

Bayfield High School



“Providing Quality Education in a Caring Environment”

Mātauranga rangatira he taiao manaaki

Strategic Plan and Charter Statement 2011



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Principal's Message

Welcome to the Strategic Plan and Charter Statement for Bayfield High School for 2011.

The aim behind this report is to provide you, the parents and other stakeholders, with information on how Bayfield met its targets for 2010. This report is designed for you, as parents and members of the community, to see how successful the school was in 2010 and the targets it has set itself for 2011.

Looking at the information provided in this report it is clear that 2010 was a very successful year with the school continuing to improve in all areas. Bayfield High School continues to be Dunedin's most successful coeducational school with a commitment to excellent.

In this report you will see the focus of our Targets and our Performance Indicators is on improving student learning. We regard strong performances in all these indicators as important measures of the school's success.

I encourage you to read this report carefully.

**D A Slowley
Principal**



Board of Trustees Chairperson's Message

On behalf of the Board of Trustees I have pleasure in presenting the Bayfield High School Strategic Plan and Charter Statement.

Through this document we hope to provide our parent community with a summary of how the school has progressed over the previous twelve months, our tasks for the coming year and our Action Plan to achieve those targets.

This report is an insight into how our school functions and will provide valuable information to the community about education at Bayfield. We aim to provide a broad range of activities and experiences, tailored to meet the developmental needs of the widest possible range of individuals, and encourage them to be the "best they can be".

Looking forward to 2011.

**Jeff Clamp
Chairperson**

School Description

Bayfield High School is a Decile 8 coeducational school catering for Year 9 – 13. It has a maximum funded roll of 600.

The school caters mainly for the Peninsula, Waverley, Andersons Bay and South Dunedin areas but in recent years there have been enrolments from all over the city and Mosgiel. During 2010 enrolments of students would indicate that the school continues to have a city wide reputation for quality education as well as for its ability to cater for a diversity of student needs.

We are proudly co-educational and fully believe in the concept of coeducation. The success of our students is an indication as to how correct we are in that assumption. At Bayfield our teaching programmes are flexible and innovative and reflect our coeducational stance. Our values, which are respect, diversity, integrity and excellence, also reflect our coeducational stance. We see ourselves as a school which is future focused, and is modern and innovative.

Our expectation is that everyone at Bayfield High School will continually seek to improve the learning within the school. To ensure this there are continuous evaluations and reviews so that we can guarantee the ongoing delivery of a quality and modern education.

Mission Statement

Within a caring, coeducational environment Bayfield High School provides a range of learning experiences which are academic, cultural, sporting and emphasises positive social values. In doing so the school strives to maximise the talents of individual students and their contribution to society.

Our Vision is that we will:

- Provide learning experience in a modern and coeducational setting which encourages students to participate fully in their own learning and to gain those learning and personal skills necessary for the modern world. We will ensure the students are supported by a professional and caring staff who will guide them to achieve their full potential in all areas.
- Ensure our students will go forward into the community with self-confidence, social responsibility and a commitment to the enhancement of future society.
- Be committed to excellence at all times.

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

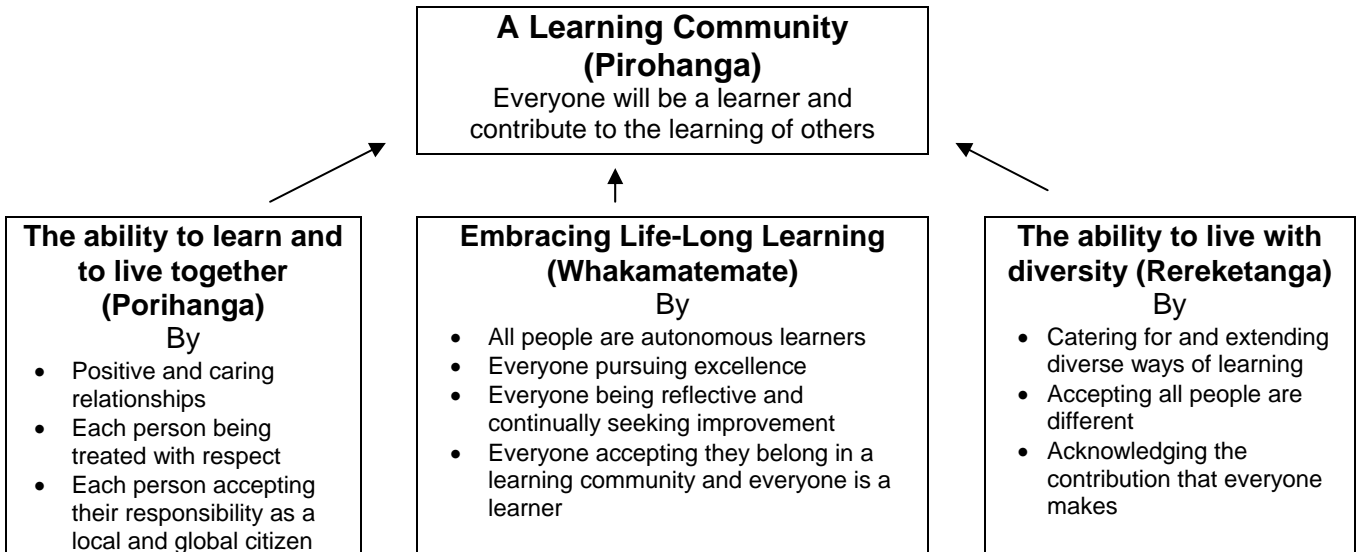
- Be effective communicators
- Use technology effectively
- Learn and keep relearning
- Be a team player
- Think logically and critically
- Be creative and innovative, adaptable and entrepreneurial
- Relate to a wide variety of people
- Be curious and inquisitive
- Be resilient and flexible
- Appreciate our bicultural heritage as well as other cultures and values
- Learn and exercise life skills
- Have a community focus and social awareness
- Be well prepared to enter the workforce or tertiary education

Our Strategic Intent

It is our intention that Bayfield High School be a learning community in which all participants are devoted to excellence. All members of the school will have the following values:

To learn and to live together - Porihangā
To embrace lifelong learning - Whakamatemate
To live with diversity - Rereketanga
To strive to achieve excellence in all areas – Hiranga

Our Learning Community is made up of these key elements



By being part of our learning community all students and staff will be nurtured to realise their individual potential and all students will gain a sense of self worth and personal growth. In particular, Maori students will be offered the chance to gain ongoing success.



Links to National Educational Priorities

In 2011 Bayfield High School will fulfil its obligation to national education priorities by ensuring there is:

- Success for all and that all students in Years 9-10 will be given the opportunity through its Learning Skills Curriculum and its Learning Teams to gain the knowledge, skills, attitudes and values identified as necessary for all citizens in the New Zealand Curriculum Framework and the New Zealand Curriculum
- A safe physical and emotional environment for all students
- A priority on improving student achievement in literacy and numeracy
- Assessment and other evidence to evaluate students achievement and to develop future teaching and learning programmes
- Improved educational opportunities for students who are not achieving or at risk of not achieving or have special learning needs, including gifted and talented
- Close links with the Maori community to improve educational outcomes for Maori
- A comprehensive career education and guidance system with a special emphasis on students at risk
- A comprehensive reporting system to students and the parents or guardians on the achievement of individual students

In 2011 Bayfield High School will fulfill these obligations by:

A A Focus on Teaching and Learning (NAG 1 i-vi)

- Providing a student centered learning environment
- Being focused on excellence in teaching at all levels
- Teaching students how to learn and to own their own learning
- Making a wide range of learning tools available to all students and staff

Methods

- Junior students will be taught learning skills through our Learning Skills Curriculum
- Staff will be trained in teaching learning skills and in modern pedagogical methods
- The school will annually publish its standards of teaching and learning and staff will be expected to work to that standard
- Strong partnerships between the parents and the school will be maintained
- Flexible courses will be provided to meet the needs of all students
- Modern teaching tools will be provided
- Data will be maintained on the learning of individual students

B Using Modern Assessment Practices (NAG 1 iii)

- Having in place assessment systems which provide ongoing and meaningful data for students and staff and meet the requirements of the New Zealand Curriculum
- Maintain assessment methods which meet the concerns of teacher workload and for there to be detailed feedback to students and parents
- Maintain systems for student self assessment
- Maintain assessment systems which allows the school to identify possible at risk target groups including Maori students and boys in Years 9 and 10

Methods

- The school will maintain updated data on individual student achievement which it will make available to all staff
- This data on students progress will be stored centrally
- Data on students performance will be regularly reviewed
- Staff and students will be trained in the school's assessment practices and the latest assessment practices
- All staff will use data analysis to determine the effectiveness of their teaching programmes
- Annual targets for learning within individual subject areas will be set

C Ensuring Systematic Property Development (NAG 5)

- Systematically upgrading its environment to meet modern learning techniques and teaching practice
- Ensuring buildings and structures in the school meet the curriculum and individualised programme needs of a modern secondary school programme
- Ensuring all areas of the school meet safety standards as required by various statutes codes and the Board's Health and Safety Policy
- Maintaining a property developmental plan for the school

Methods

- Have in place a School Property Development Plan
- Each year undertake a programme of systematic repair and maintenance
- Regular reports to the Board of Trustees on Health and Safety

D Promoting a Safe Environment (NAG 5)

- Providing a safe emotional and physical environment for working and learning
- Monitoring the learning and emotional needs of all students
- Providing opportunities for all students to enhance their leadership skills

Method

- Publishing and maintaining standards and expectations of staff and students in terms of emotional and physical safety
- Maintaining a teaching and learning philosophy which is committed to the well-being of individual students
- Maintaining systems which ensures the school is safe for all its members
- Maintaining a strong partnership with parents and the community
- Monitoring the environment through our appraisal system and by providing methods for staff feedback

E Ensuring Staff are trained in the Latest Teaching Techniques with a Programme of Professional Development (NAG 3)

- Maintaining a programme of professional development which ensures all staff are fully trained, highly qualified professionals who are part of a team and who are affirmed in their role

Method

- Maintaining an open environment in which discussion and debate is encouraged and staff feel comfortable to try new things
- Ensuring all staff in the school are supported both as professionals and as people by providing adequate professional development, guidance and mentoring
- Seeking ways to reduce teacher workload by reducing tasks which do not impact directly on teaching and learning
- Maintaining an appraisal system to ensure the highest standards of teaching and learning are maintained and the school's focus is on teaching and learning

F Ensuring a Prudent Financial Management (NAG 4)

- Developing an annual budget which clearly reflects the school's goals and priorities
- Training all staff in fiscal responsibility
- Using the available finances to meet the strategic intention of the school

Method

- Maintaining an administrative system which monitors finances and can develop business opportunities for the school
- Training staff in the school's internal financial systems
- Ensuring all staff are aware of their fiscal responsibility
- Developing a budget annually which reflects the school strategic intent

G Undertaking Self Review

- Using staff, student and community input to maintain an on-going programme of self review and evaluation which is based on improving students learning and engagement

Method

- Encouraging self reflection and self review in all members of the school by allowing open discussion and debate
- Maintaining a vigorous self review programme which is focused on individual improvement
- Each year setting learning targets and developmental goals which are both school wide, subject specific and for individual staff and monitoring the progress towards those goals throughout the year
- Each year review the effectiveness of the school against the targets and goals
- Publishing targets and goals as part of our strategic intention

H Fulfill our bicultural obligation

- Ensuring the school meets its bicultural obligations and provides for the ongoing learning development of Maori students

Method

- Offering Te Reo to all students who wish to have it
- Provide education in Te Reo to any family who wishes to receive it
- Maintaining links with the Maori Community
- Undergoing regular consultation with the Maori Community
- Maintaining a whanau committee to ensure regular consultation with Maori parents

Outcome for 2010

In the following pages the outcomes for 2010 are detailed.

Bayfield High School monitors progress in three specific areas; learning enhancement (whakamatemate), living together (pirohanga) and living with diversity (rereketanga). These areas arise from the values of the school and represent the cornerstones of the learning community of Bayfield High School. Progress in each of these areas is monitored in both formal and informal ways throughout the year. Using both qualitative and quantitative data, as part of that process data from particular aspects of each of these cornerstones is collected and analyzed. This data for 2010 is listed below for your information.

1. Learning Enhancement (Whakamatemate)

To determine improvement in this area data from key areas of student achievement is recorded and the outcomes noted. Two specific sets of data were used in 2010; literacy and numeracy in the junior school and NCEA percentage pass rates in the senior school. The outcomes are detailed below.

Junior School

In Years 9-10 the focus was on determining development in literacy and numeracy. Two measures were used, Lexile and Asttle. Lexile was used to determine literacy levels as it indicates the degree to which students understand written text. Asttle was used to identify learning development in numeracy as it can be related to student achievement at the levels in the New Zealand Curriculum. These results indicate significant improvement in literacy and numeracy in Years 9 and 10.

Group	Improvement
Year 9 Literacy (Lexile)	
Male	16.7%
Female	5.0%
Year 10 Literacy (Lexile)	
Male	10%
Female	1%

Group	Improvement
Year 9 Numeracy(Asttle)	
Male	35%
Female	17%
Year 10 Numeracy(Asttle)	
Male	26%
Female	15%

Senior School Achievement

In the senior school achievement in NCEA is seen as the key indicator of success. The school used the percentages of passes at each level to determine its level of effectiveness. The results for 2010 indicated some improvement at Level 3, but the results in Level 1 and 2 also indicated the need for further improvement in both these levels. Maori and Pacific Island students however, showed a significant improvement between 2009 and 2010. These results are displayed below.

Percentage Pass Rate in NCEA

% pass	2009	2010
Level 1	81.3	72.8
Level 2	81.2	80.5
Level 3	55.7	64.5
Level 1 Literacy	95.5	88.8
Level 1 Numeracy	95.5	94.4

Maori Student Percentage Pass Rate

% pass	2009	2010
Level 1	77.7	100
Level 2	80	100
Level 3	75	100

Pacific Island Student Percentage Pass Rate

% pass	2009	2010
Level 1	50	100
Level 2	100	100
Level 3	NA	100

2. Living and working together (Porihanga)

The school regards this area as most important in delivering the level to which the school is settled and students are engaged. In 2010 Bayfield monitored two specific elements of this aspect of the school; the level of school safety through the number of stand downs and the overall attendance.

Student Misconduct

Stand downs were identified as an indicator of school safety and student engagement. In 2010 there were fewer stand downs and serious acts of misconducts being dealt with. Serious misconduct was defined as actions or activities by individual students involving bullying or theft.

Activity	2009	2010
Stand downs	31	22
Serious misconduct	20	15

Attendance

In 2010 the school monitored full school attendance and student engagement by gathering data on a weekly basis. Individual and cohort attendance was examined and areas of concern identified. The focus was on persistent absence or non-valid absence. In 2010 close monitoring and more contact with parents resulted in a significant improvement in overall attendance. Consequently, attendance remained above the national average of 81%. The school has set itself a target of achieving 90% attendance in 2011.

	2009	2010
Annual Attendance %	85.2	88.0

3. Living With Diversity (Rereketanga)

To determine the degree of which the school was fulfilling these values, several aspects of school life were monitored; individual achievement, the involvement of students in the extra and co-curricular activities of the school and the level to which the school met its bicultural obligations.

In 2010 Bayfield High School acknowledged individual achievement through its newsletters, Facebook, the school newspaper and school assemblies. In 2010, eight newsletters were sent home, four full school assemblies were held and three school newspapers produced. In addition, in 2010, the school developed a Facebook page to gain student feedback and to further enhance opportunities for individual students to be acknowledged. The school also used e-newsletters and digital copies of the Bayleaf. In 2010 the school maintained its wide range of co-curricular activities, consisting of orchestra, choir, art exhibitions, jazz band, school show and competitions. 70% of the students participated in these. This is above the national average and represented an increase of 5% from 2009. However, only 51% of students participated in sport and this is below the national average.

In 2010 a Sports Council was established to encourage greater sports participation and 56% of students participating will be monitored.

During 2010 the school met its bicultural obligations through the increased activity of the Kapa Haka Group and the school being represented both at the Polyfest and the Manu Korero Speech Contest. All formal occasions also acknowledged the bi-cultural nature of the school and all communications contained bi-cultural aspects. Te Reo continued to be taught.