



LONG BAY COLLEGE

Care, create, excel

SCHOOL CHARTER 2021

'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 is a co-educational secondary school with students from Year 9 to Year 13 with a roll of approximately 1600 students.

3. GENERAL DESCRIPTION OF THE SCHOOL

Long Bay College is a large, community focused, co-educational, decile 10, state secondary school 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 and growing grounds and a rapidly developing community, Long Bay College is certainly at the hub of this evolving and vibrant community.

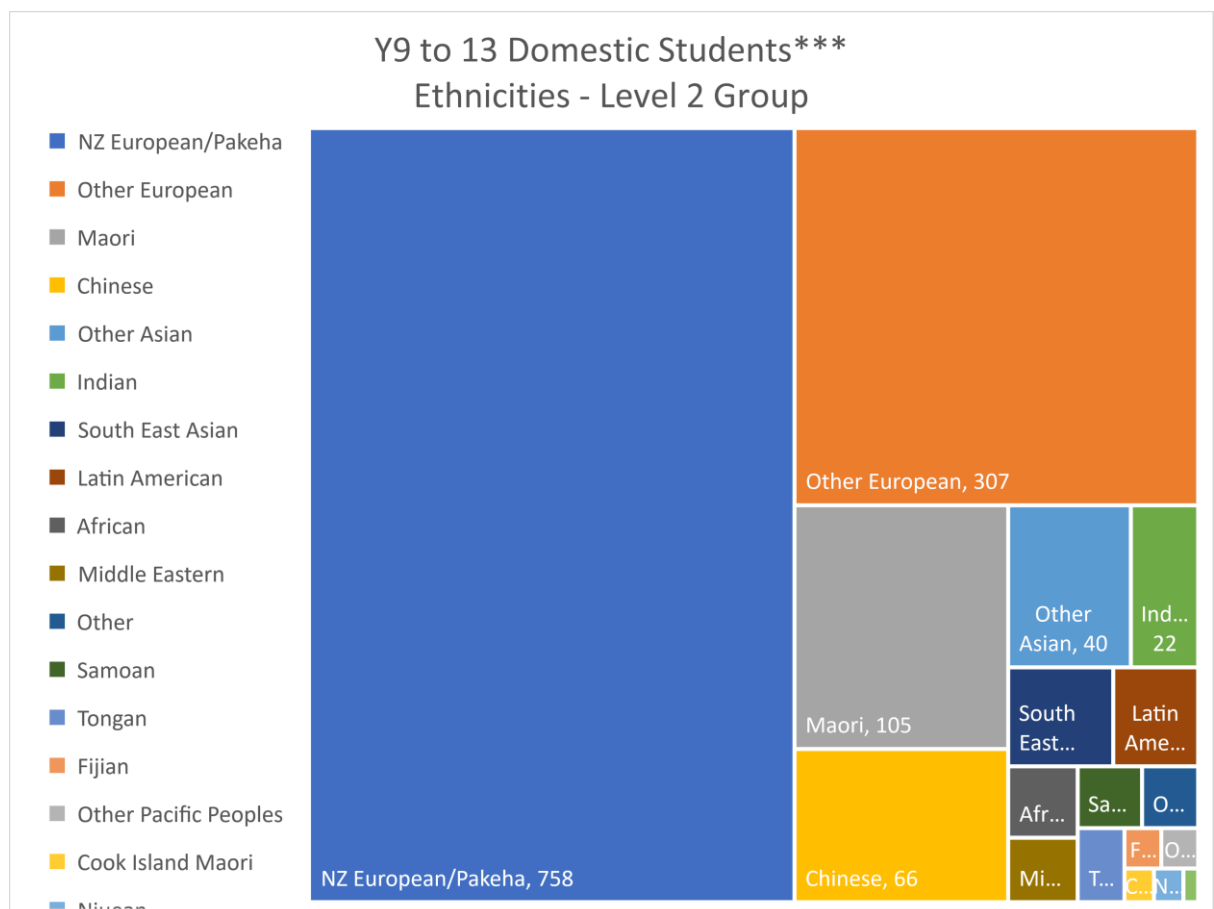
Long Bay College is a unique school where we are confidently doing things differently in order to meet the needs of our students and wider community. We are a diverse school of over 70

ethnicities, with many of our students being first or second-generation immigrants to New Zealand and our community is supported through a dedicated team of experts in our pastoral and student support service areas. Our support includes health care, counselling and guidance, youth workers, an extensive pastoral team, careers guidance, mentoring and transitioning support. We are proud of our students and all that they achieve whether it be in the fields of academia, sport, culture the arts or service and our students report a sense of family, friendship and support which enables them to thrive in being creative.

Specialised teaching facilities house the Learner Support Department and modern learning environments are developed and utilised where appropriate. We are a BYOD, Microsoft Academy school with an outstanding IT network, which supports both our staff and students. The school also has a large dedicated International Student Department, responsible for the pastoral care of our students who arrive from many parts of the globe.

4. DESCRIPTION OF THE SCHOOL'S COMMUNITY

Our students come to us predominantly from Northcross Intermediate School with around approximately 24% of our domestic role being from out of zone and 76% in zone. Our domestic community is usually joined by over 150 Foreign Fee Paying students from around 14 different countries but at this Covid-19 affected time we have around 80 international students.



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 4. 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 three focus areas for our school are:

Culture – We promote a responsive, resilient community who live our vision and values within an extraordinary culture of care. We know we have achieved this when our people are living the school vision and values and achieving personal levels of excellence.

Exceptional Learning – We provide an exceptional, supportive learning environment in which each student is known, has their needs met and feels valued and encouraged to realise their potential. We know when we have achieved this when our students are happy, motivated and achieve personal levels of excellence which enables them choices. Our teachers are confident agents of their own learning.

Environment – We develop our environment to support the provision and changing needs of our: school; staff and student wellbeing; contemporary teaching and learning strategies, to ensure we meet the needs of our community. We know when we have achieved this when are community are physically supported to achieve the desired outcomes through the five arms of College; Academia, The Arts, Culture, Service and Sport.

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.
- **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 Educational Goals
- The New Zealand Curriculum
- The National Administrative Guidelines
- 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 CoL purpose and aim is:

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

STRATEGIC PLAN 2021- 2023



KAUPAPA

As a Kāhui Ako our kaupapa is to enhance, kura and community collaboration, and tamariki and rangatahi achievement and hauora

WHAKATAUKĪ

Ehara taku toa i te toa takitahi engari he toa takitini
My strength is not that of an individual but that of the collective

STRATEGIC PRIORITIES

CULTURAL AWARENESS

WELLBEING Staff and Student

COMPLEX NEEDS

STRATEGIC INITIATIVES

1. Improve understanding of Te Tiriti o Waitangi and Te Ao Māori
2. Develop understanding and practices that reflect the unique position of Māori culture
3. Improve connections with our Māori parents, family, whānau and community
4. Develop deeper understanding of other cultures and involve our ELLs and their families in more authentic ways in our community

1. Initiate effective PD programmes that address the needs of staff from wellbeing survey results
2. Devise and implement effective processes and programmes to improve transition for our learners across all our schools
3. Explore the principles of Restorative practice and programmes that reflect these

1. Develop resources, and access external expertise to support staff to meet complex and diverse needs of learners
2. Provide ongoing opportunities for staff to collaborate and share ideas and successes for supporting learners
3. Establish a means of sharing resources that are accessible to all



LONG BAY COLLEGE

Care, create, excel

STRATEGIC PLAN 2019-2021

VISION: PERSONAL EXCELLENCE FOR GLOBAL SUCCESS

GOALS:

1. CULTURE

Responsive, resilient community who live our vision and values within an extraordinary culture of care.

2. EXCEPTIONAL LEARNING

Providing an exceptional, supportive learning environment in which each student is known, has their needs met and feels valued and encouraged to realise their potential.

3. ENVIRONMENT

Develop our environment to support the provision and changing needs of our: school; staff and student wellbeing; contemporary teaching and learning strategies, to ensure we meet the needs of our community.

STRATEGIC PRIORITIES:

1A – Develop our understanding and appreciation of the importance of Te Tiriti o Waitangi, Te Ao Māori and Te Reo Maori

1B – Holistic development of our learners' wellbeing: academically, socially, physically and emotionally.

1C – Promoting, embracing and encouraging diversity.

2A – Future focused curriculum.

2B – Resource responsive PLD.

2C – Determine effective BYOD outcomes.

2D – Define and develop a culture of excellence.

2E – Conditions and incentives.

Review, refine and communicate:

3A – Property plan to establish priorities for upgrading; building facilities to support the needs of our community.

3B – The infrastructure, hardware, software and virtual classrooms; and to integrate with staff practise and student experience.

3C – Ensure administrative systems are relevant, efficient, nimble and agile to support improved outcomes.

SUCCESS MEASURES:

Our people are living the school vision and values and achieving personal levels of excellence.

Happy, motivated students who achieve personal levels of excellence which enables them choices; our teachers are confident agents of their own learning.

Our community are physically supported to achieve the desired outcomes through the five arms of our College: Academia, The Arts, Culture, Service and Sport.

VALUES:

CARE

RESPECT

CREATIVITY

COMMUNITY

Strategic Goal 1: Promote a responsive, resilient community who live our vision and values within an extraordinary culture of care.

Strategic Initiative	Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
Cultural Awareness	Improve our connections to our Maori community and other cultures within our community	More regular engagement with Kaumatua. Increased whanau engagement and collaboration. Improved student and staff understanding of Tikanga, Te Reo and Te Ao Maori. Kahui Ako Hui and collaboration. Report back yearly on the numbers of students & whanau who identify positively and contribute to our community as Maori. Year 9 enrolment statistics for Maori. Aiming for improvement over 3 years. All new Maori students will have a conversation re academic and cultural goals and aspirations.	BIC	WSL Te Tiriti, Whanau Hui, MCN, Culturally Responsiveness Working Group	01-Feb-20	01-Dec-21
	Develop our understanding and appreciation of the importance of Te Tiriti o Waitangi, Te Ao Māori and Te Reo Maori	Plans, policies, practices and local curriculum reflect local Tikanga Maori, Māturanga Maori and Te Ao Maori	BIC	HEA, WSL Cultural Responsiveness, HEJ, Culturally Responsiveness Working Group	02-Feb-21	02-Dec-21
	Develop practices that reflect the unique position of Maori culture	Practices and events will be held that place significance and importance on our Maori (eg Matariki festival, powhiri)	BIC	WSL Cultural Responsiveness, Whanau Hui, MCN, Culturally Responsiveness Working Group	02-Feb-21	03-Dec-21
	Develop practices that reflect the position of other cultures within our community	Practices and events will be held that place significance and importance on the cultures within our community (eg Lunar celebrations, Braai evening etc)	JON	BIC, International & EAP Teams, WSL Cultural Responsiveness, WSL Trasions CRW	02-Feb-21	03-Dec-21
	Improve our connections with families who have English as a second language	ESOL students and families will provide evidence they are feeling welcomed and supported.	JON	JON, International & EAP Teams, WSL Trasions, CRW, Transitions Working Group	01-Feb-20	01-Dec-21
	Including Weka House, continue to develop & strengthen relationship with our multicultural community including families who have English as an additional Language (EAL)	Greater outreach to parents new to NZ & the NZ educational system; collaborative approach with Asian family mental health services	JON	JON, WSL Trasions, International & EAP Teams, Guidance	14-Jan-20	01-Dec-21

	Review transitions between schools and strengthen these to promote wellbeing of students	Students and parents will feel more confident in transitioning to LBC. We will have up-to-date and relevant data to ensure we know and understand needs of students early on. Students requiring extra support are identified and supported with individual transition plans that are developed in consultation with students, parents, teachers and other professionals as appropriate	BIC	WSL Transitions, ASL, Transitions Working Group	01-Feb-20	01-Apr-21
Holistic development of our community's wellbeing – Create the space within the school to foster our values and educate our students through programmes in mentoring, leadership, restorative practice, pro-social behaviours and encouraging whanau and a sense of belonging/connectedness	Continue to embed and develop the Atawhai programme and establish more consistency in delivery	Student voice, staff & parent feedback Engagement Data	LEM	Mentoring WSL, Wellbeing WSL, Community WSL, Deans, SLT, Atawhai Working Group	28-Jan-20	01-Dec-21
	Develop greater support for year level Deans from Atawhai Leaders	Atawhai leaders connecting and recording interactions related to attendance / pathways and support. Develop communication lines between Deans and Atawhai Leaders	LEM	Mentoring WSL, Wellbeing WSL, Deans, SLT, Atawhai Working Group	01-Feb-21	01-Dec-21
	Develop structures/strategies to embed the school values	Structure/strategy action plan developed & communicated to stakeholders	LEM	Wellbeing and Community WSL	28-Jan-20	01-Dec-21
	Introduce & embed Restorative Practice over a three year period.	Reduction in number of negative pastoral incidents	LEM	Mentoring WSL, SLT & Deans	29-Jan-19	01-Dec-21
	Implement and embed peer support programme	Functioning peer support programme in place (students trained, promotion to staff, students & whanau)	LEM	Guidance team, Wellbeing WSL	01-Dec-20	01-Dec-21
	Implement and embed our house system & improve the number/variety of events	House system in place (Launch, Termly events delivered, Points system established)	LEM	Community & Environment WSL, LEM, Deans & Guidance	28-Jan-21	01-Dec-21
	Establish Weka House as a successful alternative to International Homestay Accomodation that embodies the school values	Student/Staff/Parent surveys, Numbers of residents, Retention of residents, Successful review of systems	JON	Weka House team, BCY	01-Dec-20	01-Dec-21
	Inclusive of Weka House, continue to grow & develop internationalisation through staff PLD in intercultural competencies	Student & community (domestic & international) feedback - Student Voice and Meeting Expectations of Student Quality of Experience. Staff voice – EAP teachers, Transition class teachers & at whole staff level	JON	JON & ELL Staff Committee	14-Jan-21	01-Dec-21
Promoting, embracing and encouraging diversity – in all aspects of our school and recognising and celebrating differences in cultures, genders, orientation and community	Review how we celebrate success at LBC					
	Culture of Excellence – Reward System and Awards at Excellence Level Attendance Values – Respect, Care, Community and Creativity	Generate report to SLT reviewing effectiveness and suggesting future direction	BIC	Deans, HOFs, co-curricular leaders Community & Environment / Wellbeing WSL,	01-Feb-19	03-Jul-21
	Develop new uniform	Consult community Analyse results Review, decide, deliver uniform	BIC	BIC, Uniform committee	01-Nov-19	09-Apr-21

Strategic Goal 2: Providing a supportive learning environment in which each student is known, has their needs met and feels valued and encouraged to realise their potential

Strategic Initiative	Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date	
Resource responsive PLD which grows Teaching and Learning through: individual and collective teaching, raising the quality of teaching practice schoolwide; supporting staff and students to grow capacity in non-curriculum initiatives	Deliver PLD that meets the needs of staff <ul style="list-style-type: none"> Te Tiriti o Waitangi Exceptional Learning and Pedagogy BYOD 	Create capacity, programme & space and deliver effectively.	BIC	HEJ, LEM, ASL + WSL (Mentoring, Wellbeing, Community, Transition) Culturally Responsiveness Working Group, ELIP Working Group, Social & Staff Well-being Working Group	01-Feb-20	18-Jun-21	
	Deliver PLD that meets the needs of Parents <ul style="list-style-type: none"> School Values Restorative Approach Parenting Teenagers 	Monitor and report back on parental engagement	LEM	BIC, ASL + WSL (Mentoring, Wellbeing, Community, Transition)	01-Feb-20	30-Oct-21	
	Deliver PLD to increase Student Leadership opportunities	Increased leadership opportunities and outcomes for our students	LEM	WSL Community, WSL Wellbeing, Deans	02-Feb-21	01-Dec-21	
	Deliver PLD programme supportive of the Principles of Exceptional Learning and their growth as and in evident and improving practice at the College	Measured through QA (Quality Assurance) process, Learn	HEJ	HEJ and EL and Leadership WSL	01-Feb-20	02-Dec-21	
	Deliver BYOD programme that supports exceptional learning	<ul style="list-style-type: none"> Evidence of SAMR progression (Substitution, Augmentation, Modification, Redefinition) Evidence of teaching that supports high quality CT (Computational Thinking) and DDDO (Designing and Delivering Digital Outcomes) Measured through QA (Quality Assurance) process, Learning Walks, Action Planning and to see imbedded practice. 	HEJ/LEM	LEM/HEJ/BIC/SCT/Digital Curriculum and Device Practice Working Group, BYOD / Digital Curriculum WSLs	05-Feb-20	01-Dec-22	
	Review courses to be supportive of planned adaptability for remote learning (Covid)	Faculty Audit by Digital Practice WSL's	HEJ	Digital Practice WSL's	01-Feb-20	01-Mar-21	
	Delivery of Projects in Junior programme in 2021	Review and refine	HEJ	HoFs	05-Feb-20	01-Dec-21	
	Determine effective BYOD solutions for LBC to support 21st Century and a future focussed curriculum that will prepare students for success in a digital world and to inform curriculum design	Develop and investigate an implementation plan for Years 10-13 that includes community engagement, PLD for staff & students, ensures equity	Effective BYOD use as part of teaching & learning	HEJ/LEM	LEM/HEJ/BIC/SCT, Digital Curriculum and Device Practice Working Group, Digital Curriculum WSL	02-Feb-21	15-Jul-21
	Define and develop a culture of excellence at LBC across the 5 arms of LBC (Academic, Arts, Cultural, Service, Sport)	Each arm determines measures for evaluating shifts in levels of excellence	Plan established and checkpoints established	HEA	Head of each arm (FIE, LEM, HEJ, JON, PER/STR)	26-Feb-19	15-Jul-21
		Each arm develops an action plan to generate positive shifts in their area	Improved levels of excellence across all 5 arms	HEA	Head of each arm (FIE, LEM, HEJ, JON, PER/STR)	01-Jun-19	01-Dec-21
	Define a vision for our support staff	Vision and culture established	BCY	Support Staff	01-Feb-21	01-Dec-21	
	Define an approach to achieve 2022 beacon of practice status in BYOD, Projects, Atahwai, Pedagogy	Recognition and acknowledgement beyond our immediate community	HEJ	SLT & HoFs	01-Feb-21	01-Dec-21	

Conditions and Incentives - revise and review policies, processes and incentives to attract great staff and retain great staff.	Identify & develop initiatives that increase the value proposition of LBC to existing & potential staff	Staff retention data & exit interviews	BIC	SLT & HoFs	01-Jun-19	Nov-21
	Promote LBC to teacher training outfits	Initial Teacher Training programme launched. Numbers of trainees doubled from 2020. Exceptional candidates employed	BIC	TiC Student Teachers & HoFs	01-Mar-19	30-Sep-21
	Create a proposal for LBC House to be used as a recruitment tool for PCTs	Create a proposal for HEA to review as to benefits of offering flatting option to PCT's	BCY	BCY	01-Jun-20	31-Jun-21
	Implement and imbed our Aspiring and Middle Leaders programme	EOY review of new Aspiring and Middle Leaders programme	BIC	BIC & Leadership Working Group, Leadership WSL	01-Feb-20	01-Dec-21
Identify the main complex needs of our students that are causing most concern and develop action plans	Align to PLD programme, upskilling of teachers and develop shared expertise across the CoL	Data on complex needs Students needing transitional support identified Increase in student achievement Improved behaviour in identified students	HEJ	BIC, LEM, ASL, WSLs	01-Feb-20	04-Jul-21

Strategic Goal 3: Develop our physical environment to support wellbeing, contemporary teaching, and learning strategies and meet the needs of our community

Strategic Initiative	Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
Deliver the Property Plan priorities in developing facilities that meet current & future learning and wellbeing needs of our community.	Sub-committee to review & design a plan that meets the needs of our community	Amended & appropriate 10YPP & 5YA	HEA	HEA, BAP, BCY, BOT sub committee	21-Jan-19	01-Jul-21
	Implement identified building programmes	Completion of Field 1, A Block, O Block (Covid dependent) Solution to Field 2	HEA	HEA, BCY, BAP, BOT sub committee, LEM	21-Jan-19	01-Dec-21
	Additional funding sources identified & utilised	External financial contributions made - two successful trust applications made and money received towards projects.	BCY	BCY, BAP	13-Feb-19	01-Dec-21
	Pride in environment	School signage visible around the school, Budgetting to ensure classroom displays are vibrant and neat	HEA	BCY, BAP, SLT, HOFs, Classroom Teachers, Atawhai Leaders, Students	01-Feb-20	01-Dec-21
Review and develop a future focussed infrastructure plan that addresses the need to integrate modern technologies in teaching & learning through provision of BYOD, hardware, software and relevant PLD.	Working with New Era, establish & implement a development plan to support progression in line with the curriculum review Link to Goal 2	Implementation of IT plan in relation to curriculum and BYOD review findings	LEM	LEM, BIC, HEJ, New Era, BYOD / Digital Curriculum WSL	29-Apr-19	01-Dec-21
	Deliver BYOD solution for school that is ethical & equitable and ensure remote learning/accessibility ready (Covid) Link to Goal 2	BYOD solution and remote learning response in place for 2021	LEM	LEM, BIC, HEJ New Era, BYOD / Digital Curriculum WSL	01-Dec-20	01-Dec-21
	Integrate BYOD solution with staff practice and student experience Link to Goal 2	PLD plan in place to support good practice teaching & learning that uses BYOD tools	BIC	LEM/HEJ/BIC/SCT/Teaching and Learning Committee, BYOD / Digital Curriculum WSL	01-May-19	01-Dec-21
Refine administrative/organisational systems to ensure they are efficient and make appropriate use of technology and people to support improved outcomes	Fold in new reporting system for delivery in 2022	Improved levels of caregiver engagement. Baseline Data. System fit for purpose including conferencing and 'live reporting' trialed and ready for widespread use.	HEJ	LEM, HEJ, all staff	01-May-20	01-Dec-21
	Evaluating existing systems and procedures	Implement Xero and App Stack	BCY	BCY	11-Jan-21	30-Mar-21
		Improved quality of information supplied to key stakeholders	BCY	LEM, HEJ	12-Jan-21	01-Dec-21
Investigate International accomodation opportunites that reflect our school values	Analyse current accomodation provision. Review Weka House model. Improve quality of international accomodation provision.	Higher levels of engagement with homestay training. Student survey/homestay/staff. Financial and operational viability of Weka House	JON	HEA, BCY	18-Jan-21	01-Dec-21

	Improve our connections with families who have English as a second language	ESOL students and families will provide evidence they are feeling welcomed and supported.	JON	JON, International & EAP Teams, WSL	01-Feb-20	01-Dec-21			
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