

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, mātāuranga and te ao Māori (T.M.TA) • build local connections with iwi and schools • access/build resources and systems for sharing and use	1.1.3 1.2.4 1.2.5 3.5.1 3.5.2 3.6.3	• 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 (i) Whanaungatanga - Connecting People (ii) Whakapapa/pūrākau – sharing the stories of people and place (iii) School pepeha (iv) Guidance with other initiatives within the school e.g. naming of buildings, carving (v) Pukapuka kawa – guidance on tikanga with pōwhiri, poroporoaki, karakia and anything else to 'localise' and follow mana whenua kawa. (vi) Future Initiatives - investigate potential location and building new Whare	BIC	SCH, SLT, HoF's	2-Feb-24	30-Nov-24
		1.1.3 3.5.1	• 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 Tāiaiaio	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. • Tino Akoranga to iterate to include Maht 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 Maht 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	• 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 maht tahi initiative and supported in curriculum iteration in all Faculty programmes • Tino akoranga approaches relating to curriculum design inform PCT programme • Significant (2%) gains in academic output over the next 5 years in all measures (NCEA Level Achievement, Endorsements, UE, Scholarship, Value Added)	HEJ	SLT, HoF's, WIN, SCT	2-Feb-24	30-Nov-25
	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 • Strategic action plan focus in 2024 QA to support ongoing implementation of research-based curriculum sequencing approaches	1.2.3 3.5.2 3.6.1 3.6.2 3.6.3	• 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	HoF's, SCT	2-Feb-24	30-Nov-25
	Investigate how we create a greater connection and place greater importance on and between our kura and Te Puna Waiake • Create and develop a plan for the whare nui in the short and long terms	1.1.3 1.2.4 3.5.1	• 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
	Review and identify student (including Special Assessment Conditions) needs from Learning Support to ensure that all learners are able to experience academic success	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	• 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, HoF's	2-Feb-24	30-Nov-24
	Improve the visibility of Te ao Māori • Arwaka (carvings, symbols) commissioned to highlight bicultural foundations and placed with prominence • Practices and events held that place significance and importance on Māori celebrations	1.1.3 2.3.1 2.3.3 3.5.1 3.5.2 3.5.3	• We visibly and tangibly reflect a kura of Aotearoa • Pōwhiri, Matariki and Te witi o te Reo Māori have more prominence • Kapa haka perform at Polyfest 2025 • Introduction and review of Mātāuranga 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	• 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	• Create space and support for clubs, groups etc of supportive of community members from all backgrounds, meeting their complex needs irrespective of religion, ethnicity, nationality, gender, sexuality, learning abilities and socio-economic background • 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	• 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
	• 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	• 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
	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	• 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
	Reflect on and recognise our own bias and views • 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	1.1.1 1.1.2 1.1.3 2.3.2 3.6.1 3.6.2 3.6.3 4.7.2	• 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.	ION	ION, WIN, SLT	2-Feb-24	30-Nov-25