



LONG BAY COLLEGE

Care, create, excel

SCHOOL PROFILE and STRATEGIC PLAN 2024

'Personal Excellence For Global Success'

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1. HISTORY OF LOCAL AREA

Ngati Manuhiri are the descendants of the eponymous ancestor Manuhiri, the eldest son of the Rangatira and warrior chieftain Maki who, along with other tribal members, came from Kawhia to live among their relatives, also descendants of the Tainui waka, who occupied the greater Tamaki Makaurau area from the 14th Century. From this whakapapa Ngati Manuhiri in their own right through Maki and his sons, have unbroken ties to their ancestral rohe. After migrating from Kawhia in the early 17th Century, Maki and his people progressively settled in the southern Kaipara, Waitakere and on to Whenua roa 6 Kahu (North Shore), Albany up to Mahurangi districts. Ngati Manuhiri maintained kainga and pa throughout the rohe, with a focus on both coastlines. Pa were usually located in defensive, significant or strategic places and there were both permanent and temporary (seasonal) kainga (settlements), particularly adjacent to sheltered waters or rivers. Rivers were not only a source of fresh water and kai (food), but were the main highways inland to kainga or cultivations and often the beginning of overland pathways. As previously stated, the entire rohe was occupied and utilised by Ngati Manuhiri and their whanaunga (relations) for generations. Along the coast traditional Ara (pathways) linked Tikapa Moana (Hauraki Gulf) with the Manukau and Kaipara Harbours, and the Waitakere Ranges. There is evidence of a trail from Te Oneroa o Kahu (Long Bay beach), over the cliffs to Okura. The trails from Long Bay connected with the Oteha Valley and continuous ridgeways such as the one along Lonely Track Road, and with the Okura River and Lucas Creek. The north eastern coastline of Tamaki Makaurau features a number of places of significance to Ngati Manuhiri from Pakiri in the north right through to Okura/Long Bay and Oteha (Albany). This is reflected by a number of place names, landmarks, and recorded archaeological sites within the rohe.

2. TYPE OF SCHOOL

Long Bay College (Te Kāreti o te Oneroa o Kahu) is a co-educational secondary school with students from Year 9 to Year 13 with a roll of approximately 1800 students, including over 100 international students.

3. GENERAL DESCRIPTION OF THE SCHOOL

Long Bay College is a large, community focused, co-educational, state secondary school with and Equity Index score of 422, situated in a safe and established suburb which overlooks the Long Bay Marine Reserve and is a short stroll to the beautiful beaches. We take great pride in the culture of care we provide for each student and meeting the needs of our students; ensuring that they reach personal excellence is of paramount importance to us. The campus boasts excellent facilities including modern and innovative Technology, Science, English, Music, Arts, Maths, Business, Media and Performing Arts blocks, an all-weather sports surface, an auditorium, purpose-built sports and fitness centre and much more. Complete with our own Marae, extensive grounds and a rapidly developing community, Long Bay College is certainly at the hub of this evolving and vibrant community.

Long Bay College is a unique school where we are confidently doing things differently in order

We are a member school of the Oneroa Kahuia Ako, Community of Learning (CoL), which develops pathways from Primary, Intermediate, through to Long Bay College and beyond.

5. MISSION STATEMENT/VISION

‘Personal Excellence For Global Success’ – This relates to all community members striving for and reaching their maximum, all-round potential, particularly in Academia, The Arts, Culture, Sport and Service.

6. GUIDING PRINCIPLES

Our Guiding Principles are strongly related to our Vision, as outlined in section 5. We are moving to be a school driven by its values, a school that is committed to ensuring that the needs of each and every member of its community are met so that our students and staff realise their academic, vocational, sporting, cultural and artistic potential so that they are best prepared to participate successfully in our ever-changing world.

By knowing our students, we believe we are able to help them both academically and socially and the Board of Trustees and College staff will endeavor to ensure that the education we provide will address their holistic learning needs and respect their dignity.

The four strategic focus areas for our school are (in no particular order):

Hauora, Atawhai (A culture of care and wellbeing) – Fostering a climate of safety, extraordinary care and connectedness to develop, strong, healthy and resilient students, staff and whānau.

Te rereketanga, te tika, te whakauru (diversity, equity and inclusion) – Committing to the development, growth and dignity of all young people, guided by the principles of Te Tiriti o Waitangi, ensuring learners, staff and whanau from a diverse range of identities, abilities and experiences will flourish in this community.

Tino akoranga (exceptional learning) – Providing an exceptional, responsive learning environment in which our staff and students’ needs are met through high quality, learning centred education.

Whaunganatanga (relationships and partnerships) – Working to strengthen collaborative partnerships between the College and the community to both enhance student learning and provide service within the community.

7. SCHOOL COMMUNITY

To uphold the partnership between school, families, and community, Long Bay College promotes an open-door policy to encourage full community involvement in the school. In addition to inviting the school community to engage with all school activities, the Board will meet and

consult with its community using these methods:

- **Meetings:** Board and sub-committees, Whānau Hui Group meetings, Pasifika community and parents' meetings, Parent Teacher Mentor meetings, Curriculum and Careers Information Evenings, Year 9-13 Parent and Atawhai Leader meetings, organisation and communication for cultural festivals.
- **Events:** Academic, sporting, cultural, service and social events.
- **Surveys:** Including student voice, staff and surveys of parents and caregivers.
- **Communications and Publications:** School yearbook, regularly circulated newsletters, email, website, Facebook, Instagram and the school App.
- **Long Bay College Parental Portal:** Parent, student and community portal.
- **Reporting to parents:** Academic, sporting, cultural, service and social development.
- **Informal qualitative feedback**

8. CULTURAL DIVERSITY AND THE MĀORI DIMENSION

- **New Zealand's cultural diversity**
 - Students are encouraged to share elements of their cultural heritage to celebrate New Zealand's cultural diversity.
 - All staff will treat students as individuals with unique differences, talents and cultural values and perspectives that will be respected.
 - Differing cultural backgrounds of students are viewed as adding to the tapestry and strength of the school.
 - The students' identities, languages, abilities and talents are recognised and affirmed in inclusive and contextualised ways.
 - Our kura is inclusive of, and caters for, students with differing needs.
- **The unique position of the Māori culture**
 - The Long Bay College curriculum acknowledges the principles of te Tiriti o Waitangi, respecting tikanga, and the bicultural foundations of Aotearoa New Zealand. The curriculum will be responsive to the national priorities for ākonga.
 - The school will consult with our Māori communities freely and openly in the interests of seeing our Māori students succeed at school. We seek to hold regular hui with the whānau and to be welcoming at all times to approaches from our Māori parents and to be good listeners.

- Te Reo classes are offered as an option at all Year levels and a Kapa haka group is fostered and supported.
- Māori cultural experiences will be encouraged to foster engagement, pride and achievement. Long Bay College will host a Pōwhiri for new students and staff to the school.
- Our Kapa Haka Group, Te Ropu Kapa Haka o Oneroa are supported and given the opportunity to represent their Kura and Culture with pride.

9. OUR VALUES

Our values were born from community consultation in 2018 and are the focus of all of our actions at Long Bay College:

- Respect – We will have respect for self, others and our environment
- Care – For ourselves, our people and our environment
- Community – Diversity is promoted and embraced
- Creativity - Innovation and critical thinking is how we learn

10. NATIONAL EDUCATION GUIDELINES

Long Bay College is committed to meeting all the requirements of:

- The National Education and Learning Priorities (NELPs)
- The New Zealand Curriculum
- All relevant legislation that applies to all aspects of school operation

11. ONEROA - Kāhui Ako (COMMUNITY OF LEARNING)

Long Bay College is a committed member of the Oneroa CoL along with:

Glamorgan School
 Long Bay School
 Northcross Intermediate
 Oteha Valley School
 Sherwood School
 Torbay School

The Kāhui Akopurpose and aim is:

To enhance on-going school improvement, collaboration, and the acceleration of student achievement.

12. ACADEMIC TARGETS FOR 2024

All targets are based on the domestic student population as of 28/02/2024 and reflect a potential range of outcomes based on cohort data. Our targets are always aimed at the higher end of the outcomes. The upper end of targets represents figures if all students in that cohort, who are able to achieve that qualification (are on a course that has enough credits to succeed in NCEA), gain enough credits to pass the level.

NCEA achievement:

Year and level	Total	% target
Y11 NCEA L1	344	67 - 86%
Y12 NCEA L2	332	73 - 90%
Y13 NCEA L3	233	75 - 91%

Year and level	Total	Excellence	Merit
Y11 NCEA L1	344	26%	32%
Y12 NCEA L2	332	24 - 27%	29 - 32%
Y13 NCEA L3	233	18 - 20%	30 - 35%

Gender:

Year and level	Total	Female	Pass	Male	Pass
Y11 NCEA L1	344	176	60 - 85%	164	56 - 86%
Y12 NCEA L2	332	166	83 - 89%	162	81 - 88%
Y13 NCEA L3	233	118	94 - 97%	112	85 - 95%

Ethnicity:

Year and level	Total	Māori	Pass	Pasifika	Pass
Y11 NCEA L1	344	41	68 - 83%	28	62 - 82%
Y12 NCEA L2	332	26	77 - 89%	17	76 - 88%
Y13 NCEA L3	233	14	68 - 83%	9	78 - 89%

Co-requisite:

Online Assessment	Reading	Writing	Numeracy
Y10 (Across both sessions)	64 - 85%	65 - 85%	64 - 85%

By either Online Assessment or tagged standards	Literacy	Numeracy
Y11	87 - 90%	87 - 90%

Junior Core EOY exams:

Year	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL SCIENCE	EAP
Y9 Average Grade	3.5	3.5	3.0	3.8	3.5
Y10 Average grade	3.5	3.6	3.0	3.6	2.9

Scholarship:

50 Scholarships

13. ATTENDANCE TARGETS

Attendance:

Whole School attendance rate: 90%

Year Level	2024
9	92%
10	91%
11	90%
12	90%
13	86%

Māori Students	82%
Pacifica Students	80%

Measure	2024 Target	2026 Target
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	70%	75%
Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	6%	4%
Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	5%	3%

This is based on data trends from 2018 to 2023 and targets set by ERO.



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Strategic Plan 2022 - 2025

Vision: Personal Excellence for Global Success

Strategic Goals

Strategic Priorities

Success Measures

CARE



Hauora, atawhai A culture of wellbeing and care

Fostering a climate of safety, extraordinary care and connectedness to develop strong, healthy and resilient students, staff and whānau



1. Develop and embed an explicit, lived culture of wellbeing through programmes, practices and initiatives across the school
2. Foster wellness, creativity and personal and professional fulfilment among staff through a culture of innovative risk taking, collaboration, lifelong learning and increasingly flexible environments



Community members are supported to be resilient, healthy, safe and are confident to face any challenges towards achieving personal levels of excellence

RESPECT



Te rerekētanga, te tika, te whakauru Diversity, equity, and inclusion

Committing to the development, growth and dignity of all people, guided by the principles of Te Tiriti o Waitangi, ensuring learners, staff and whānau from a diverse range of identities, abilities and experiences will thrive in this community



1. Culture and curriculum to reflect local tikanga (culture), mātauranga (knowledge), and te ao (world) Māori
2. Culture and curriculum will be supportive of community members from all backgrounds, meeting their needs irrespective of religion, ethnicity, nationality, gender, sexuality, learning abilities and socio-economic background
3. Develop programmes to build a cohesive understanding of both bicultural and intercultural responsiveness and competencies



Community members are valued, celebrated and have a strong sense of belonging and self efficacy within the LBC umbrella

CREATIVITY



Tino akoranga Exceptional learning

Providing an exceptional, responsive learning environment in which our staff and students' needs are met through high quality, learning centred education



1. Develop a cohesive PLD culture and plan which enhances all our staffs' knowledge and expertise as active participants in learning
2. Develop adaptive, engaging, research based, student-centred programmes that best serve the needs of our learners and community



Our students and staff and the beneficiaries of the coordinated development of initiatives that simultaneously achieve strategic goals and enhance the autonomy, value and agency of our community

COMMUNITY



Whanaungatanga Connections, relationships and partnerships

Working to strengthen collaborative partnerships between the College and the community to both enhance student learning and provide service within the community



1. Develop programmes to build a cohesive connection with our current, past and potential external stakeholders
2. Prioritising the school value of community and the service arm of our school



All community stakeholders feel valued, involved and are beneficiaries from their meaningful connection to our school

IMPLEMENTATION PLAN: A CULTURE OF WELLBEING (HAUORA) AND CARE (ATAWHAI)

STRATEGIC GOAL 1: Fostering a climate of safety, extraordinary care and connectedness to develop strong, healthy and resilient students, staff and whānau							
Success Measures: Community members are supported to be resilient, healthy, safe and are confident to face any challenges towards achieving personal levels of excellence							
Strategic Priorities	Strategic Initiatives and Actions	National Education and Learning Priorities	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
Develop and embed an explicit, lived culture of wellbeing through programmes, practices and initiatives across the school	Develop and implement the explicit resources needed to successfully support our community	1.1.3 2.3.3 3.5.1	<ul style="list-style-type: none"> Procedures, systems and supports around wellbeing for staff, students, and community are imbedded Wellbeing resource developed and operational by the end of '24 	LEM	Head of Wellbeing, Atawhai Working Group	2-Feb-24	3-Nov-24
	Ensure the Wellbeing Centre is equipped to be culturally responsive <ul style="list-style-type: none"> PLD with bilingual staff PLD with international staff PLD with external services Establish greater connections with International team 	1.2.1 2.3.2 3.6.3	<ul style="list-style-type: none"> Implementation of targeted PLD Student and staff surveys 80% staff & student satisfaction re. systems & need for cultural responsiveness; 70% ELL students feel supported and positive about going both to the Wellbeing Centre & International (cultural differences / perceptions overcome, especially for Asian students); engagement from Wellbeing Centre with bilingual services (internal & external) increased by 70% for ELLs 	JON	JON, EGL, International Student Coordinators	2-Feb-24	30-Nov-24
	Conduct a thorough review of the capacity and potential to utilise the House System to its full potential across all areas of our school <ul style="list-style-type: none"> What staff and student resourcing is needed? Eg House Leaders, Head of House, Compensation House assemblies Explicit competition and integrated points system linked to participation, in clubs, activities, sports, service, engagement scores etc Visible leader boards and trophy presentations Whole school House events Greater 'service' component Greater link to Atawhai 	1.1.3 1.2.4	Consider: <ul style="list-style-type: none"> Identify the staff and student resourcing needed? Eg. House Leaders, Head of House, Compensation Consider House assemblies Explicit competition and integrated points system linked to participation, in clubs, activities, sports, service, engagement scores, uniform expectations, school values etc Visible leader boards and trophy presentations Termly whole school House events Greater 'service' component Greater link to Atawhai established 	BIC	CPE, PAK	2-Feb-24	2-Feb-25

	Enhancing our commitment to becoming an environmentally friendly school by devising a sustainable plan relating to clear and cohesive practices across our school	4.7.1	<ul style="list-style-type: none"> Following being awarded Bronze and Silver Enviroschools Awards, we aim to reach Green Gold status by the end of 2024. 	WIN	PRI	2-Feb-24	30-Nov-24
	Investigate potential and viability of a Long Bay College Boarding House to provide quality care and culturally responsive support for International students and respond to the current accommodation shortage	1.1.3 4.7.3	<p>Business plan and building schedule written and, if viable:</p> <ul style="list-style-type: none"> Partners secured MOE approval sought Building project commenced MOE Boarding documentation written Boarding Association membership taken out and model schools visited. 	JON	BCY, MOE, External Partners, HEA, BOT	2-Feb-24	30-Nov-24
	Review student attendance data post Covid and introduce initiatives to return student attendance to pre-Covid levels	1.2.1 1.2.3 2.3.1	<p>Improve student attendance to goal of +90%</p> <p>Y9 - 92%, Y10 - 91%, Y11 - 90%, Y12- 90%, Y 13 - 86%, Mao - 82%, Pacifica - 80%</p> <p>Reduce those students in the Moderate and Chronic attendance levels.</p> <p>Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)</p> <p>2024 - MOE - 70%</p> <p>2026 - MOE - 75%</p> <p>Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)</p> <p>2024 - MOE - 6%</p> <p>2026 - MOE - 4%</p> <p>Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)</p> <p>2024 - MOE - 5%</p> <p>2026 - MOE - 3%</p>	LEM	Year level DPs, Deans, Atawhai leaders, Teaching staff, Attendance Support Staff	15-Oct-23	8-Dec-24
Foster wellness, creativity and personal and professional fulfilment among staff through a culture of innovative risk taking, collaboration, lifelong learning and increasingly flexible environments	Space and time created for learning, work and personal development to be cultivated <ul style="list-style-type: none"> PLD plan incorporates reflection/personal development time for staff Explore options for flexible work/learning for staff and report on this 	3.6.1	<ul style="list-style-type: none"> Plan relating to options and findings completed and reported to the SLT and BOT PLD Term Plan reflects 40% Faculty Reflection time for content delivered. 	WIN	BIC, SLT, HOFs, EGL, Wellbeing Committee	3-Feb-24	30-Nov-24

DRAFT IMPLEMENTATION PLAN: DIVERSITY, EQUITY & INCLUSION (TE REREKĒTANGA, TE TIKA, TE WHAKAURU)

STRATEGIC GOAL 2: Committing to the development, growth and dignity of all people, guided by the principles of Te Tiriti o Waitangi, ensuring learners, staff and whānau from a diverse range of identities, abilities and experiences will thrive in this community

Success Measures: Community members are valued, celebrated and have a strong sense of belonging and self efficacy within the LBC umbrella

Strategic Priorities	Strategic Initiatives and Actions	National Education and Learning Priorities	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
Culture and curriculum to reflect local tikanga (culture), mātauranga (knowledge) and te ao (world) Māori	Investigate and understand our place within the local Māori culture in relation to tikanga, mātauranga and te ao Māori (T.M.TA) <ul style="list-style-type: none"> • build local connections with iwi and schools • access/build resouces and systems for sharing and use 	1.1.3 1.2.4 1.2.5 3.5.1 3.5.2 3.6.3	<ul style="list-style-type: none"> • Engagement is measured through milestone reports for MOE PLD Fund • Resources built and the system is accessible to all • Relationship with appropriate iwi formalised Outcomes for iwi partnership <ol style="list-style-type: none"> Whanaungatanga - Connecting People Whakapapa/pūrākau – sharing the stories of people and place School pepeha Guidance with other initiatives within the school e.g. naming of buildings, carving Pukapuka kawa – guidance on tikanga with pōwhiri, poroporoaki, karakia and anything else to 'localise' and follow mana whenua kawa. Future initiatives - investigate potential location and building new Whare 	BIC	SCH, SLT, HoF's	2-Feb-24	30-Nov-24
	The 3 principles (partnership, participation and protection) of Te Tiriti o Waitangi are woven into everything we do and the presence of Mana Ōrite is increased including in policies and procedures	1.1.3 3.5.1	<ul style="list-style-type: none"> • Evidenced in policy documents • Meeting routines • 3Ps visible and tangible across the kura 	HEA	BOT, SLT	27-Jan-24	30-Nov-24
Develop programmes to build a cohesive understanding of both bicultural and intercultural responsiveness and competencies as described in Tātaiako	Wider DEI, Neurodiversity and Differentiation topics to be reviewed, refined and an integrated approach considered <ul style="list-style-type: none"> • Approaches to DEI, Neurodiversity and Differentiation to be folded into Tino Akoranga. Related PLD to be authored and directed by Curriculum and Pedagogy Team. • Tino Akoranga to iterate to include Mahi Tahī approach. This to be supported by PLD for staff and key stakeholders throughout the college. QA acting as a further scaffold for Faculty leadership. • Tino Akoranga and Mahi Tahī to be authored and developed by DP Curriculum and Strategic supports. • Tino Akoranga to explicitly scaffold induction and mentoring at the college. 	1.1.3 2.3.2 2.4.2 3.5.2 3.6.1 3.6.2 3.6.3	<ul style="list-style-type: none"> • Staff are equipped to support research informed culturally responsive, inclusive and relational pedagogies as modelled in Tino Akoranga in their practice and development of curriculum • Staff are supported with specific research informed and Tino akoranga aligned neurodiversity PLD • Cultural responsive practices are embedded as a support of equity via mahi tahi initiative and supported in curriculum iteration in all Faculty programmes • Tino akoranga approaches relating to curriculum design inform PCT programme • Significant (5%) gains in academic output over the next 5 years in all measures (NCEA Level Achievement, Endorsements, UE, Scholarship, Value Added) 	HEJ	SLT, HoFs, WIN, SCT	2-Feb-24	30-Nov-25

	<p>Localised considerations to be integrated into our curriculum in a manner that values authentic and relevant knowledge and skills and sustains the academic rigour of the subject pathway</p> <ul style="list-style-type: none"> • Strategic action plan focus in 2024 QA to support ongoing implementation of research-based curriculum sequencing approaches 	<p>1.2.3 3.5.2 3.6.1 3.6.2 3.6.3</p>	<ul style="list-style-type: none"> • Localised curriculum to be reviewed and refined as knowledge and skills requirements of iterated change package and curriculum refresh considerations are made clear • Strategic action plan focus in 2024 QA to support ongoing implementation of research-based curriculum sequencing approaches • Explicit alignment of schemes of work supporting evidenced based curriculum design principles relating knowledge, skills, pedagogy and assessment as part of LBC curriculum design considerations. Localised considerations to be integrated as appropriate to the subject 	HEJ	HoFs, SCT	2-Feb-24	30-Nov-25
	<p>Investigate how we create a greater connection and place greater importance on and between our kura and Te Puna Waiake</p> <ul style="list-style-type: none"> • Create and develop a plan for the whare nui in the short and long terms 	<p>1.1.3 1.2.4 3.5.1</p>	<ul style="list-style-type: none"> • School and Community surveyed and investigation of school whare nui completed by end of Term 1 2024 • Plan will be presented to SLT and BOT on future direction of whare nui 	BIC	BCY, SCH	2-Feb-24	30-Nov-24
	<p>Review and identify student (including Special Assessment Conditions) needs from Learning Support to ensure that all learners are able to experience academic success</p>	<p>1.1.1 1.1.2 1.1.3 1.2.1 1.2.2 1.2.3 2.3.1 2.3.2 2.4.1 2.4.2 4.7.3</p>	<ul style="list-style-type: none"> • Students and staff are supported to deliver excellent outcomes for our learners requiring additional support • Name for Learning Support finalised • Learning Support handbook devised and published 	BIC	EVA, TMS, HOFs	2-Feb-24	30-Nov-24
	<p>Improve the visibility of Te ao Māori</p> <ul style="list-style-type: none"> • Artworks (carvings, symbolism) commissioned to highlight bicultural foundations and placed with prominence • Practices and events held that place significance and importance on Māori celebrations 	<p>1.1.3 2.3.1 2.3.3 3.5.1 3.5.2 3.5.3</p>	<ul style="list-style-type: none"> • We visibly and tangibly reflect a kura of Aotearoa • Pōwhiri, Matariki and Te wiki o te Reo Māori have more prominence • Kapa haka perform at Polyfest 2025 • Introduction and review of Mātauranga Māori course and consider potential future direction • Group size: 14-22 since 2016. 12 students end of 2022. 2023 - Increase to 20 - 2024 increase to 25 	BIC		2-Feb-24	30-Nov-24

	Further develop Whānau hui and Fono groups and related connectivity with whānau	1.1.1 1.1.2 1.1.3 1.2.1 1.2.3 1.2.4 2.3.1 2.4.3 3.5.1 3.5.2 3.5.3 3.6.3	<ul style="list-style-type: none"> Groups become significant contributors towards the direction the school takes for our Māori and Pasifika students Increased attendance Whānau Hui and Saturday Fun Days from 12 families regular attending to 16 families Team Reach, 55 Members to 70 Develop Māori/Pasifika Awards Event 	BIC		2-Feb-24	30-Nov-24
Culture and curriculum will be supportive of community members from all backgrounds, meeting their complex needs irrespective of religion, ethnicity, nationality, gender, sexuality, learning abilities and socio-economic background	<ul style="list-style-type: none"> Create space and support for clubs, groups etc of varying interest, seeking out opportunity for dialogue with relevant communities and individuals Investigate the roles of TIC Polyfest and Non-sporting extra curricular Appoint TIC Kapa Haka Secure 'start-up budget' for new groups 	1.1.3 1.2.3 2.3.3 2.4.3 3.6.2	<ul style="list-style-type: none"> Greater range of groups, clubs and activities Clear process for new groups established One new club in each of Science and Technology in 2023. Kapa haka - number of participants (from 12 in '22, to 20 in '23 and '25 in '24) and performances to increase. Other cultural/ethnic groups performing at Polyfest. 	WIN		2-Feb-24	30-Nov-24
	<ul style="list-style-type: none"> Develop consciousness and visibility of DEI differences and acceptance Establish a clear process for funding and provision for groups 	1.1.1 1.1.2 1.1.3 1.2.2 1.2.3 2.3.2 3.6.2	<ul style="list-style-type: none"> Delivery of calendered programme of guest speakers (assemblies) 3 sessions per year, linking in with Atawhai sessions/assemblies. From 2024. 	LEM		2-Feb-24	30-Nov-24
	<ul style="list-style-type: none"> Celebrate diversity Physical surroundings Recognition - assemblies, days, festivals Build and strengthen existing connections with feeder schools Determine and develop a plan and contacts for assembly guest speakers 	1.1.3 3.5.3	<ul style="list-style-type: none"> Annual and ongoing plan established and implemented Deliver events that are reaffirming and celebratory of diverse groups within the kura 7 whole school assemblies 7/8 year level assemblies Involvement in 6 cross school Kahui Ako initiatives Guest speakers in 3 school assemblies and at least 1 per year level assembly 	BES		2-Feb-24	30-Nov-24

	<p>Reflect on and recognise our own bias and views</p> <ul style="list-style-type: none"> • Research thoroughly the research and theory around around unconscious bias, DEI, empathy, racism in the New Zealand context, and consider how it relates to our Tino Akoranga initiatives and PLD programme; • Develop a PLD programme in line with whole school PLD and the NZ context to provide leaders, teachers and support staff with a framework and strategies to tackle racism • Connect cultural lens with gender and other issues around DEI to develop understanding and empathy as well as a similar framework and inclusive strategies moving forwards 	<p>1.1.1 1.1.2 1.1.3 2.3.2 3.6.1 3.6.2 3.6.3 4.7.2</p>	<ul style="list-style-type: none"> • Working group established to consider PLD needs • NZ-relevant research undertaken, and a plan developed and delivered, in line with whole-school PLD and philosophy, to be evaluated by SLT • Effective research-based PLD programme developed in line with New Zealand context and Te Tiriti, then integrated into whole school PLD • PLD evaluated across the school. 	<p>JON</p>	<p>JON, WIN, SLT</p>	<p>2-Feb-24</p>	<p>30-Nov-25</p>
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DRAFT IMPLEMENTATION PLAN

EXCEPTIONAL LEARNING (TINO AKORANGA)

STRATEGIC GOAL 3: Providing an exceptional, responsive learning environment in which our staff and students' needs are met through high quality, learning centred education

Success Measures: Our students and staff are the beneficiaries of the coordinated development of initiatives that simultaneously achieve strategic goals and enhance the autonomy, value and agency of our community

Strategic Priorities	Strategic Initiatives and Actions	National Education and Learning Priorities	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
Develop high quality, researched based, cohesive PLD which enhances all of our staffs' knowledge and expertise as active participants in learning	<p>Deliver PLD that meets the needs of staff:</p> <ul style="list-style-type: none"> • Tino Akoranga to iterate to include Mahi Tahī approach. This to be supported by PLD for staff and key stakeholders throughout the college. QA acting as a further scaffold for Faculty leadership • Tino Akoranga and Mahi Tahī to be authored and developed by DP Curriculum and DP PLD • Wider DEI, Neurodiversity and Differentiation topics to be reviewed, refined and an integrated approach considered • Approaches to DEI, Neurodiversity and Differentiation to be folded into Tino Akoranga. Related PLD to be authored and directed by Curriculum and Pedagogy Team 	1.1.3 1.2.2 1.2.3 2.3.2 2.4.1 2.4.2 3.5.2 3.6.1 3.6.2 3.6.3	<ul style="list-style-type: none"> • Tino Akoranga approaches to be visibly embedded in the practice of the wider staff • Cultural responsive practices and strategies as described in Tino akoranga are embedded as a support of equity via mahi tahī initiative and supported in curriculum iteration in all Faculty programmes • SLT and HoFs to be demonstrative of supportive coaching approaches fostering Tino Akoranga in practice • QA to overtly support the growth of Ako and Mahara within Faculty • Neurodiversity approaches to be explored and linked to Tino Akoranga and secured through PLD. Tino Akoranga approaches to be visibly embedded in the practice of the wider staff • Significant (5%) gains in academic output over the next 5 years in all measures (NCEA Level Achievement, Endorsements, UE, Scholarship, Value Added) 	HEJ	HoFs, SIB, SHB, WIN, HUG	2-Feb-24	30-Nov-25
Develop a cohesive PLD culture and plan which enhances all of our staffs' knowledge and expertise as active participants in learning	<ul style="list-style-type: none"> • Te Tiriti o Waitangi • Te reo me te tikanga Māori (language and customs) • Support Staff to be provided with opportunities to enhance relevant skills and capabilities 	1.2.2 1.2.4 3.5.1 3.5.2 3.5.3 3.6.3	<ul style="list-style-type: none"> • Staff able to demonstrate and implement a greater and deeper understanding of: the history, importance and relevance of Te Tiriti o Waitangi, Ka Hikitia, Ka Hāpaitia, Tātaiako to support culturally responsive pedagogy • Te reo me te tikanga Māori - identify and implement a programme of learning which can be built into the PLD structure • Support staff engaged in meaningful, specific, training 	WIN	SCR, BIC	2-Feb-24	30-Nov-24

	<p>Curriculum Design: Wider DEI, Neurodiversity and Differentiation topics to be reviewed, refined and an integrated approach considered</p> <p>Approaches to DEI, Neurodiversity and Differentiation to be folded into Tino Akoranga. Related PLD to be authored and directed by Curriculum and Pedagogy Team</p> <p>Tino Akoranga to iterate to include Mahi Tahī approach. This to be supported by PLD for staff and key stakeholders throughout the college. QA acting as a further scaffold for Faculty leadership</p> <p style="text-align: right;"><i>Conduct a full review of the junior curriculum in 2025 to secure literacy, numeracy and digital outcomes</i></p>	1.1.3 1.2.2 1.2.3 2.3.2 2.4.1 2.4.2 3.5.2 3.6.1 3.6.2 3.6.3	Tino Akoranga approaches to be visibly embedded in the practice of the wider staff <ul style="list-style-type: none"> • SLT and HoFs to be demonstrative of supportive and highly engaged in coaching approaches fostering Tino Akoranga in practice (mahī tahī) • QA to overtly support the growth of cultural responsive practices and strategies as described in Tino akoranga further embedding of within Faculty. • QA to overtly support checking of schemes development as part of process • Working formed in 2024 to consider the needs of students and community in the context of the curriculum refresh and change package with a remit to develop a framework for a wider junior curriculum review in 2025 • Neurodiversity approaches to be explored and linked to Tino Akoranga and secured through PLD • Significant (5%) gains in academic output over the next 5 years in all measures (NCEA Level Achievement, Endorsements, UE, Scholarship, Value Added) 	HEJ	SLT, HoFs, WIN, HUG	2-Feb-24	30-Nov-24
	<p>Designing senior courses for 2024 and beyond</p> <ul style="list-style-type: none"> • Create plan of approach/ structure/ framework through creating space and opportunity for collaboration (PLD, Faculty Time) • Focus on learning not assessment • Creative assessment focus - researching and collating a variety of assessment methods 	1.1.3 1.2.2 1.2.3 2.3.2 2.4.1 2.4.2 3.5.2 3.6.1 3.6.2 3.6.3	<ul style="list-style-type: none"> • Senior programmes ready to be delivered in 2026 (L2) and 2027 (L3) through recognised and deliberate faculty planning time • Successful delivery of new courses in line with MoE timelines. Ideal completion date is 2024, lack of detail and clarity from MoE in relation to change initiatives meaning that a 2025 completion is more realistic 	HEJ	HoFs, SIB, SHB, HUG	2-Feb-24	30-Nov-27
	<p>More effective communication and engagement with parents/caregivers to support their tamariki's learning outcomes.</p> <ul style="list-style-type: none"> • Reporting - shift reporting to an engagement and learning focus, interrogating the value of live reporting, the value of summative reporting and the current parent teacher interview construct • Review and develop reporting and feedback systems • Closer connections between Atawhai leader and home 	1.2.1 1.2.3 2.3.1 2.3.4 2.4.2	<ul style="list-style-type: none"> • Current reporting systems reviewed • New Senior Reporting systems proposed and implemented by Term 1, 2024 • New Junior Reporting systems proposed and implemented by Term 1, 2025 • Parent/teacher interview format reviewed by end of Term 1, 2024 • New Parent/teacher interview formats proposed and implemented in 2025. 	WIN		2-Feb-24	15-Mar-25

	<p>A clear focus on teaching and learning as our main goal and supporting through coordinated, wrap around support for at-risk learners</p> <ul style="list-style-type: none"> • Develop a cohesive structure to support Atahwai leaders in using data to track students and engage with whānau • Develop a programme that supports the teaching, learning and mentoring of our Māori and Pasifika learners that are in need of additional support 	<p>1.1.3 1.2.1 1.2.3 1.2.4 2.3.1 2.4.2 2.4.3 3.5.1 4.7.1 4.7.2</p>	<ul style="list-style-type: none"> • Systems researched, developed and implemented • Māori and Pasifika learners NCEA results will be above those of National results and those of similar schools • Y9 UE Mentoring Programme Established and EOY Report reviews progress. Start of a 5 year plan to improve Māori and Pasifika learners NCEA results 	BIC	FIE, LUP, EVE, SCH, MAU, SLT	2-Feb-24	30-Nov-24
	<p>Investigate and design a programme with specific focus on English Language Learners' language needs, to meet NCEA literacy requirements (both for the co-requisites, as for UE Literacy)</p> <p>(2024 Anticipated to be 14% of student population)</p>	<p>2.3.2 2.4.1 2.4.2 3.6.2</p>	<ul style="list-style-type: none"> • ELLs' needs reviewed by Faculty of EAP and Language in line with corequisites and UE Literacy requirements • Plan established to create new ELLs-focused literacy pathway with relevant programmes to enable effective progression • Collaborative approach developed between Faculty of EAP and Language and Faculty of English to share positives of different pedagogies • Programmes created and delivered through EAP • Support needs and interventions communicated with Deans, International Student Coordinator and whanau (locally and overseas) • ELLs' progress and achievements monitored within EAP and evaluated. 	JON	YUN, LUY, SHX,	3-Feb-24	30-Nov-24
	<p>Review our current Aspiring Scholars provision moving towards developing a higher performing Scholarship programme at the school</p>	<p>1.2.1 1.2.3 2.3.2 3.6.2</p>	<ul style="list-style-type: none"> • Review of current framework and practices conducted including alignment of Aspiring Scholars programme and future direction. • Aspiring Scholars programme visibly promoted externally and internally resulting in increased number of applicants for 2025. 	HEJ	BWN, WHT	3-Feb-24	20-Feb-25
	<p>Review our current Scholarship provision moving towards developing a higher performing Scholarship programme at the school</p>	<p>1.2.1 1.2.3 2.3.2 3.6.2</p>	<ul style="list-style-type: none"> • Investigate the viability of; greater recognition of scholarship staff contribution, scholarship staff support, scholarship student privileges, scholarship mentoring/Atahwai, 'in school event opportunities', Year 11 opportunities, tracking systems, staff responsibility and oversight • Goal of 50 Scholarships for 2024 	WIN	THO	3-Feb-24	20/02/2025

STRATEGIC GOAL 4: Working to strengthen collaborative partnerships between the College and the community to both enhance student learning and provide service within the community

Success Measures: All community stakeholders feel valued, involved and are beneficiaries from their meaningful connection to our school

Strategic Priorities	Strategic Initiatives and Actions	National Education and Learning Priorities	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
Develop programmes to build a cohesive connection with our current, past and potential external stakeholders	Develop connections to our Māori community • Establish and develop meaningful and mutually fulfilling relationships with local iwi • Support whānau to establish leaders, goals and a clear direction for whānau hui • Establish a partnership with a local Marae • Identify and foster a positive relationship with a new Kaumātua	1.1.1 1.1.3 1.2.1 1.2.4 1.2.5 2.3.1 2.4.3 3.5.1	• Whānau hui is lead and directed by whānau • Visible student and staff noho marae opportunities • Tangible relationships with iwi, marae, kaumātua and other stakeholders • Whānau Komiti increases from 4 to 8 and increases diversity of countries (Fusi, Sef, Saia, Aubrey)	BIC	HEA, BOT, WIN, SCH, COR, MAU, LUP, FIE	2-Feb-24	30-Nov-24
	Develop effective relationships with our changing multicultural community • Develop leadership of additional identified key staff to lead engagement with different ethnic groups • Provide bilingual information evenings to involve whānau more in student learning	1.2.1 1.2.3 2.3.1 2.3.2 3.6.1 4.7.2	Greater engagement in growing relationships with parents and families as well as local businesses, service providers and charities which are representative of the changing demographics here: • Staff leaders (especially those who are bilingual) trained effectively - 4-6 staff leaders, 2 meetings with JON per term to discuss multicultural community needs and deliver staff training as required; 80% satisfaction with training and support, with engagement in constructive ideas for moving forwards • Regular events held for a variety of ethnic groups - 4-6 on a termly basis, well promoted in the community • Opportunities provided to celebrate cultures and diversity - initially at least 4 major cultural events across the year recognised and celebrated, as well as the Cultural Festival - well promoted in the community • Opportunities provided to inform parents from overseas how the education system works here and how they can support their teenage children - one per term - well promoted in the community • LBC Cultural Groups performing on the diversity stage at Polyfest for the first time in our history in 2025	JON	JON, BIC, SCH, LUP, SHX, VAN, YUN, LUY, CHN	2-Feb-24	30-Nov-24

	<p>Promote the quality of our work, externally: Tino Akoranga to iterate to include Mahi Tahī approach.</p> <p>Promote and share Tino Akoranga and Mahi Tahī in appropriate professional networks.</p> <p>Consider and grow capability of wider Curriculum and Pedagogy team</p>	3.6.1 3.6.2	<ul style="list-style-type: none"> • Winner of PMEA or equivalent supreme award • Tino akoranga and mahi tahi shared widely in professional networks - locally, regionally, nationally and potentially internationally • Beacon initiative to include the wider array of staff who are well versed and directly engaged with and by related initiatives 	HEJ	HEJ, WIN, SLT, HoFs, WSL, SCT	2-Feb-24	30-Nov-24
	<p>Establishing and Developing Alumni Relationships</p> <ul style="list-style-type: none"> • Development of Alumni and Sponsorship coordinator role • Developing a database and subsequent communications channells • Exploring and establishing sponsorship and legacy programmes and fundraising for projects • Introducing all arms of the school to the Alumni Day celebrations • Deliver 50 Anniversary celebrations and events in 2025 	1.1.3 2.4.3 3.5.1 4.7.3	<ul style="list-style-type: none"> • Financial value (income) of Alumni programmes • 50th Year Celebration coordination • 3000 registered Alumni by T3 '24 • Utilisation of Schoolbridge for data base collation and event management 	BCY/BIC	BYF, DoS(?), New DP, HOFs	2-Feb-23	30-Nov-25
	<p>Development of Property Masterplan for LBC into the future</p>	1.1.3 1.2.1 1.2.5 2.3.1 4.7.3	<ul style="list-style-type: none"> • Engagement with Government's National Education Growth Plan • Ascertain required rationalisation with MOE • Identify a priority list of potential projects, financial implications and MOE requirements 	BCY	HEA, MOE Property, BOT	2-Feb-24	30-Nov-24
	<p>Enhance the parental engagement experience for whānau</p> <ul style="list-style-type: none"> • Links to the reporting initiatives (see exceptional learning) • Deliver PLD that meets the needs of parents/caregivers in relation to parenting and supporting teenage children in 2024 and beyond 	1.2.1 1.2.3 1.2.5 2.3.1 2.3.4 2.4.2	<ul style="list-style-type: none"> • Appropriate opportunities and support provided for our caregiver community and our community engage with them • Offer at least 4 x PLD opportunities for parents in 2024. 	WIN		2-Feb-24	30-Nov-24
<p>Prioritising the school value of community and the service arm of our school</p>	<p>Relay For Life and Daffodil Day (Cancer Society) to become the main focus for Service at LBC</p> <ul style="list-style-type: none"> • Grow student, staff and community involvement 	1.1.3 2.4.1	<ul style="list-style-type: none"> • Profile of service and community opportunities at LBC increased • Increased numbers of involvement, events and money raised • Mini Relay for Life 2024 +50 students, +10 staff • Relay for Life 2024 +70 students, +15 staff 	LEM	CPE, PAK	2-Feb-24	30-Nov-24

