Voice Student voice	End of Term 1	Our school values are fit for purpose
Align school values and Character strengths - revisit/refine matrix	Nathan and Rhi/PC4L team - with by in from staff and community/whānau	Professional Meetings Community Voice Student voice	End of term 4 2025	There will be cohesion between values, character strengths and learning dispositions. Our school values are created and all staff, students, and community can articulate them. Discussions around how our school values, dispositions, character strengths, restorative approach and Mitey programme can all align and condense.
Staff completing VIA survey	Nathan and Rhi - all staff	VIA survey online	Term 1	We will know our individual and collective staff strengths New staff to complete VIA survey.
Mitey concepts are woven through Bayview teaching and learning programmes	Abbe, Rhi and all staff	Mitey Resources	Term 1 and ongoing	Identify the Mitey learning outcomes that contribute to a supportive environment. Sustaining Mitey programmes and keeping resources alive. Ensuring we allow time to purposely plan for mental health education during level group meetings.
CRT used to observe best	All staff	CRT time	At least 30	Teachers observing other teachers practice for a specific reason.

practice and gather feedback on our own practice.			mins each CRT release day	Teacher debrief and Reflect on what has been observed to support their next steps for teaching. Improved practice in habitats. Revisit CRT expectations and ensure clarity. Teachers will feel empowered to take accountability for observation.
Analysing PB4L forms to see if they reflect a restorative approach.	PC4L team	PC4L team meetings	Throughout the year	Trends identified and addressed on a needs basis. Restorative language and practices are evident within the PB4L forms. Revisit expectations and purpose of PB4L forms with staff beginning of Term 1
Teacher profile - what makes an effective teacher	Tegan (Pedagogy) ELT	Liaise with other CoL schools Student voice Staff voice Community voice	Ongoing throughout 2024	Teacher profile created. Teachers are able to articulate the characteristics of an effective teacher. Co-construct with voice from staff, students and community on what makes an effective teacher.

Report on outcomes for 2025:

Actions	What did we achieve?	Evidence	Reasons for variance	Next Steps

Strategic Goal 2.2: Our kura will empower agentic learners with strong social and emotional intelligence.

Desired Outcomes:

- Restorative practices are used across the kura.
- Students can describe how they are feeling and identify strategies and tools to help guide themselves through these in a healthy way through our wellbeing practices
- A database of resources for staff is developed and used to meet the needs of learners.

Actions	Who is responsible?	Resources required	Timeframe	How will we measure success?
Health education programme taught upskilling learners according to need.	All staff	Senior Constable Louise Nicholas KOS units online Mitey Life Education	Term 1 2024	Students will know what to do if they are in an unsafe situation. Students know they have a voice to speak up in an unsafe situation. Sustaining- revisit disclosure statements that were constructed during this time to ensure teacher confidence in dealing with disclosures. Learners know practices that will keep them healthy.
Staff will be taught and will practise restorative practices across the school in all settings.	Rhianon, Nathan	Restorative resource packs. Restorative practice prompt cards.	Throughout the year	The language of restorative practices will be used by staff and students to deal with situations that arise. Continue implementing restorative practice to increase teacher capability and confidence when dealing with conflict.
Teachers explicitly teach emotional intelligence, social intelligence	Rhianon, Nathan All staff	Mitey resources Health resources Character strengths resources	On going throughout 2024	All staff, students and community use the language, identify feelings. Emotional intelligence will be demonstrated by students, staff and community. Ensuring we allow time to purposely plan for mental health education during level group meetings specific to the needs of our learners.

Report on outcomes for 2025:

Actions	What did we achieve?	Evidence	Reasons for variance	Next Steps

Kaupapa

Bayview School Annual Plan | 2025

Strategic Goal 3.1: Our kura will empower Māori learners to achieve successful educational outcomes as Māori.

Desired Outcomes:

- Staff and Board will understand the principles of Te Tiriti
- Te Reo Māori progressions are developed.
- Bayview Tikanga will be developed.
- Staff will continue to build cultural competencies.
- Staff and learners will be empowered to learn the stories of the local whenua

Actions	Who is responsible?	Resources required	Timeframe	How will we measure success?
Develop staff progression in Te Reo Māori	Adelaine/Brenda/Staff	Professional meetings	Throughout the year	Progressions are co-constructed with all partners. To integrate our next steps from the progressions into our different planning overviews throughout the year and regularly reflect and action this.
Develop a Bayview Tikanga	Adelaine Te Ao Māori team	Level group and professional meetings	Throughout the year	Tikanga is co-constructed with all partners. Ensure Bayview Kaupapa and Staff Tikanga are woven through setting up our staff culture Write the Bayview Tikanga (learner and community) to ensure we sustain these practices. Consulting with iwi.
Unwrap te Tiriti principles with the staff	Brenda (MAC) Adelaine	PLG and Professional meetings	Term 1 2024	Teachers can articulate, understand and honour te Tiriti principles. Our focus for 2025 (concept) is to look into the articles of Te Tiriti to develop knowledge and understanding for students, staff and community.
Unwrap te Tiriti principles with the BoT	Brenda (MAC)	Board meetings	Term 4 2024	BoT can articulate, understand and honour te Tiriti principles To be unwrapped with the new Board when appointed in September.
Develop progressions	Adelaine	Level group and	Throughout the year	Gather data at the beginning of the term/year - reflection end of term/year

around the paepae ie school waiata, karakia, whakatauki		professional meetings Bayview kete of waiata, karakia, whakatauki	with different focus on progression each term eg T1: waiata, T2: karakia, T3: whakatauki	Progressions are co-constructed with all partners. Continue to build the resource bank and formalise the progressions
Further develop whānau map meetings to ensure deeper understandings of whanau needs and aspirations	All staff	Teacher Only Day Previous whānau maps	Beginning of the year	Whānau will be empowered to share their maunga, moana, awa, iwi, marae, hapu. Whānau will share what success looks like for their whānau. Whānau will share the knowledge they want handed down and the tikanga they want practised intentionally. Asking parents at whānau maps long term questions e.g When your child is 18 what kind of person do you want your child to be? What does success look like for your family? What success looks like as Māori for Māori.
Staff and learners will know local stories to develop a kete of stories/taonga	Adelaine		Throughout the year	Learners will be exposed to the story of Rangitoto / Mahuika / Rocks in Takapuna Beach / Lake Pupuke. Learners will know the stories of how iwi historically occupied the whenua. Tapping into local stories in our community through members who have been in the area for a long time.

Report on outcomes for 2025:

Actions	What did we achieve	Evidence		Next Steps

TARGETS

Learning Area	2025 Target	Planned actions
Reading	<ul style="list-style-type: none">- Improve reading outcomes for Years 0-2, aiming to reduce the percentage of students below expected levels by 15% by the end of 2025.	
Mathematics	<ul style="list-style-type: none">- Close the gender gap in mathematics by increasing the percentage of female students at or above expected levels by 10% by the end of 2025.	