



LONG BAY COLLEGE

Care, create, excel

ANNUAL IMPLEMENTATION PLAN 2026

'Pursue Excellence, Nurture Wellbeing, Lead with Integrity'

Strategic Plan 2026 - 2029

VISION: PURSUE EXCELLENCE, NURTURE WELLBEING, LEAD WITH INTEGRITY



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	 <p>CARE</p> <p><i>Orangatanga</i> Pastoral Care, Wellbeing and Inclusion</p> <p>Structured Atawhai system of care Student wellbeing and resilience Inclusive, targeted support Strong mentoring relationships House system and belonging High participation and engagement</p> <p>Students who feel supported, included, resilient, and able to thrive.</p>	 <p>RESPECT</p> <p><i>Tāpiritanga</i> Extra-Curricular Opportunities</p> <p>Six pillars: academia, arts, culture, service, sport, leadership Broad participation and access Student leadership and initiative Performance, exhibitions and competition Sustainability and real-world learning</p> <p>Well-rounded learners respectfully engaged in meaningful opportunities beyond the classroom</p>	 <p>CREATIVITY</p> <p><i>Tino akoranga</i> High Quality Teaching and Learning</p> <p>Knowledge-rich, rigorous curriculum Literacy and numeracy mastery Metacognition and learner agency Research-informed pedagogy High-quality professional learning Purposeful careers pathways AI-considerate teaching practice</p> <p>Academic rigour, intellectual challenge, and mastery of essential knowledge for all learners.</p>	 <p>COMMUNITY</p> <p><i>Whanaungatanga</i> Community and Whānau Engagement</p> <p>Clear, purposeful communication Strong local partnerships Honouring Te Tiriti o Waitangi Bicultural leadership and practice Global connections and exchanges Alumni and community engagement</p> <p>All community stakeholders feel valued, involved and are beneficiaries from their meaningful connection to our school.</p>
<p>STRATEGIC GOALS</p>				
<p>STRATEGIC PRIORITIES</p>				
<p>SUCCESS MEASURES</p>				

2026 IMPLEMENTATION PLAN: High Quality Teaching and Learning (Curriculum and Pedagogy) - Tino Akoranga

STRATEGIC GOAL 1: High Quality Teaching and Learning (Curriculum and Pedagogy) - Tino Akoranga

Success Measures: Through these actions, Long Bay College will cultivate a learning environment marked by academic rigour, intellectual challenge and a mastery of essential knowledge, positioning every student for success in higher education, work and life.

Strategic Priorities	Strategic Initiatives and Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
1 Secure our place as a beacon of educational research and practice within New Zealand and beyond	1A • Establish Professional Learning and Development Centre	<ul style="list-style-type: none"> Establish research literature library securing texts from areas such as curriculum design, pedagogy, culturally responsive practice, literacy, numeracy, leadership, pastoral, assessment, and feedback Secure guest speakers, mentoring initiatives, and leadership development programme Establish a dedicated physical space 	WIN	PLD Strategic Supports, Specialist Classroom Teacher (SCT), BCY	2-Feb-26	1-Dec-27
	1B • Iterate Curriculum, Pedagogy, and Leadership initiatives to align with Professional Learning and Development Centre	<ul style="list-style-type: none"> Iterate PLD initiatives to reflect research literature from areas such as curriculum design, pedagogy, culturally responsive practice, literacy, numeracy, leadership, pastoral, assessment, and feedback Secure guest speakers, mentoring initiatives, and leadership development programme Bi-termly delivery of bespoke short courses, PCT and trainee teacher PLD 	WIN	PLD Strategic Supports, Specialist Classroom Teacher (SCT), HEJ	2-Feb-26	1-Dec-27
	1C • Showcase wider strategic delivery externally • Curriculum • Pedagogy • Leadership	<ul style="list-style-type: none"> Successfully host researchED Conference with 400+ attendees who reflect a demographic representative of all educational sectors and includes key thought leaders Secure ongoing engagement with researchED NZ Secure Education Excellence Award Promote and engage with bi-termly events for: subject association clusters across subject areas and external curriculum design groups 	HEJ	PLD Strategic Supports, HOFs, WIN	2-Feb-26	1-Dec-29
	1D • Leadership	<ul style="list-style-type: none"> Members of LBC staff hold leadership positions beyond our gates and drive educational outcomes externally 	HEA	SLT	2-Feb-26	1-Dec-29

2	Embed a knowledge-rich curriculum and Tino Akoranga considerate pedagogies across all subjects and qualifications, ensuring rigorous sequencing, formative and summative assessment, actionable feedback for students and the revisiting of foundational and conceptual content. The curriculum design and implementation will be aligned with the principles of the science of learning and Tino Akoranga	2A	<ul style="list-style-type: none"> Align curriculum and pedagogy constructs at LBC to align with the new national qualifications Investigate and review current and potential approaches for curriculum delivery from Year 9-13 	<ul style="list-style-type: none"> Delivery of report reviewing current and potential curriculum delivery approaches with recommendations informing curriculum, assessment and timetable structures for 2027 and beyond Deliver a curriculum approach for 2027 and beyond 	HEJ	SLT, HOFS	2-Feb-26	1-Dec-27
		2B	<ul style="list-style-type: none"> Align curriculum and pedagogy approaches with research informed best practice Iterate Tino Akoranga to secure research based pedagogical approaches supportive of a Knowledge Rich Curriculum (KRC), Maximising Learning Time (MLT), Disciplinary Literacy, Numeracy, and Metacognition Deliver and develop PLD programmes that are reflective of KRC, MLT, Literacy, Numeracy, and Metacognition Develop teaching and learning approaches aligned with Tino Akoranga that explicitly consider metacognition and student agency. 	<ul style="list-style-type: none"> Secure multiple 'ways of knowing' to inform Tino Akoranga and PLD programme PLD secured in practice and evident in our Quality Assurance reviews, Mahi Tahi, Scheme of Work 'tune ups', HOF feedback, showcases, lesson observations and student voice Development of PLD and implementation plan developed in 2026, for delivery in 2027. 	WIN	SLT, PLD Strategic Supports, HOFs	2-Feb-26	1-Dec-29
3	Prioritise the explicit teaching of disciplinary literacy and numeracy across the New Zealand Curriculum, providing a clear progression map for subject mastery and formative and summative assessment points grounded in cognitive load theory	3A	<ul style="list-style-type: none"> Develop and secure curriculum approaches supporting disciplinary Literacy and Numeracy at LBC aligned to the iterated national qualification and refreshed curriculum 	<ul style="list-style-type: none"> Develop and iterate our approaches securing high rates of co-requisite literacy and numeracy approaches (90% plus) in line with the current and changing national qualification Investigate and review literacy and numeracy assessment tools for Year 9 and 10 students (i.e. PAT and SMART) for implementation across multiple assessment windows in 2027 and beyond All junior schemes to include dedicated and explicit disciplinary approaches from 2027 Develop a disciplinary and whole school numeracy strategy for SLT review 	HEJ	SLT, PLD Strategic Supports, HOFs	2-Feb-26	1-Dec-27
		3B	<ul style="list-style-type: none"> Develop and secure pedagogy approaches supporting disciplinary Literacy and Numeracy at LBC aligned to the iterated national qualification and refreshed curriculum 	<ul style="list-style-type: none"> PLD developed and implemented with staff that is supportive of disciplinary literacy and numeracy PLD approaches supportive of all student achievement, including English Language Learners Approaches for supporting disciplinary literacy and numeracy secured across faculties and evident in classroom practice 	WIN	SLT, PLD Strategic Supports, HOFs, Teaching Staff	2-Feb-26	1-Dec-29

4	Ensure curriculum delivery for staff is grounded in the science of learning, instructional clarity and curriculum coherence, fostering a culture of excellence, collaboration and continuous improvement.	<ul style="list-style-type: none"> Collective high quality, consistent and coherent approaches to curriculum design and implementation across the school 	<ul style="list-style-type: none"> HOF meetings, Staff-Only days, QA, Faculty Meetings and Schemes tune-ups secure consistency, excellence, collaboration and continuous improvement 	HEJ	WIN, SLT, PLD Strategic Supports, HOFs	2-Feb-26	1-Dec-29
5	Ensure a positive organisational, professional development, mentoring and leadership culture that attracts, trains, retains and develops all of our staff	5A <ul style="list-style-type: none"> Secure and iterate Mahi Tahī as a support of high-quality teaching and learning and of a positive staff culture 	<ul style="list-style-type: none"> Deliver Mahi Tahī in 2026, and iterate approach for 2027 Maintain high levels of staff engagement and positive feedback Additional ways of knowing for Mahi Tahī and its efficacy explored in a report for SLT review and informing 2027 delivery 	WIN	SLT, HOFs	2-Feb-26	1-Dec-27
		5B <ul style="list-style-type: none"> New and established staff are supported with an aligned, robust, and responsive induction and mentoring programme Obtain and secure into employment, high-quality teachers 	<ul style="list-style-type: none"> Leadership programme participants secure promotions within one year, a minimum of 1/3 of those secured internally All mentor teachers complete mentoring development PLD multiple times during their mentoring tenure Proactive recruitment with ITOs to meet staffing and strategic needs 	WIN	SLT, HOFs, MCI	2-Feb-26	1-Dec-27
		5C <ul style="list-style-type: none"> Responsive professional learning provisioned for support staff 	<ul style="list-style-type: none"> PLD for support staff provisioned based on PGC needs 	BCY	WIN, SLT	2-Feb-26	1-Dec-29
6	Maintain robust careers guidance and ensure qualification pathways that prioritise the acquisition of deep, transferable knowledge and readiness for future challenges	<ul style="list-style-type: none"> Iterate systems and processes to support subject pathways Development of sequenced approaches to support careers guidance 	<ul style="list-style-type: none"> Students receive tailored careers advice based on their age and stage Schoolbridge gives students up-to-date, meaningful pathways and careers guidance 	LEM	THM, SLT, HOFs	2-Feb-26	1-Dec-29
7	Develop the physical school environment and resourcing to support excellence	<ul style="list-style-type: none"> Secure ongoing refurbishment of school facilities 	<ul style="list-style-type: none"> Report produced that reviews impacts of physical environment on learning. O Block refurbishment in alignment with Tino Akoranga Secure additional rooming for O Block refurbishment and secure rationalisation of ailing buildings 	HEA	WIN (report).	2-Feb-26	1-Dec-29
8	Investigate and develop the use of AI as relates to pedagogy	<ul style="list-style-type: none"> Secure research informed, context appropriate use of AI pedagogies across Long Bay College Engage with research base around AI considerate pedagogies 	<ul style="list-style-type: none"> Review AI considerate pedagogies in use and for potential use Completion of report, with suggested next steps implemented where appropriate 	WIN	SIB	2-Feb-26	1-Dec-26

2026 IMPLEMENTATION PLAN: Pastoral Care, Wellbeing and Inclusive Support - Orangatanga

STRATEGIC GOAL 2: Pastoral Care, Wellbeing and Inclusive Support - Orangatanga

Success Measures: By prioritising pastoral care, Long Bay College will foster an environment where wellbeing, resilience and inclusivity are central to the student experience, enabling students to flourish both in and beyond the classroom.

Strategic Priorities	Strategic Initiatives and Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
1 Providing a structured, Atawhai curriculum, explicitly teaching the foundational knowledge and skills that support our students to 'pursue excellence, nurture wellbeing and lead with integrity'	<ul style="list-style-type: none"> Structural Review of Atawhai. Focus on: Time, Size, Frequency, Assemblies, Curriculum, Monitoring, Wellbeing, Engagement, Pathways, House. Direct link with curriculum and timetable review Investigate consistency of approach and delivery in terms of curriculum and connection and engagement with families 	<ul style="list-style-type: none"> Develop programmes of learning and schemes of work for each year level Atawhai Coordinator role reviewed and appointed 'Leading Atawhai Effectively' is built into PLD programme Short-course PLD for targeted staff implemented Review completed for SLT consideration 	LEM	Atawhai Coordinator, WIN, HEJ	2-Feb-26	1-Dec-27
2 Developing student support programmes to integrate education about health science, emotional wellbeing and positive relationships, creating a safe and inclusive environment for all	<ul style="list-style-type: none"> Review provision we offer in Wellbeing Faculty and determine the quality of provision and opportunities that exist to enhance our offerings - Survey student body; Survey staff needs and identify gaps Investigate and if suitable, implement, wider range of external agency support programmes; Survey staff needs and identify gaps Consult and coordinate with Health Faculty Review Peer Support Programme 	<ul style="list-style-type: none"> Reviews completed for SLT consideration Surveys completed Results of surveys analysed 	LEM	EGL, HOW, Peer support lead	2-Feb-26	1-Oct-26
3 Evolving a culture of care supported by transparent wellbeing reporting systems and strong staff and student mentoring structures to address gaps in student wellbeing, identify needs early and ensure no student is left behind	<ul style="list-style-type: none"> Develop a data evaluation system and methodology to report on: engagement and effectiveness of staff and student mentoring through Wellbeing Review systems for identifying students that may not engage with current supports Guidance generated report on current programmes and engagement 	<ul style="list-style-type: none"> Surveys completed and reviewed System and reporting method completed and sustained 	LEM	EGL, JON, Deans, International Team Coordinator, Atawhai Leaders	2-Feb-26	1-Dec-26

<p>4 Develop coherent and culturally-responsive strategies that strengthen pastoral support for targeted English Language Learner (ELL) students and their whānau, growing engagement in wellbeing guidance and pathway planning to enhance students' sense of belonging, improve their access to targeted supports, and contribute directly to improved academic outcomes</p>	<p>4A</p> <ul style="list-style-type: none"> • Implement and promote culturally responsive wellbeing support framework tailored to targeted English Language Learner (ELL) students, led by Wellbeing and Bilingual Staff Support Team (trained in early identification protocols to ensure earlier, culturally informed interventions) • Feed into existing communication channels and pastoral systems to share with Deans, EAP teachers, and International staff • Introduce a proactive and formalised check in system (e.g. scheduled touchpoints, bilingual liaisons) for new and at risk targeted English Language Learner (ELL) students • Survey the needs of the EAL community to inform gaps • Develop and deliver culturally responsive and targeted wellbeing workshops to whānau addressing stress, transition, identity, and family expectations • Use individual and group learner voice tools (surveys, focus groups, bilingual interviews) to inform responsive support 	<ul style="list-style-type: none"> • Engagement data shows increased participation of targeted English Language Learner (ELL) students in wellbeing conversations, guidance meetings, and pastoral initiatives • Improved student self reported wellbeing and sense of belonging (survey results) • 60% Reduction in unresolved pastoral issues being escalated to EAP teachers • 40% Higher attendance and active participation of targeted English Language Learner (ELL) whānau at school events and information evenings. 	<p>JON</p>	<p>LEM, OOS, EGL, Bilingual Staff Support Team, YUN, Deans and International</p>	<p>2-Feb-26</p>	<p>1-Dec-28</p>
	<p>4B</p> <ul style="list-style-type: none"> • Investigate the merits of an EAL pathways advisor role to work alongside Careers, Deans and families • Audit current pastoral and pathway systems to identify gaps for targeted English Language Learner (ELL) students; update procedures accordingly • Implement structured academic tracking specifically for ELLs, reviewed termly with Deans. • Develop culturally responsive pathway conversations with translated materials and bilingual support where needed • Provide academic workshops on assessment literacy, study skills, and exam readiness tailored to ELL needs. • Formalise cross team collaboration between EAP, International, Deans and Careers/Pathways to monitor progress and adjust support • Grow connections with whanau to understand, support and manage their expectations. • Provide translation support at Parent-Teacher interviews. 	<ul style="list-style-type: none"> • Potential implementation of additional role in 2027 • ELLP stages are recorded and updated twice during the year in Kamar • Improved NCEA outcomes (30% improved Achievement, with 20% improvement in Merits and Excellences) , increased Scholarship participation (15% of all FFPs taking Scholarship exams), literacy co requisite achievement (100% of all ELLs once they meet ELLP Stage 2+ criteria), and subject progression for targeted English Language Learner (ELL) students on mentor programme shown in final NCEA results • Increased rates of accurate pathway placement and successful transitions (30% less ELL students needing timetable changes in the first term, baseline data taken in March 2026) • More ELL students meeting personalised academic and career planning goals (30% increase in satisfaction rate with academic outcomes and pathways , baseline data taken in March 2026 when 2025 Alumni students start on their tertiary studies) • Higher attendance and active participation of targeted English Language Learners' (ELL) whānau at pathway evenings and parent-teacher interviews (30% improvement, baseline data based on 2026 attendance at Term 1 NCEA information evening) • Stronger home-school partnerships evident through feedback and follow up engagement across all ELL whānau (30% improvement on baseline data from initial survey in March 2026) 				

5	Developing our House system to further engage students in activities that foster a sense of belonging and supports our students to 'pursue excellence, nurture wellbeing and lead with integrity'	<ul style="list-style-type: none"> Increasing visibility of House System through: incorporating 6 pillars explicitly in activities; developing new activities; promoting more widely; reviewing effectiveness of assemblies; more lunchtime activities; investigating sponsorship; increasing staff engagement; increasing student engagement; engendering increased competition; investigate areas of school being designated to specific houses; investigating, designing and introducing signage and promotion at school entry and on school wide digital displays; investigate introducing community activities to be undertaken by individual houses; increasing student and staff 'house recognition' when reporting successes etc; develop House prefect portfolio Develop a 3 year strategic plan for the House System 	<ul style="list-style-type: none"> Increase participation from 2025: 14.9% Mini Relay for Life, 6% Relay for Life, 4.5% Polar Challenge 6 pillars explicitly evident in programme Results, progress, and achievements explicitly visible throughout our community Strategic plan completed by EOT2 	BIC	PAK, PRI, Manu Taki, BCY	2-Feb-26	1-Dec-29
6	Develop clear and effective systems to improve student engagement through improved attendance	<ul style="list-style-type: none"> Develop, implement and review Attendance Management Plan linked to Stepped Attendance Response (STAR) Develop, implement and review reporting system to keep parents/students informed on their attendance and next steps of Stepped Attendance Response, through Kamar Develop, implement and review monitoring systems for student attendance Develop, implement and review goal tracking system for student attendance Increase parent/students understanding of impact of attendance on future progress and achievement Develop, implement and review in-school attendance support to remove barriers to attendance Develop connection and system to make referral to external attendance supports - Bluelight 	<ul style="list-style-type: none"> Clear communication system in place to parents and students on attendance expectations on enrolment, at the start of the year and each term Communications in place with parents to illustrate what steps the school will take if the student is absent from school. STAR through website, student parent guide. Provide students/parents with regular updates on their child's attendance and where it sits on the STAR Internal and external referral systems in place to remove barriers to attendance. <p>Goal is by 2029 to have 80% of students attending 90%+.</p> <p>2026 - 67.8%+ 2027 - 72.8%+ 2028 - 77.8%+</p>	LEM	Year Level SLT and Deans, Attendance Support, Student Center Staff, Atawhai Leaders / Teachers	2-Feb-26	1-Dec-28

Community and Whānau Engagement - Whanaungatanga

STRATEGIC GOAL 3: Community and Whānau Engagement - Whanaungatanga

Success Measures: Deepening our engagement with community and whānau is essential for sustaining a vibrant, relevant educational environment.

Strategic Priorities	Strategic Initiatives and Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
1 Developing transparent, timely and relevant communication with families, staff and the wider community supported by digital platforms for curriculum access, progress reporting and feedback opportunities	1A <ul style="list-style-type: none"> Develop clear, prioritised and streamlined communication to whānau: audit current communications to community (Schoolbridge, website, daily notices, emails, social media, Teams, Wavelength) Develop more efficient methods of internal communication: <ul style="list-style-type: none"> Develop a communication framework for staff to use. 	<ul style="list-style-type: none"> Audit is completed Framework is in place and utilised by staff Communication systems have been streamlined 	BCY	HOFs, SLT, WIN	2-Feb-26	12-Jan-27
	1B <ul style="list-style-type: none"> Develop specific, actionable feedback that parents can engage with: <ul style="list-style-type: none"> Reporting to parents meets MOE requirements Reporting of engagement and progress is specific and actionable Faculties supported to accurately report on curriculum levels in disciplinary specific matter Rubric developed for faculties to support accurate curriculum level judgements 	<ul style="list-style-type: none"> Restructured reporting system is in place Faculties are able to confidently judge curriculum levels of students and those judgements are confirmed by peer moderation 	WIN	HEJ, STO	2-Feb-26	2-Dec-27

2	Promoting development and advancement of the College through targeted fundraising initiatives, alumni engagement and building enduring relationships with benefactors and community partners to support the growth and sustainability of Long Bay College	<ul style="list-style-type: none"> • Continue to develop and explore new opportunities for Alumni engagement in all 6 pillars: Mentorship and career guidance, Networking and professional opportunities, Guest speaking and role models, Fundraising and Sponsorship, Cultural and Community engagement, Digital engagement, Showcasing success • Pursue financial endowment from local businesses, iwi and wider community • Investigate the benefits and opportunities that a school 'foundation' creates • Investigate the viability of a 'work experience day' 	<ul style="list-style-type: none"> • Plan in place and alumni recruited to mentor students on tertiary education, career pathways and life skills for 2027 • Alumni networks create access to internships, apprenticeships and job placements for 2027 • Guest speakers recruited for assemblies and similar events • Alumni contribute financially through donations, sponsorships, for facilities, scholarships and special projects • Alumni involvement in cultural festivals, art showcases, international student recruitment and community service projects • Growth in numbers in alumni groups: (increasing by 20% each year) to track progress of initiatives established: 2025: Data base 12,855 students, 817 staff; FB 3600; LinkedIn 723; Instagram 250; Alumly 1315 • Alumni achievements highlighted and promoted • List of funding opportunities that will enhance the school established • Targetted sponsorship opportunities are pro-actively shared with businesses, community and alumni 	BCY	Nerys, BIC, DEN, THM, Kelly, MOB, JON,	2-Feb-26	1-Dec-29
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3	Explicitly valuing and celebrating our bicultural heritage through recognition of Te Tiriti o Waitangi	3A	<ul style="list-style-type: none"> Build cultural leadership capability across students, staff, and whānau 	<ul style="list-style-type: none"> Identify and train a core group of student, staff, and parent leaders to confidently lead whaikōrero, waiata, haka, and tikanga at school events Establish a Cultural Leadership Group made up of members of whānau, te reo Māori Faculty and Iwi to take an authentic role in shaping bicultural practices across the school Develop a sustainable mentoring programme that grows Māori student leadership capacity 	BIC	COR, SCH, MAU Ben Thomason	2-Feb-26	1-Dec-27
		3B	<ul style="list-style-type: none"> Strengthen staff capability and cultural confidence 	<ul style="list-style-type: none"> Provide ongoing PLD in te ao Māori, tikanga, and correct pronunciation, with targeted support for staff who are new to these areas Investigate possibility of annual marae visits for all existing staff and staff new to the school as part of induction and ongoing learning Ensure all teaching and support staff are confident in performing the school waiata and haka 	BIC	WIN, COR, SCH, Ben Thomason	2-Feb-26	1-Dec-28
		3C	<ul style="list-style-type: none"> Support new to New Zealand staff with bicultural understanding 	<ul style="list-style-type: none"> Deliver a structured "New to NZ" induction course that includes Te Tiriti o Waitangi, Aotearoa's bicultural history, and the local iwi context 	WIN	COR, SCH, BIC Ben Thomason	2-Feb-26	1-Dec-26
		3D	<ul style="list-style-type: none"> Grow Māori student leadership pathways 	<ul style="list-style-type: none"> Create and deliver a Māori Student Leadership Programme focused on mentoring, cultural identity, and leadership development Strengthen relationships with alumni to inspire and guide current students 	BIC	AST, COR, EVE, GNV, LEM, MAU, SCH, Te Manukura	2-Feb-26	1-Dec-28
		3E	<ul style="list-style-type: none"> Strengthen pathways and equity of access 	<ul style="list-style-type: none"> Māori akonga achievement equal or greater to other ethnicities across UE, L1 -L3 (or equivalent) and the Co-requisite (numeracy and literacy) Review and align Restricted Entry Pathway preparation to new qualification requirements Engage with 'Restricted Entry Pathways' Alumni as a source of advice and guidance for aspirational students 	BIC	BES, THM, AST, EVE, GNV, MAU, SCH	2-Feb-26	1-Dec-29

4	Supporting expansion of global partnerships and exchange programmes that foster substantive learning, critical engagement with world cultures and the development of cultural intelligence and understanding	<ul style="list-style-type: none"> • Pursuing meaningful and reciprocal connections to develop opportunities for staff and students with overseas businesses, universities and schools • Develop framework for staff to lead school exchange trips overseas • Promotion developed for students and whānau for exchange trips, digital exchanges and language learning opportunities • Ensuring teaching and learning programmes are considerate of needs of ELL and EAL students 	<ul style="list-style-type: none"> • Increase of students (20 in 2025, 40 in 2026 and 100 in 2028) engaged in global digital exchanges with select partners • Increase in numbers of staff and students taking part in outbound cultural exchanges. Aiming for 3 trips to schools by the end of 2028 • Individual language learning opportunities set up, to open up and support exchange opportunities, with 20 participants in 2026 and an increase in participants to 80 by December 2029. 	JON	SHX, JJO, SOE, DON	2-Feb-26	1-Dec-29
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2026 IMPLEMENTATION PLAN

The Importance of Extra-Curricular Activity – Tāpiritanga

STRATEGIC GOAL 4: The Importance of Extra-Curricular Activity – Tāpiritanga

Success Measures: Extra-curricular engagement at Long Bay College will continue to be a cornerstone of our educational culture, nurturing well-rounded individuals prepared to make meaningful contributions to society.

Strategic Priorities	Strategic Initiatives and Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
1 Embed the six pillars of our school: academia, arts, culture, service, sport and leadership, at the heart of our educational vision, creating structured and scaffolded pathways that inspire participation, nurture wellbeing, and cultivate deep intellectual, physical and personal growth for every student and staff member	1A <ul style="list-style-type: none"> • Complete a GAP analysis of current provision and generate a pathway planning map • Review current promotion and coordination of activities • Explore opportunities and incentives to engage staff in leading activities • Review current badge/rewards system and align to 6 pillars • Explore potential of Extra-Curricular TIC/Coordinator • Raising awareness, understanding and value of extra-curricular activities and how they support students' success in their futures and enhance teacher experiences 	<ul style="list-style-type: none"> • Increased participation figures for staff and students. 30 x staff were involved in 40 x non-sporting clubs and activities in 2025. Increase number of non-sporting groups to 60 and double staff participation by end of 2029. • Establish base-line data in 2026 for student participation. • 69% of groups kept records of student participation in KAMAR in 2025 - aim for 100% in 2026 and each subsequent year. • Breadth and depth of our offerings increases • Increased engagement in subject based extra-curricular opportunities • Relevant and motivating awards system in place for 2027 • Possible appointment of TIC 	STR	TIC (tbc), SLT, HOFs	2-Feb-26	1-Dec-29
	1B <ul style="list-style-type: none"> • Complete a GAP analysis of current provision and generate a pathway planning map • Review current promotion and coordination of activities • Explore opportunities and incentives to engage staff in leading activities • Investigate opportunity for annual sport exchange with a similar school • Raising awareness, understanding and value of extra-curricular activities and how they support students' success in their futures and enhance teacher experiences 	<ul style="list-style-type: none"> • Increased Sport participation figures for: Staff from 16% Coaching and 2% Managing to 18% Coaching and 7% Managing. Student from 51% to 60% • Increased participation for our Asian students with a 20% increase in the first year and 10% each subsequent year from 2027 • Breadth and depth of our offerings increases • Increased engagement in subject based extra-curricular opportunities • Relevant and motivating awards system in place for 2027 	BIC			
2 Supporting programmes, public performances and exhibitions that showcase creativity, knowledge depth, and reflective practice	<ul style="list-style-type: none"> • All faculties to hold annual 'showcase' events. Definition of 'showcase' established • These events to be considered for inclusion in Quality Assurance audit or similar to promote excellence • Review resourcing needs • Promote and secure more industry, community and alumni involvement • Direct support given to English, Maths, HPE, Social Sciences to develop showcases 	<ul style="list-style-type: none"> • Process is built, tested and used for 10+ events per annum • All faculties represented 	HEJ	STR, SLT, HOFs	2-Feb-26	1-Dec-29

3	Embedding social, economic, and environmental sustainability initiatives into extra-curricular programmes, helping students understand and apply knowledge to real-world opportunities	<ul style="list-style-type: none"> Promoting and integrating across the school and House system Involving all faculties in review of practices Identifying strategic direction and plan for Sustainability now that Enviroschool Green:Gold has been achieved Audit of extra-curricular activities to map initiatives to activities Develop a common rubric/framework to be used by TICs (TICs identify knowledge learnt in their activities) Ensuring activities are socially, economically and environmentally sustainable 	<ul style="list-style-type: none"> Audit completed Framework developed Framework trialled Students can articulate what knowledge they have learned and can apply to their CV Extra-curricular groups meeting social, environmental, economic, sustainability goals Sustainability strategic plan developed Co-curricular groups meeting social, environmental, economic and sustainability goals 	STR	HOFs, BCY, Auckland Council, Student Council, Canteen, Property	2-Feb-26	1-Dec-29
4	Facilitating student-led initiatives and alumni mentorships that are grounded in research, structured planning and reflective evaluation, building critical thinking, problem-solving and civic responsibility in all 6 pillars	4A <ul style="list-style-type: none"> Investigate Alumni mentorship and student lead non-sporting extra curricular initiatives and report to SLT how it could work in our setting Develop a programme and framework of senior students mentoring/coaching junior students and teams Develop a programme and framework of Alumni outreach (mentorship, coaching, tutoring, managing) proactively promoting extra-curricular opportunities 	<ul style="list-style-type: none"> Reports to SLT delivered Programmes and frameworks established and implemented Resourcing requirements identified and put in place Baseline numbers (increasing) to track progress of initiatives established 	STR	HOFs, BYF, Teachers	2-Feb-26	1-Dec-29
		4B <ul style="list-style-type: none"> Investigate Alumni mentorship and student lead initiatives in Sport and report to SLT how it could work in our setting Develop a programme and framework of senior students mentoring/coaching junior students and teams Develop a programme and framework of Alumni outreach (mentorship, coaching, tutoring, managing) proactively promoting extra-curricular opportunities 	<ul style="list-style-type: none"> Reports to SLT delivered Programmes and frameworks established and implemented Resourcing requirements identified and put in place Baseline numbers established in 2026 and increasing 	BIC	WIN, BYF, Teachers	2-Feb-26	1-Dec-29

5	Investigating opportunities to support targeted areas of our school to excel in regional, national and international competitions	5A <ul style="list-style-type: none"> Identify specific areas of our school that we can target and compete successfully in Investigate opportunities to host and deliver events at Long Bay College Investigate necessary resourcing - personnel (including extra-curricular coordinator), systems, financial 	<ul style="list-style-type: none"> Baseline numbers (increasing) to track progress of initiatives established in 2026 Competing and participating at a regional, and where possible, national level, in every facet and faculty of our school each year. 	STR	HOFs, Teachers	2-Feb-26	1-Dec-29
		5B <ul style="list-style-type: none"> Identify specific areas of our school that we can target and compete successfully in Investigate necessary resourcing (personnel, systems, financial) Investigate and implement target sports to include in our Sports Academy Plan a schedule of annual international sports tours 	<ul style="list-style-type: none"> Sport Strategic Plan completed End of Term 2 Baseline participation and performance data finalised and showing improvement in engagement, representation, and achievement Additional targeted sports added to Academy At least 1 international sport trip per year 	BIC	MOB, HOFs, LAS, External Coaches, BCY	2-Feb-26	1-Dec-29
		5C <ul style="list-style-type: none"> Investigate necessary resourcing (personnel, systems, financial) Develop and refine Scholarship programmes and tutorial groups Implement and utilise a Grade Point Average system for Junior students to support the selection of students for Scholarship programmes Sustain Scholarship engagement across the school year via visible acknowledgment of scholarship, scholarship success, events, Scholarship Camp Investigate possibilities of alumni mentorship to support NZQA Scholarship 	<ul style="list-style-type: none"> Baseline numbers (increasing) to track progress of initiatives established - 2025 data: 420 entries; 269 at Y13, 109 at Y12, 36 at Y11, 6 at Y10, 0 at Y9 Outstanding Scholarships to increase from 2 in 2025, and 1 in 2024 100 Scholarships per year in 2029 10 Outstanding Scholarships per year by 2029 Increased participation of Year 9 -12 in scholarship 	WIN	Scholarship Support, Scholarship Tutors	2-Feb-26	1-Dec-29