



LONG BAY COLLEGE
Care, create, excel

ANNUAL IMPLEMENTATION PLAN 2025

‘Personal Excellence For Global Success’

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	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"> • Weekly liaison meetings established with Wellbeing to focus on increasing Asian student engagement and developing culturally responsive support strategies • Increase in Asian support services available to students • 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, LEM, International Student Coordinators	2-Feb-24	30-Nov-25
	Elevate the House System to foster school spirit and healthy competition to encourage more active participation and pride across all year levels <ul style="list-style-type: none"> • Manu Taki (Staff Leaders) and Student Leaders • House assemblies • Explicit competition and integrated points system linked to participation, in clubs, activities, sports, service, attendance, academic achievement, 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	<ul style="list-style-type: none"> • Report on incentives, awards which drive ākonga to engage • Termly House assemblies led by Mana Taki and Student Leaders • Support Year Level and School Assemblies with House Competition features • House chant/song created for each house • Explicit competition and integrated points system linked to participation, in clubs, activities, sports, service, attendance, academic achievement, engagement scores, uniform expectations, school values etc • Visible leader boards and trophy presentations • Whole school House events • Plan, execute and embed annual activities which earn house points across the 5 arms of the school (Academia, Arts, Culture, Service, Sport). • Increase participation and funds raised for Cancer Society. \$30,000 2025 • Greater 'service' component • Greater link to Atawhai established 	BIC	PAK, PRI, BAJ, FIE, KIR, OLP, OSN	2-Feb-24	30-Jun-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	Following being awarded Bronze and Silver Enviroschools Awards, we aim to reach Green Gold status by the end of 2025. This supported through: <ul style="list-style-type: none"> • Development of outdoor learning spaces • Implementation of recycling systems • Engagement of wider school in sustainability learning and practices 	STR	PRI, SHE, ZHN	2-Feb-24	30-Oct-25
	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	Improve student attendance to goal of +90% Y9 - 92%, Y10 - 91%, Y11 - 90%, Y12- 90%, Y 13 - 86%, Mao - 82%, Pacifica - 80% Reduce those students in the Moderate and Chronic attendance levels. Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight) 2024 - MOE - 70% 2026 - MOE - 75% Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight) 2024 - MOE - 6% 2026 - MOE - 4% Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight) 2024 - MOE - 5% 2026 - MOE - 3% Link into STAR / NAISSS and MOE initiatives - with LBC focus, review targets.	LEM	Year level DPs, Deans, Atawhai leaders, Teaching staff, Attendance Support Staff, NAISSS	15-Oct-23	8-Dec-25

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
Develop programmes to build a cohesive understanding of both bicultural and intercultural responsiveness and competencies as described in Tātaiako	<ul style="list-style-type: none"> Maximising Learning Time developed as a school wide approach (courses of study in schemes and in practice supporting and considerate of intentional and responsive planning mindful of cognitive science and relational practices. Explicit literacy practices to be a feature of all junior schemes developed in line with school PLD and disciplinary literacy approaches. 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"> Schemes of work for all courses of study to follow "Maximising Learning Time" considerations explicitly. All Junior schemes of work overtly scaffold discipline specific literacy approaches as described in Tino Akoranga. Contextual numeracy approaches aligned to the co-requisite to be developed over 2025. 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	WIN, SLT, HoFs, SCT	2-Feb-24	30-Nov-25
	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	<ul style="list-style-type: none"> Maximising Learning Time a consideration for all learners, including those with additional learning needs. Students and staff are supported to deliver excellent outcomes for our learners requiring additional support Learning Support Buddy System implemented and reviewed. 	WIN	EVA, TMS, HOFs	2-Feb-24	30-Nov-25
	Improve the visibility of Te ao Māori <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 House system to incorporate te reo me te tikanga Māori (The language and customs) 	1.1.3 2.3.1 2.3.3 3.5.1 3.5.2 3.5.3	<ul style="list-style-type: none"> We visibly and tangibly reflect a kura of Aotearoa Kapa haka perform at Polyfest 2025 Review of Mātauranga Māori course and consider potential future direction Haka competition between the houses is held. House Trophy design incorporate appropriate Māori patterns. Proposal and design for front of reception pou is finalised. New Kapa haka uniforms are designed and produced. 	BIC		2-Feb-24	30-Nov-25

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 • Ensure greater clarity and visibility for clubs and co-curricular groups • Develop opportunities for greater student leadership of clubs and activities. 	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 • One new club in each of Science and Technology in 2025. • 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. • Clubs Directory developed and made available • Co-curricular expo held in Jan 2025 • Termly re-promotion of clubs • Club promotion in year level assemblies. 	WIN		2-Feb-24	30-Nov-25
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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	<ul style="list-style-type: none"> • Develop and deliver PLD that is considerate of maximising learning time and explicit instruction considerations in the classroom. • Develop and deliver PLD that is considerate of the science of reading and science of writing. • Develop staff capability across faculties to raise co-requisite preparedness. • Develop staff capability to better support ELL students via PLD programme. • Support Staff to be provided with opportunities to enhance relevant skills and capabilities • Develop leadership capability amongst staff. • Develop PCT PLD programme to reflect and reinforce wider school approaches. • Develop QA related PLD supports to align with Maximising Learning, and Literacy and Numeracy • Provide opportunities for teachers new to New Zealand to become knowledgeable about Te Tiriti o Waitangi and its implications for practice in New Zealand • Provide opportunities for teachers to develop their usage and understanding of Te Reo Māori 		<ul style="list-style-type: none"> • Increased consistency relating to Tino Akoranga, including smooth starts to lessons, learning intentions, success criteria, do-nows, "I do, We do, You do" practices, checks for understanding, plenaries, lesson closing. • Increased consistency in reading and writing approaches across the college. • Higher rates of co-req attainment secured. • Significant (5%) gains in academic output over the next 5 years in all measures (NCEA Level Achievement, Endorsements, UE, Scholarship, Value Added) • Plans for practices supportive of Maximising Learning, and Literacy and Numeracy supports evident in QA process. • Practices supportive of ELL Learners evident in faculty practice and in schemes of work. • Staff in leadership roles supported to develop their capability and confidence in those roles. • PCT programme alignment evident in classroom practices and reflections. • Staff who are new to New Zealand are supported with learning and resources to become knowledgeable about Te Tiriti o Waitangi and its implications for practice in New Zealand • Staff across the college are supported to develop the capability in Te Reo Māori through engagement with certificate level Polytech courses and through the provision of self-directed learning resources. 	WIN	HEJ, WSLs, HOFs, SLT, SCT	2-Feb-25	30-Nov-26
Integrate Mahi Tahi as an approach as a driver of pedagogical improvement and relational trust across faculties.	<ul style="list-style-type: none"> • Develop and deliver Mahi Tahi programme for 2025 focused on maximising learning time and explicit instruction. • Develop and deliver PLD to support Mahi Tahi programme delivery • Alignment of PCT programme with Mahi Tahi 		<ul style="list-style-type: none"> • Increased consistency relating to Tino Akoranga, including smooth starts to lessons, learning intentions, success criteria, do-nows, "I do, We do, You do" practices, checks for understanding, plenaries, lesson closing. • Significant (5%) gains in academic output over the next 5 years in all measures (NCEA Level Achievement, Endorsements, UE, Scholarship, Value Added) • Increased staff engagement and participation in Mahi Tahi • PCTs and mentor teachers engaged with Mahi Tahi rounds in 2025. 	HEJ	WIN, WSLs, HOFs, SLT, SCT	2-Feb-25	30-Nov-26

	Curriculum Design: Development of an iterated junior curriculum ready for delivery in 2026, considering the NZC Refresh, Knowledge Rich approaches, Co-req readiness, word knowledge assessment.		<ul style="list-style-type: none"> • Delivery of streaming considerate approaches in English and Mathematics, including programmes of study, assessment, placement, and Tino Akoranga aligned pedagogy. • Development of word knowledge assessments across wider core for 2026. • Development of mid-year assessment approaches for Junior and Senior students. • Significant (5%) gains in academic output over the next 5 years in all measures (NCEA Level Achievement, Endorsements, UE, Scholarship, Value Added) 	HEJ	WIN, SLT, HoFs,	2-Feb-24	30-Nov-25
	<p>More effective communication and engagement with parents/caregivers to support the learning outcomes of tamariki.</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 • Reporting aligned to literacy and numeracy and word knowledge assessments at the beginning, middle and end of the year. 	1.2.1 1.2.3 2.3.1 2.3.4 2.4.2	<ul style="list-style-type: none"> • Parent/teacher interview format reviewed by end of Term 1, 2025 • Refine parent/teacher interview formats based on community survey feedback • Literacy and numeracy and word knowledge assessment reporting approaches developed for 2026. 	WIN	STO, HEJ, BAI, CUR, SPR,	2-Feb-24	30-Jul-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 Atawhai 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 	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	<ul style="list-style-type: none"> • Māori and Pasifika learners NCEA results will be above those of National results and those of similar schools • Te Manawanui UE Mentoring Programme. Student Voice and EOY Report reviews progress. • Continuation of a 5 year plan to improve Māori and Pasifika learners NCEA results 	BIC	AST, EVE, GNV, MAU, SLT	2-Feb-24	30-Nov-25

	<ul style="list-style-type: none"> •Review, refine and develop programmes for English Language Learners to ensure we are catering to the needs of our changing student cohort and maximising learning time. •Streamline procedures for ELL students to ensure their needs are met and class placements are prompt. •Ensure staff have a clear understanding of the key needs of ELL students through all staff and targeted PLD with key groups. 		<ul style="list-style-type: none"> •Secure improved rates of co-req or equivalent achievement for Level 2+ ELL students. •Secure improved rates of UE Literacy achievement for Level 3+ ELL students. •Increased consistency for EAPL faculty with Tino Akoranga and Mahi Tahi approaches. •ELL Entrance testing carried out promptly on student arrival, supporting faster class placement. • ELLs' progress and achievements monitored within EAP by regularly updating ELLP stages on Kamar and evaluating data •Pastoral teams have a clearer understanding of the needs of ELL students, and ELLP stages, supporting class placement and timetabling. • Staff supported to better respond to ELL students through all staff Literacy PLD series (integrated into schemes of work). • Junior ELL programmes for 2026 developed 	WIN	YUN, LUY, SHX, JON, SIB, CUR	2-Feb-25	30-Nov-25
	Review our current Aspiring Scholars provision moving towards developing a higher performing Scholarship programme at the school	1.2.1 1.2.3 2.3.2 3.6.2	<ul style="list-style-type: none"> • Delivery of Scholars programme aligned to report recommendations from 2024 for 2026. Potential to consider as BAU if Scholars iteration is rejected. 	STR	WSL	3-Feb-24	20-Feb-26
	<ul style="list-style-type: none"> • Secure and streamline Scholarship provisions at the college, develop equity of preparation programmes across faculties. 	1.2.1 1.2.3 2.3.2 3.6.2	<ul style="list-style-type: none"> • Continued development of recognition of scholarship staff contribution, scholarship staff support, scholarship student privileges, scholarship mentoring/Atawhai, 'in school event opportunities', Year 11 opportunities, tracking systems, staff responsibility and oversight • Goal of 60 Scholarships for 2025, with 8 or more of those coming from Y11-12 • Development of Scholars Academy for Y10-13 based on 2024 trial approaches. 	WIN	THO, ZHN	3-Feb-24	20-Feb-26

DRAFT IMPLEMENTATION PLAN

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	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	• Visible student and staff noho marae opportunities • Tangible relationships with iwi, marae, kaumātua and other stakeholders • Relationship with appropriate iwi formalised Outcomes for iwi partnership (i) Whanaungatanga - Connecting People (ii) Whakapapa/pūrākau – sharing the stories of people and place (iii) Guidance with other initiatives within the school e.g. naming of buildings, carving (iv) Pukapuka kawa – guidance on tikanga with pōwhiri, poroporoaki, karakia and anything else to 'localise' and follow mana whenua kawa.	BIC	HEA, BOT, Ben Thomason, WIN, SCH, COR, MAU,	2-Feb-24	30-Nov-25
	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 • Programme of well promoted annual cultural events identified on the School Calendar, including the Cultural Festival • A well-promoted programme of opportunities provided to inform parents from overseas how the education system works here and how they can support their teenage children • 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-25

	<p>Promote the quality of our work, externally:</p> <ul style="list-style-type: none"> • Tino Akoranga to iterate to include Mahi Tahī approach. • Tino Akoranga to iterate to include Mahi Tahī and Maximising Learning Time. • Promote and share Tino Akoranga and Mahi Tahī in appropriate professional networks. • Consider and grow capability of wider Curriculum and Pedagogy team 	<p>3.6.1 3.6.2</p>	<ul style="list-style-type: none"> • Winner of PMEA or equivalent supreme award • Engage in high prestige conference spaces i.e Research ED. • Develop beacon constructs to showcase the College internationally with a view to supporting recruitment of high quality staff from overseas and domestically. • Develop approaches supportive of regional conference hosting aligned to Tino Akoranga. • Tino Akoranga and Mahi Tahī 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, SCTx	2-Feb-24	30-Nov-25
	<p>Establishing and Developing Alumni Relationships</p> <ul style="list-style-type: none"> • 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 	<p>1.1.3 2.4.3 3.5.1 4.7.3</p>	<ul style="list-style-type: none"> • Financial value (income) of Alumni programmes • 50th Year Celebration coordination 	BCY/BIC	BYF, HOFs, MOB, Adrienne Bishop	2-Feb-23	30-Nov-25
	<p>Development of Property Masterplan for LBC into the future</p>	<p>1.1.3 1.2.1 1.2.5 2.3.1 4.7.3</p>	<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) • Ascertain parent/caregiver interest in relation to additional community sessions and respond to interest. • Explore options around on-site courses for community members. 	<p>1.2.1 1.2.3 1.2.5 2.3.1 2.3.4 2.4.2</p>	<ul style="list-style-type: none"> • Seek guidance from community regarding their desired supports and engagement in 2025 T1 community survey. Develop and implement plan based on this feedback. 	WIN		2-Feb-24	30-Jun-25