# LONG BAY COLLEGE

*Care, create, excel*

# SCHOOL CHARTER 2023

*'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 1600 students, including over 70 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
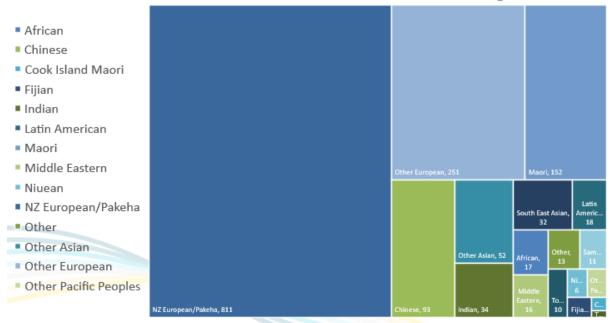
to meet the needs of our students and wider community. We are a diverse school of over 70 ethnicities, with many of our students being first or second-generation immigrants to New Zealand and our community is supported through a dedicated team of experts in our wellbeing, pastoral and student support 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 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 70 international students.

# School Profile - Ethnicity

- African
- Chinese
- Cook Island Maori
- Fijian
- Indian
- Latin American
- Maori
- Middle Eastern
- Niuean
- NZ European/Pakeha
- Other
- Other Asian
- Other European
- Other Pacific Peoples

Other European, 251 | Maori, 152
South East Asian, 32 | Latin Americ... 18
Other Asian, 52 | African, 17 | Other, 13 | Sam... 11
Middle Eastern, 16 | Ni... 6 | Ot... Pa...
NZ European/Pakeha, 811
Chinese, 93 | Indian, 34 | To... 10 | Fijia...

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 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 (NELP)
- 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 CoL purpose and aim is:

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

# STRATEGIC PLAN 2021- 2023

**ONEROA KĀHUI AKO**

**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**

| CULTURAL AWARENESS | WELLBEING Staff and Student | COMPLEX NEEDS |
|---|---|---|
| 1. Improve understanding of Te Tiriti o Waitangi and Te Ao Māori<br><br>2. Develop understanding and practices that reflect the unique position of Māori culture<br><br>3. Improve connections with our Māori parents, family, whānau and community<br><br>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<br><br>2. Devise and implement effective processes and programmes to improve transition for our learners across all our schools<br><br>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<br><br>2. Provide ongoing opportunities for staff to collaborate and share ideas and successes for supporting learners<br><br>3. Establish a means of sharing resources that are accessible to all |

# Strategic Plan 2022 - 2024

## Vision: Personal Excellence for Global Success

**LONG BAY COLLEGE**
*Care, create, excel*

| | Strategic Goals | Strategic Priorities | Success Measures |
|---|---|---|---|
| **CARE** | *Hauora, atawhai*<br>**A culture of wellbeing and care**<br>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 | 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*<br>**Diversity, equity, and inclusion**<br>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 in this community | 1. Culture and curriculum to reflect local tikanga (culture), Mātauranga (knowledge), and te ao (world) Māori.<br>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.<br>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 with the LBC umbrella |
| **CREATIVITY** | *Tino akoranga*<br>**Exceptional learning**<br>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<br>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*<br>**Connections, relationships and partnerships**<br>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.<br>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 |

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# 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 | Measures | Accountability | Responsibility | Forecast Start Date | Forecast Completion Date | Actual Completion Date | Complete | Status |
|---|---|---|---|---|---|---|---|---|---|
| Develop and embed an explicit, lived culture of wellbeing through programmes, practices and initiatives across the school | Research, identify and define 'wellbeing' within our kura for staff, students and community and determine our action plan for the next 3 years | Procedures, systems and supports around wellbeing for staff, students, and community are imbedded | LEM | LEM, WSL Wellbeing, Wellbeing Committee, Health and Safety Committee, EGL (Head of Wellbeing) | 2-Feb-22 | 3-Nov-24 | | | |
| | PLD for wellbeing focusing on determining our definition, resilience and our culture of care | Regular, strategic PLD is developed to meet the needs of our community and is recognised by our community | LEM | LEM, BIC, PLD Working Group | 2-Feb-22 | 30-Nov-23 | | | |
| | Ensure the Wellbeing Centre is equipped to be culturally responsive<br>• PLD with bilingual staff<br>• PLD with intenational staff<br>• PLD with external services<br>• Establish greater connections with International team | • Implementation of PLD<br>• Student and staff surveys | JON | LEM/EGL/ MOR, WSL Te Ao Māori | 2-Feb-22 | 30-Nov-24 | | | |
| | Atawhai - a shift in focus to developing 'soft' inter personal skills (understanding, mental health, empathy etc) and life skills (eg financial literacy) | PLD delivered and audit of staff confidence conducted | LEM | Atawhai Working Group, WSL Wellbeing, EGL | 2-Feb-22 | 30-Nov-23 | | | |
| | clubs and activities<br>• Junior production<br>• Fortnightly house challenges (sporting and non sporting) | Increased number of opportunities, events and participants | STR | WSL Community, SAA and whole staff | 2-Feb-22 | 30-Nov-23 | | | |
| | Enhancing our commitment to becoming an environmentally friendly school by devising a sustainable plan relating to clear and cohesive practices across our school | Securing and maintaining the 'Enviro Schools' Silver award and progressing towards the Gold standard | STR | BCY, Ecolution lead, Sustainability prefects, Property | 2-Feb-22 | 30-Nov-24 | | | |

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|---|---|---|---|---|---|---|---|---|---|---|
| | Improving cosistency and quality of International student care outside of school hours:<br><br>• Increase caregiver engagement<br>• Develop external relationships<br>• Work with broader international team to identify priorities and staff and implement initiatives around international student wellbeing<br><br>• Revise caregiver guidelines<br>• Grow social networking (APP)<br>•Develop social support and training for caregivers (bilingual)<br>• Explore initiatives run by NGOs  (eg Asian Family Services and Great Families)<br>• Explore capacity of bilingual wellbeing support services which are culturally responsive | • Engagement data<br>• Surveys (student/staff/agent/caregiver/parent) | JON | International Team | 2-Feb-22 | 30-Nov-23 | | | |
| | Developing opportunities to improve International student experience and foster sense of belonging by creating additional points of difference:<br>• New activities and venues for Discover Aotearoa Outdoor Education Programme and International Camps<br>• Social & cultural activities and trips with Global Ambassadors<br>• Local community service | • Engagement data<br>• Testimonials & Surveys (student//agent) | JON | ZHN, SHX | 2-Feb-22 | 30-Nov-23 | | | |
| | | • Plan written and if viable:<br>• Partners secured<br>• MOE approval<br>• Building project commenced | JON | BCY, MOE, External Partners, HEA, BOT | 2-Feb-22 | 30-Nov-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 | • Support the planning and celebrating of staff achievements<br><br>• Celebrating staff supporting each other<br><br>• Growing connections of staff within the school<br><br>• Coordinating events which positively enhance staff morale | • Welcoming new staff during induction and buddying new staff.<br>• Keeping a record of recipients receiving the Good Sorts.<br>• Introducing and Highlighting staff and their roles within LBC<br>• Increased staffroom use, for cross faculty connections.<br><br>• Initiatives which support staff well-being<br><br>• Term 1 Welcome event<br>• Social Events throughout the year (1 per term minimum)<br><br>• Christmas Staff Social | BIC | Staff Wellbeing Working Group, WSL Wellbeing, EGL | 2-Feb-22 | 30-Nov-23 | | | |

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| | Identify opportunities for staff to move into fixed term roles that give them the capacity and capability to influence school operations outside of their normal spheres of operation | • New roles to be identified<br>• Strategic appointments to be made<br>• Additional resourcing to be sourced | HEA | SLT | 10-Jan-22 | 30-Nov-24 | | |
| | Health care services for staff through the Wellbeing Centre<br>• Identify scope of care available<br>• Establish process to protect privacy and sensitivity (time, place and facilities) LEM | • Level of staff engagement | LEM | EGL and School Nurse | 3-Feb-22 | 28-Apr-23 | | |
| | Space and time created for learning, work and personal development to be cultivated<br>• PLD plan incorporates reflection/personal development time for staff<br>• Explore options for flexible work/learning for staff and report on this | • Work/Home protocols that protect wellbeing are visible and lived<br>• Plan relating to options and findings completed and reported to the SLT and BOT | BIC | BIC, SLT, HOF, EGL, Wellbeing Committee | 3-Feb-22 | 30-Nov-24 | | |

# 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 | Measures | Accountability | Responsibility | Forecast Start Date | Forecast Completion Date | Actual Completion Date | Complete | Status |
|---|---|---|---|---|---|---|---|---|---|
| Culture and currciulum 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) • build local connections with iwi and schools • access/build resouces and sytems for sharing and use | • Engagement is measured • Resources built and the sytem is accessible to all • Relationship with Te Kawerau a Maki formalised | BIC | HOFs, WSL Te Ao Māori, SLT | 2-Feb-22 | 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 | • Evidenced in policy documents • Meeting routines • 3Ps visible and tabgible across the kura | HEA | BOT, SLT | 27-Jan-22 | 30-Nov-23 | | | |
| Develop programmes to build a cohesive understanding of both bicultural and intercultural responsiveness and competencies as described in Tātaiako | Develop a curriculum that is diverse, responsive, inclusive and representative of all students | • Staff are equipped to suport Mana Ōrite honoring approaches in our kura and beyond • Classroom practies are supportive of diversity, equity and inclusion • Schemes of work are reviewed and amended to ensure that diversity, responsivity and represenation are appropriate | HEJ | HOFS, WIN, MOR | 2-Feb-22 | 30-Nov-24 | | | |
| | Embed local curriculum into our programmes • Connect to/share NCEA big ideas across the school • Writing effective schemes that include local curriculum • Incorporate into Atawhai programme | • Audit our programmes for inclusion • Schemes include T.M.TA • T.M.TA are embedded in our teaching practice • T.M.TA are embedded in our Atawhai programmes • Lesson and Scheme of Work sequencing, learning intentions and success criterion are clearly visible and implemented across the junior school | HEJ | LEM, HOFs, HOD/S, SLT, Atawhai Working Group | 2-Feb-22 | 30-Nov-24 | | | |

| | Investigate how we create a greater connection and place greater importance on and between our kura and Te Puna Waiake<br>• Create and develop a plan for the whare nui in the short and long terms | • Plan will be presented to SLT and BOT on future direction of wharenui | BIC | BCY, WSL Te Ao Māori, JON | 2-Feb-22 | 30-Nov-23 | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Review and identify student (including Special Assessment Conditions) needs from Learning Support to ensure that all learners are able to experience academic success | • Students and staff are supported to deliver excellent outcomes for our learners requiring additional support<br>• Rebranding of LS | BIC | HOFs | 2-Feb-22 | 30-Nov-23 | | | |
| | Improve the visibility of Te ao Māori<br>• Artworks (carvings, symbolism) commisioned to highlight bicultural foundations and placed with prominence<br>• Practices and events held that place significance and importance on Māori celebrations | • We visibly and tangibly reflect a kura of Aotearoa<br>• Pōwhiri, Matariki and Te wiki o te Reo Māori have more prominence<br>• Kapa haka perform at Polyfest | BIC | WSL Te Ao Māori, ADA, BOT, External partners | 2-Feb-22 | 30-Nov-24 | | | |
| | Investigate the development of Whānau hui and Fono groups and related connectivity with whānau | • Groups become significant contributors towards the direction the school takes for our Māori and Pasifika students | BIC | Māori and Pasifika Coordinator, WSL Te Ao Māori | 2-Feb-22 | 30-Nov-23 | | | |
| 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 | • Create space and support for clubs, groups etc of varying interest, seeking out opportunity for dialogue with relevant communities and individuals | • Greater range of groups, clubs and activities<br>• Clear process for new groups established | STR | Club/Group Leads | 2-Feb-22 | 30-Nov-24 | | | |
| | • Develop conciousness and visibility of DEI differences and acceptance<br>• Establish a clear process for funding and provision for groups | • Delivery of calendered programme of guest speakers (assemblies, staff PLD) | LEM | CHB | 2-Feb-22 | 30-Nov-24 | | | |
| | Celebrate diversity<br>• Physical surroundings<br>• Recognition - assemblies, days, festivals<br>• Build and strengthen exisiting connections with feeder schools<br>• Determine and develop a plan and contacts for assembly guest speakers | • Annual and ongoing plan established and implemented<br>• Deliver events that are reaffirming and celebratory of diverse groups within the kura | BES | JON, CHB, DUJ, DOR, Club/Group Leads | 2-Feb-22 | 30-Nov-24 | | | |
| | Reflect on and recognise our own bias and views<br>• PLD for staff and students (Atawhai) around unconscious bias, DEI, empathy and reflection | • PLD plan established, delivered and evaluated | JON | BIC, CHB, SCH | 2-Feb-23 | 30-Nov-24 | | | |

| | Consider current support models for students of varying and wide ranging needs at the college<br><br>• Create all staff PLD DEI programme based on staff knowledge and needs<br>• Indentify | • Review, report and make recommendations in relation to current support approaches and needs of staff | LEM | EGL, WSL Equity and Inclusion | 2-Feb-23 | 30-Nov-24 | LEM | | | |
|---|---|---|---|---|---|---|---|---|---|---|

# 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 | Measures | Accountability | Responsibility | Forecast Start Date | Forecast Completion Date | Actual Completion Date | Complete | Status |
|---|---|---|---|---|---|---|---|---|---|
| Develop a cohesive PLD culture and plan which enhances all of our staffs' knowledge and expertise as active participants in learning | Deliver PLD that meets the needs of staff:<br>• Culturally Responsive Pedagogy<br>• Mana ōrite mō te mātauranga Māori<br>• Pedagogy - BYOD/Digital/SAMR/DDDO/Computational Thinking<br>• DEI<br>• Tikanga, Ako, Mahara | • 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<br>• Principles of Mana ōrite mō te mātauranga Māori are embeded within faculties<br>• All faculty unit plans address culturally responsive pedagogy to identify how Māori can achieve educational success as Māori<br>• Visible through QA (Quality Assurance) process, Action Planning and through the imbedded practice of Tikanga, Ako and Mahara pedagogy | HEJ | WSL Te Ao Māori, WIN, Professional Learning Team, BCY | 2-Feb-22 | 30-Nov-24 | | | |
| Develop a cohesive PLD culture and plan which enhances all of our staffs' knowledge and expertise as active participants in learning | • Te Tiriti o Waitangi<br>• Te reo me te tikanga Māori (TRMTTM - the language and customs)<br>• Support Staff to be provided with opportunities to enhance relevant skills and capabilities | • 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<br>• TRMTTM - identify and implement a programme of learning which can be built into the PLD structure<br>• Support staff engaged in meaningful, specific, training | BIC | WSL Te Ao Māori, Professional Learning Team, BCY | 2-Feb-22 | 30-Nov-24 | | | |
| Develop adaptive, engaging, reasearch based, student-centred programmes that best serve the needs of our learners and community | Currciulum Design<br>SAMR (Substitution, Augmentation, Modification, Redefinition), CT (Computational Thinking), DDDO (Designing and Delivering Digital Outcomes), | • Evidence of SAMR progression<br>• Evidence of teaching that supports high quality CT, DDDO<br>• Measured through quality QA process, Action Planning and to see imbedded practice | LEM | Professional Learning Lead Team, HEJ, SIB | 2-Feb-22 | 30-Nov-24 | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Cuuriculum Design<br>• Review of current lesson planning and current observation format, schemes of work, self and peer observation resourcing, SCT support, new staff induction and protocols, complex needs review, DEI review, Local Curriculum review<br>• RBP (Research Based Pedagogy), Culturally Responsive Practice (CRP) | • Explicit development of all areas that supports the development of teachers as instructional designers as determined by research based practice | HEJ | Professional Learning Lead Team | 2-Feb-22 | 30-Nov-24 | | |
| Designing senior courses for 2024/25<br>• Create plan of approach/structure/framework through creating space and opportunity for collaboration (PLD, Faculty Time)<br>• Focus on learning not assessment<br>• Creative assessement focus - researching and collating a variety of assessment methods | • Year 11 programme ready to be delivered in 2024 through recognised and deliberate faculty planning time | HEJ | BES, BIC, HOFs | 2-Feb-22 | 30-Nov-23 | | |
| More effective communication and enagement with parents/caregivers to support their tamariki's learning outcomes.<br>• Reporting - shift reporting to an engagement and learning focus, interogating the value of live reporting, the value of summative reporting and the current parent teacher interview construct<br>• Review and develop reporting and feedback systems<br>• Closer connections between Atawhai leader and home | • Reporting systems appropriate for LBC implemented and reviewed | STR | LEM, IRV, HOFs, Deans, Atawhai Working Group | 2-Feb-22 | 30-Nov-22 | | |
| A clear focus on teaching and learning as our main goal and supporting through coordinated, wrap around support for at-risk learners<br>• Develop a cohesive structure to support Atawhai leaders in using data to track students and engage with whānau<br>• Develop a programme that supports the teaching, learning and mentoring of our Māori and Pasifika learners that are in need of additional support | • Systems researched, developed and implemented<br>• Māori and Pasifika learners NCEA results will be above those of National results and those of similar schools | BIC | BES, EVE, THM, IRV, Atawhai working group, LEM, Deans | 2-Feb-22 | 30-Nov-24 | | |
| Develop a high performing Scholarship programme at the school | • Review of current framework and practices conducted inclusing alignment of Aspiring Scholars programme and future direction<br>• Aspiring Scholars programme visibly promoted externally and internally<br>• Clearly defined recommendations as to structure and format of Scholarship in the school made<br>• Goal of 50 Scholarships in 2023 | STR | HEJ, HOFS, Scholarship Tutors, Aspiring Scholars' teachers | 3-Feb-22 | 20/02/2023 | | |

# CONNECTIONS, RELATIONSHIPS AND PARTNERSHIPS (WHANAUNGATANGA)

**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 | Measures | Accountability | Responsibility | Forecast Start Date | Forecast Completion Date | Actual Completion Date | Complete | Status |
|---|---|---|---|---|---|---|---|---|---|
| Develop programmes to build a cohesive connection with our current, past and potential external stakeholders | Develop connections to our Māori community<br>• Establish and develop meaningful and mutually fulfilling relationships with local iwi<br>• Support whānau to establish leaders, goals and a clear driection for whānau hui<br>• Establish a partnership with a local Marae<br>• Identify and foster a positive relationship with a new Kaumātua | • Whānau hui is lead and directed by whānau<br>• Visible student and staff noho marae opportunities<br>• Tangible relationships with iwi, marae, kaumātua and other stakeholders | BIC | WSL Te Ao Māori, WSL Local Curriculum, WIN, HEA | 2-Feb-22 | 30-Nov-24 | | | |
| | Develop effective relationships with our changing multicultural community<br>• Develop leadership of additional staff to lead engagement with different ethnic groups<br>• Provide bilingual information evenings to involve whānau more in student learning | • Staff leaders trained effectively<br>• Regular events held for a variety of ethnic groups<br>• Opportunities provided to celebrate cultures and diversity | JON | LUP, YUN, SHX, HEA | 2-Feb-22 | 30-Nov-24 | | | |
| | Promote the quality of our work, externally<br>• Be a visible local, regional, and national beacon of practice in relation to high quality professional learning and pedagogy<br>• Host professional learning conferences that are open to the wider secondary community to showcase our own practice and that of other schools<br>• Ensure that local, regional and national spaces are aware of our identity and direction in pastoral and pedagogy spaces | • Attend and present at local, regional and national conferences<br>• Increase media coverage<br>• Application for a Primeminister's Excellence Award in Education | HEJ | SLT, All WSLs, Head of Wellbeing | 2-Feb-22 | 30-Nov-24 | | | |

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| Develop house system to be a more effective tool in terms of instilling school values and external promotion of the school<br>• Ensure an even representation of house inititives across Leadership, Innovation, Academia, The Arts, Sport, Service to community<br>• Initiatives launched early and more widely in the school year<br>• Introduce house leader mentor programme across multiple year groups to support authentic collbaoration with community initiatives<br>• Improve communication and visibility of house system<br>• Develop relationships with Forest and Bird NZ, Sustainability Council and our Ecolution Group to create more meaning/value behind our house birds and to help promote sustainable, ecological and cultural practices and thinking | • Clear processes for house leader selection and expectations<br>• Establish calendar of events and reocrd of participation<br>• House leader mentor programme established and delivered<br>• More visibility and emphasis placed on the house system through physical displays, Atawhai and house badges being worn<br>•student engagement surveys and engagement data | LEM | WSL Community, FIE, STR | 2-Feb-22 | 30-Nov-24 | |
| Establishing and Developing Alumni Relationships<br>• Establishment of Alumni and Sponsorship cooridnator role<br>• Developing a database and subsequent communications channells<br>• Exploring and establishing sponsorship and legacy programmes and fundraising for projects<br>• Introducing all arms of the school to the Alumni Day celebrations | • Alumni numbers engaged<br>• Financial value (income) of Alumni programmes<br>• 50th Year Celebration coordination | BCY/BIC | ADA, FIE, STR, HOFs | 2-Feb-22 | 30-Nov-24 | |
| Establishing and developing relationships with local businesses with potential for investment | • Securing sponsorship and scholarship opportunities<br>• Possible Boarding House partnership | BCY | ADA | 2-Feb-22 | 30-Nov-24 | |

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| | Develop new International Strategic Plan to reestablish LBC as a first class destination for Intenational students through the rebuilding of relationships and partnerships with Internationsl agents, partner schools and organisation oversees<br>• Review current agent lists<br>• Reset marketing strategies (local and offshore)<br>• Build on partner school relations and activities to create a potential pipeline of future International students<br>• Develop partnership with Massey University in terms of collaborative care, opportunities, end of year programme, pathway programmes and marketing fairs<br>• Explore other ways to use MERC expertise around our Outdoor Education partnership<br>• New marketing materials reflect upgraded opportunities to attract students in a post-pandemic world | • Ability to attract and retain students now that borders have reopened<br>•Shared vision across to the Team, everyone working to the same end<br>• Partner satisfaction feedback through surveys<br>• Engagement in online programme, summer programme & Scholarship activities for selected places from Partnership schools<br>• Engagement in Massey-based activites (North Shore cluster group, students & agents)<br>• Waiting list for MERC based activities, with students wanting to enjoy outdoor activities and learn more about NZ natural environment<br>• Positive feedback re. new marketing of partnerships & enhanced opportunities. | JON | International, EAP | 2-Feb-22 | 30-Nov-23 | | | | |
| | Enhance the parental engagement experience for whānau<br>• Links to the reporting (see exceptional learning) | | STR | Reporting working group | 2-Feb-22 | 30-Nov-23 | | | | |
| | Enhance the parental engagement experience for whānau<br>• Deliver PLD that meets the needs of parents/caregivers in relation to parenting and supporting teenage children in 2023 and beyond | • Appropriate opportunities and support provided for our caregiver community and our community engage with them | LEM | EGL, Deans | 2-Feb-22 | 30-Nov-24 | | | | |
| Prioritising the school value of community and the service arm of our school | Relay For Life and Daffodil Day (Cancer Society) to become the main focus for Service at LBC<br><br>• Grow student, staff and community involvment | • Profile of service and community opportunities at LBC increased<br>• Increased numbers of involvement, events and money raised | LEM | WSL Community | 2-Feb-22 | 30-Nov-24 | | | | |
| | Develop Duke of Edinburgh/Sir Edmund Hillary Award scheme across all senior year groups to grow a wide range of opportunities for community service and leadership | • Students engaged at Years 11, 12 and 13 | JON | DOE Team, TUX | 2-Feb-22 | 30-Nov-23 | | | | |
| | Investigtaing and recommending the viability of individual service projects within each Atawhai group | • Plan established and ready to roll out in 2024 | LEM | WSL Community | 1-Mar-22 | 30-Nov-23 | | | | |