



LONG BAY COLLEGE

Care, create, excel

Annual Report 2023

Contents

Principal's Report	2
Statement of variance	5
Overall NCEA Achievement	5
Gender	12
Ethnicity.....	12
Profile of Students Included in Long Bay College NZQA Statistics	16
Junior Achievement.....	17
Year 10	17
Year 9	20
Evaluation and analysis of student progress and achievement	37
How the school has given effect to Te Tiriti o Waitangi	39
Statement of compliance with employment policy	47
Audited Annual Financial Statements	50
Independent Auditor's report	122
Kiwisport funding	131
Special and contestable funding	132
Statement of compliance with employment policy.....	134

Principal's Report

2023 was supposed to be the year that we got back on track, with no disruptions and a smooth transition back to school life as we remembered it. But that was not what mother nature had planned for us as she unleashed tumultuous, tipping, torrents of water from the skies above. For many of us this was a small tragedy, with houses being rendered uninhabitable, and cherished possessions having to be thrown out; for some their houses were sadly lost forever. But, in another demonstration of resilience, our community picked itself up by the bootstraps, turned on the dehumidifiers, heaters and blowers and opened up our school which coped surprisingly well with the weather bombs.

So on to further disruption and the industrial action that teachers all over the land elected to follow. And whilst not wishing to be too political around this sensitive issue, it is difficult to approach this from any other angle, than to always promote doing the right thing by the children of New Zealand, not only now, but in the future also. I know striking was a last resort and not what any of our staff wished to do but they were putting the future of the profession first - The teacher shortage crisis is real, with less and less people wanting to be teachers! Whereas this shortage was the preserve of other areas of New Zealand in the past, for the first time this is now genuinely, desperately and worryingly affecting our own community. Salaries *were* and importantly, are *still not* competitive. Training *isn't and still isn't* up to the required standard. The calibre of entrants to the profession is lessening by the year which has led to schools such as ourselves training our own graduates. And to cap this all off our workforce continues to be pillaged by our neighbours over the ditch on the promise of more money, less work and a better life! I am genuinely concerned for the future of our profession and the potential calibre of State education in the years to come.

But to the positives that 2023 presented to us! We started 2023 brightly on the back of more fantastic NCEA and New Zealand Scholarship results; Our 2022 Year 12 cohort taking top billing with 95% NCEA Level 2 success. Well done to one and all for these fantastic achievements!

Particular highlights of last year included our school show of Chicago, the newly introduced Junior Production, which was Alice in Wonderland and also the newly formed Shakespear Company. Between these productions we mustered an incredible 34 nominations at the Auckland Show Down Awards taking out 4 categories in all. We had top performances from our musicians which were recognised at the KBB Festival and Auckland's 'The Big Sing'. Daniel and Matthew Hyde who are better known as Rumpus Machine entered both 'Rock Quest Battle of the Bands' and 'Stand up/Stand Out' and they received the award for best song. Cameron Beattie was awarded the best North Shore Solo Songwriter at Rock Quest. Our dancers continued to win awards, most notably our Hip Hop Crew, Sirens and also our Jazz Company. We also had 'Showquest' success with highly commended lighting and LED video wall awards. Not to be outdone our Shakespearean actors had great success regionally in the Sheilah Winn Shakespeare competitions taking out both the 5 minutes and 15 minute performance awards at the Auckland North Festival securing representation at the National competition in which Paige Sweetman was recognised as one of the best actors.

As we prepare for our 50th anniversary in 2025 a greater emphasis has been placed on reconnecting with our former students, our alumni. Nowhere was this better demonstrated than with our annual Alumni Sports Day where former students, some from comfortably as far back as the last century compete against our top teams. We had record numbers of returning players this year in 12 fixtures in what is always a highlight of our school year.

In terms of providing Service to our community and our students working for something much greater than themselves, our Sustainability Council has gone from strength to strength in gaining the Silver EnviroSchools award and I know they are striving to gain Green-gold in the near future. Our 'Relay for Life' efforts, working towards a cure for cancer and our World Vision efforts, overcoming poverty and injustice, have also been notable with substantial five figure amounts being raised.

In sport there were many national successes too, with these accomplishments being celebrated at our recent Sport Awards. We had New Zealand champions in: wrestling with Kai Fyson and Valera Scherbakov taking out titles, Deacon Connor in BMX, Soichiro Hayashi in Judo, Liam Curling in Swimming, Abi Moxon in Surf Life Saving and last but not least Jacob Baker in Karate.

A significant highlight of any year for me is always National Tournament Week and for our Year 13's, it is an opportunity to represent us for the final time. I was fortunate enough to see them in action and see how very much this opportunity meant to each and every one of them as they displayed our school values of Care, Respect, Creativity and Community in abundance. It was a special week with some great results: Boys 1st XI Football placed 3rd in the Trident Tournament and Girls 1st XI Hockey finished 2nd at the Chica Gilmer Mayhill Cup. Taking top honours however were our 1st XI Girls Footballers who triumphed with a gold medal in the Kathy Seaward Tournament – well done to one and all and to our Coach of the Year, Mr Paul O'Leary! A special mention also to our outgoing Director of Sport Mr Paul Field. Whilst not leaving our school Paul is changing his role and I would like to thank him for the wonderful job he has done for us over the last 5 years.

2023 will be a year remembered for challenging us and testing us, but the obstacles it presented were not insurmountable and I give our entire community huge credit for triumphing in the face of adversity and doing so in the spirit of our school values, Respect, Care, Creativity and Community.

CJ Healey
Principal

School Board Members

Board Member	Term
Derek Blank	Elected for 2022-2025 term, Presiding Member 2022-25
Wendy Ellis	Elected for 2022-2025 term
Fusipongi Magill	Elected for 2022-2025 term
Steve Piner	Co-opted for 2022-2025 term, Deputy Presiding Member 2022-2025
Grant Stott	Elected for 2022-2025 term
Tipene Tahana	Elected for 2022-2025 term
Katherine Woollard	Elected for 2022-2025 term
Kristen Evans	Elected for 2022-2025 term, Staff Representative
Gauri Ramesh	Elected for Sept 2023/Sept 2024 1 year term, Student Representative
CJ Healey	Principal

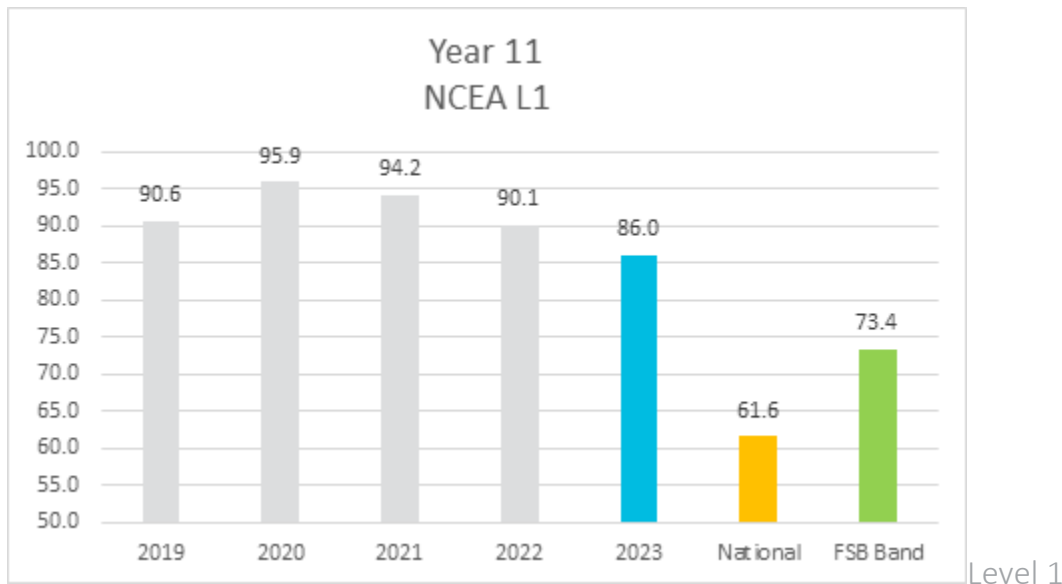
Statement of variance

NZQA statistics are based on an enrolment measure. Students enrolled with the school for 70 calendar days or more count towards Long Bay College data. Only domestic students are included in the statistics. Up to 3 ethnicities are recorded for each student. Students are put against all three ethnicities in the statistics.

Overall NCEA Achievement

The following table shows the number of students that were included in our NZQA statistics for 2022 and how many could access the qualification by being enrolled in either 80 (level 1 only) or 60 credits (levels 2 & 3). An important factor to consider is that due to Covid, 2020 to 2022 results included Learning Recognition Credits and Unexpected Event Grades and lower thresholds for some NCEA qualifications which perhaps inflated some results. However, this was not done in 2023 despite disruption to learning and assessment due to extreme weather events and industrial action.

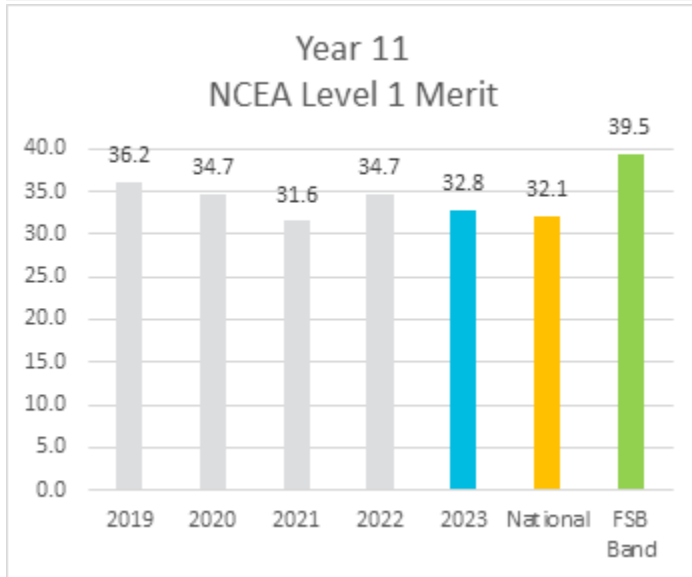
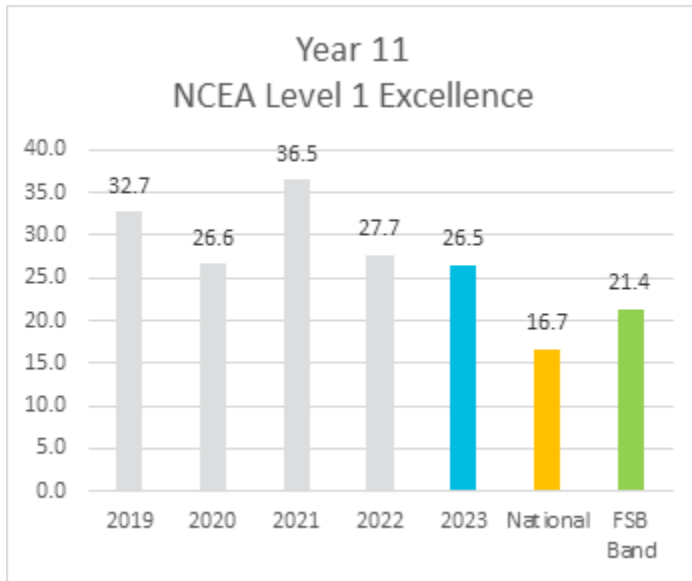
Level	Number of students in year level	Entered for sufficient credits
Y11 - NCEA Level 1	350	327
Y12 - NCEA Level 2	279	268
Y13 - NCEA Level 3	203	184
13 - UE	203	184

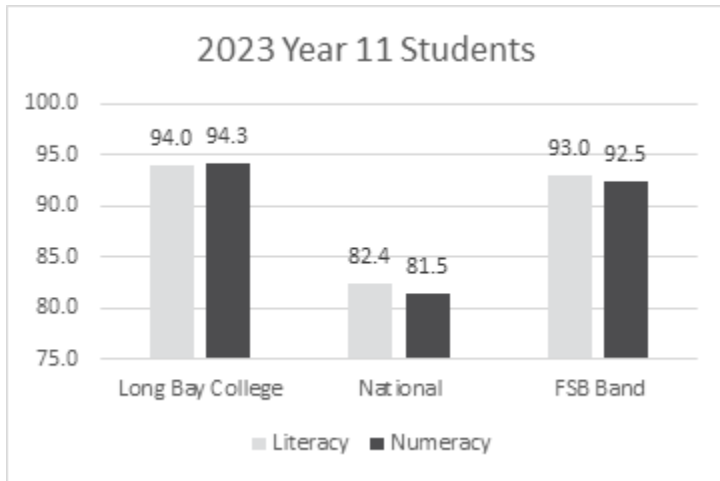


In 2023, we had 299 Year 11 students achieve NCEA Level 1.

The achievement rate is well in excess of the national and 'Few Socioeconomic Barriers' (School Equity Index Band) averages.

The total endorsements at Level 1 decreased on 2022 by 3.2% from 2021 to 59.2%.

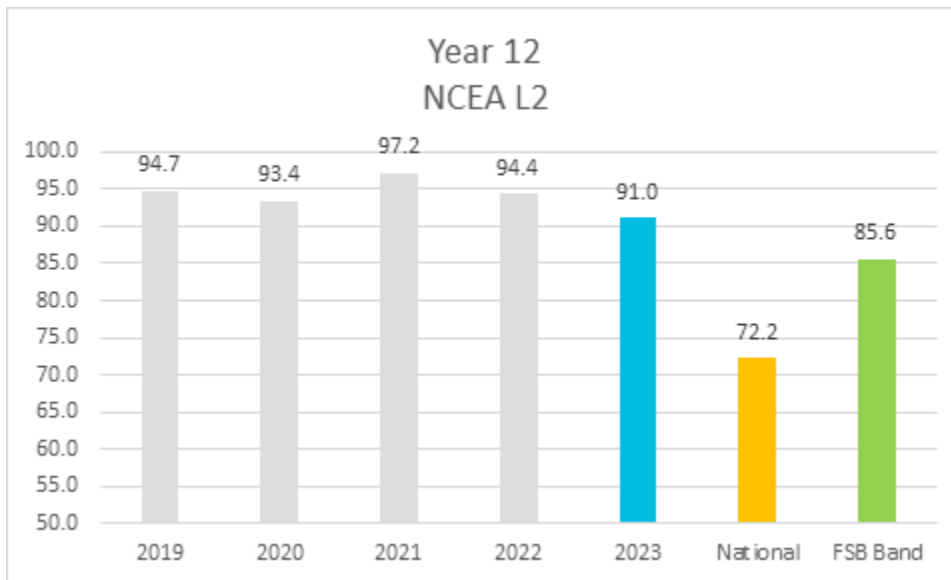




Literacy and Numeracy at Year 11

Our Year 11 students' achievement of Level 1 Literacy (94.0%) and Numeracy (94.3%) exceeds the national and Few Socioeconomic Barriers (School Equity Index Band).

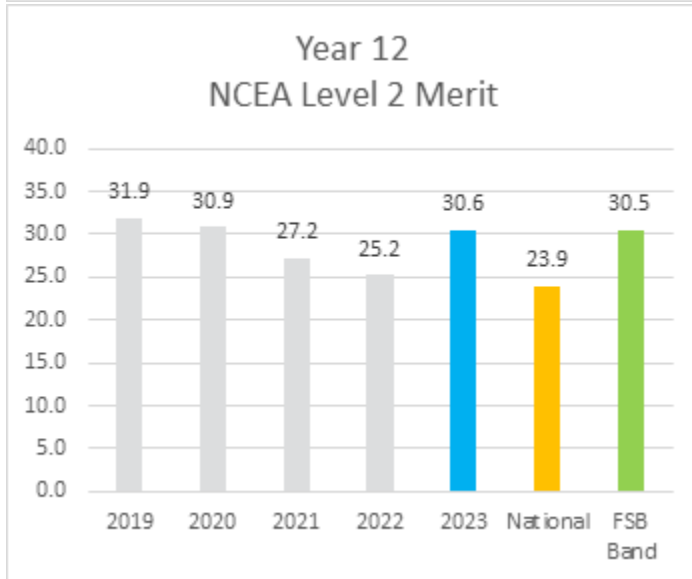
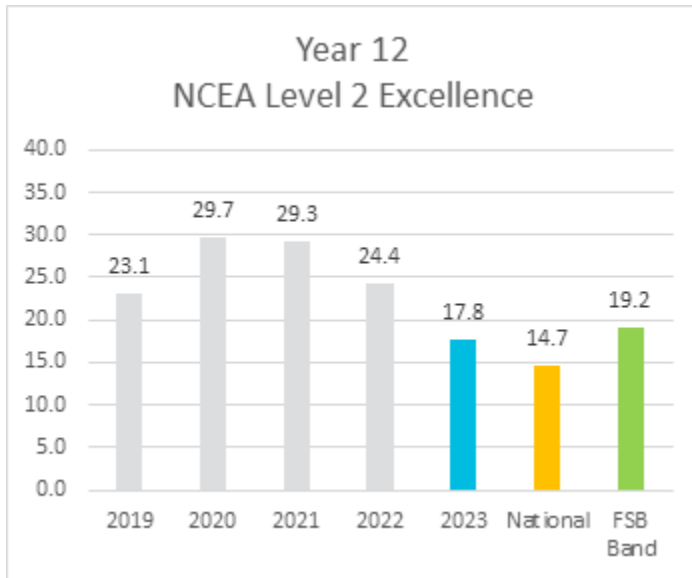
In 2023, there were 21 students who did not gain Level 1 Literacy and 20 without Numeracy. Of these students, the majority were either not attending (despite work to get them into school) or learning issues, including language, were a significant barrier plus four students who joined us late in the year.

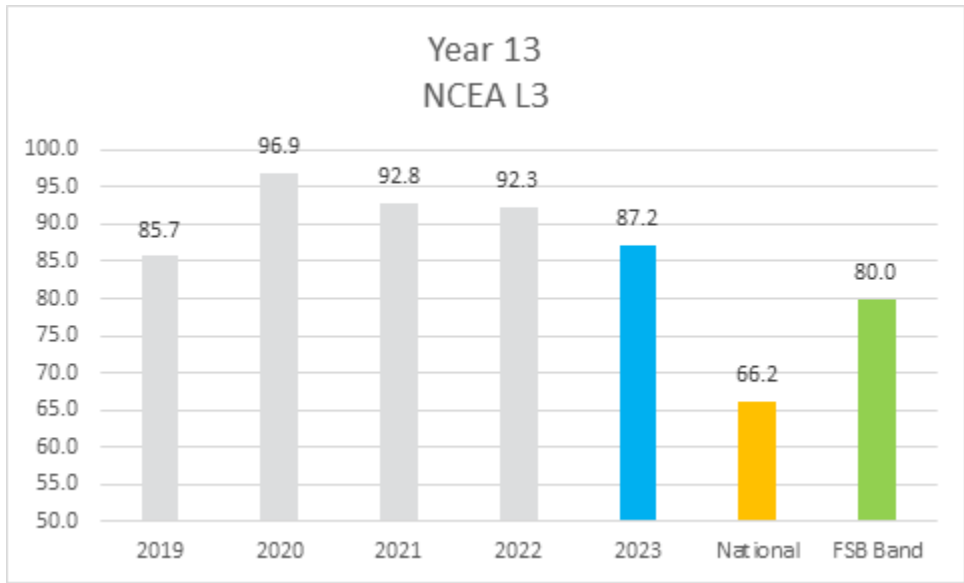


Level 2

The NCEA Level 2 qualification was achieved by 91.0% of our students. This is the lowest rate in the last 5 years, while still significantly above the national and FSB band rates.

The overall endorsement rate at Level 2 is down slightly from the last year with 48.0% compared to 49.6% in 2022.

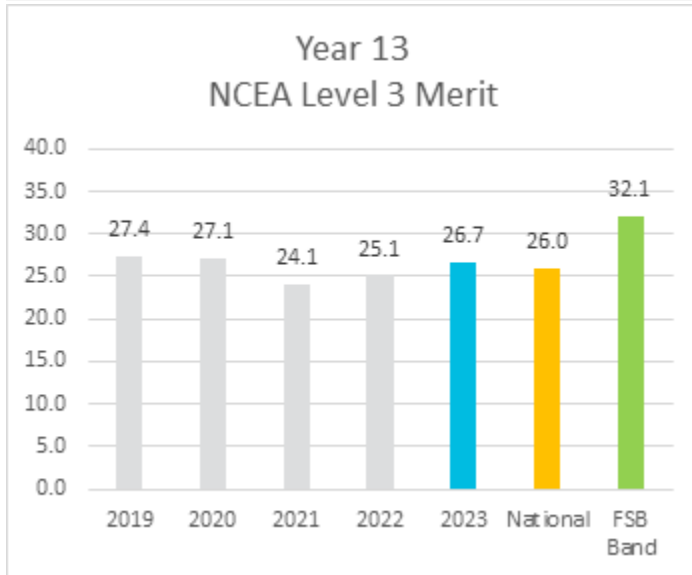
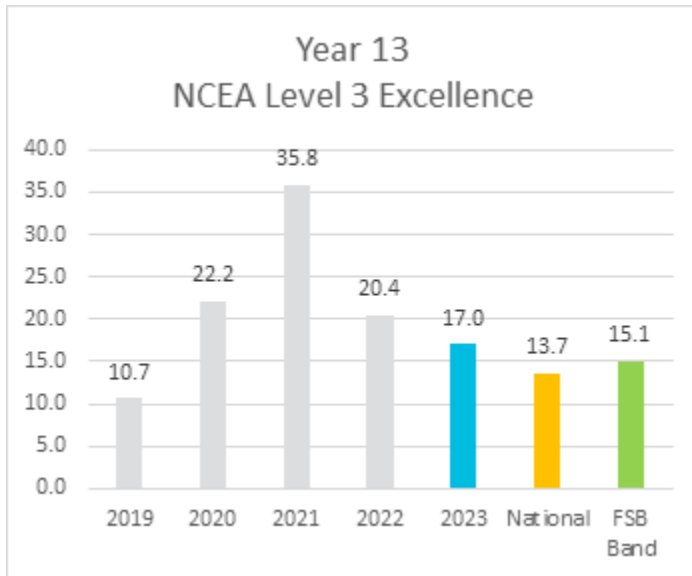


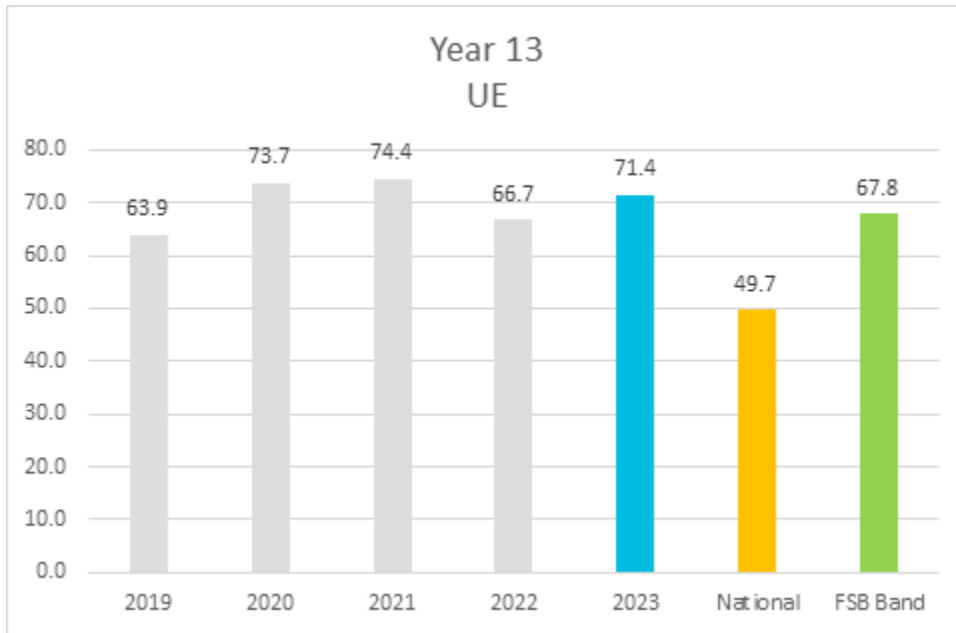


Level 3

87.2% of our Year 13 students gained NCEA level 3 in 2023 which is significantly above both the national and FSB band rates. Of the 203 students included in NZQA stats, 184 were entered for 60+ level 3 credits and 177 passed level 3.

The excellence endorsement rate has decreased. The overall endorsement in 2023 was 43.5%, the lowest since 2019 (38.1%).

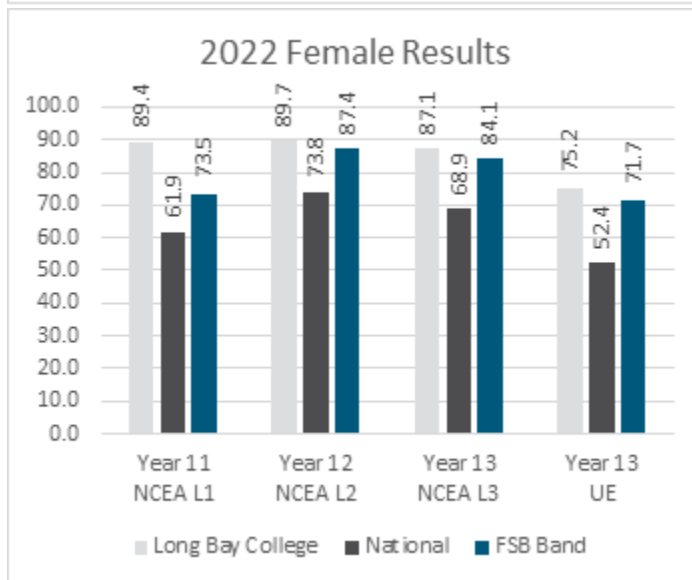
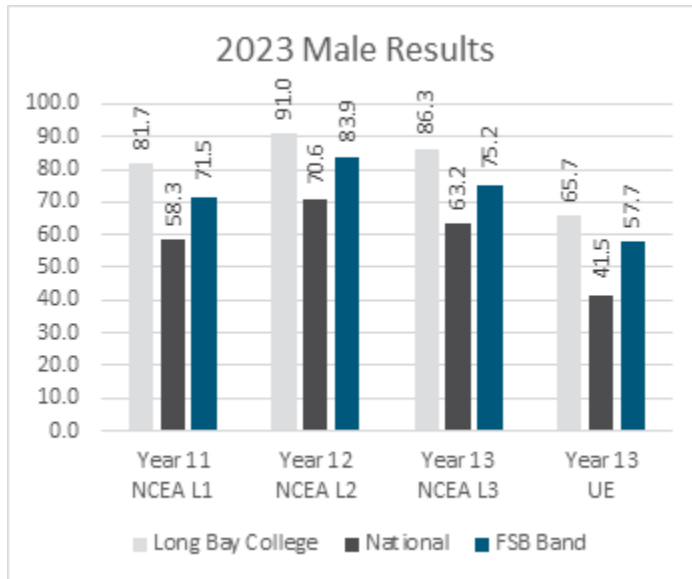




University Entrance

Year 13 students may work towards the University Entrance (UE) qualification. In 2022, 143 year 13 students gained this qualification.

Gender



Both our female and male students have achieved at a higher level in all qualifications than the comparison populations.

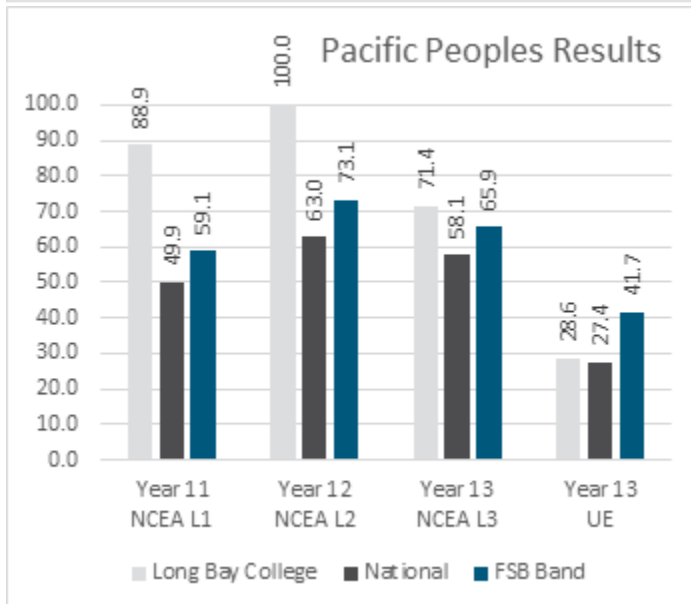
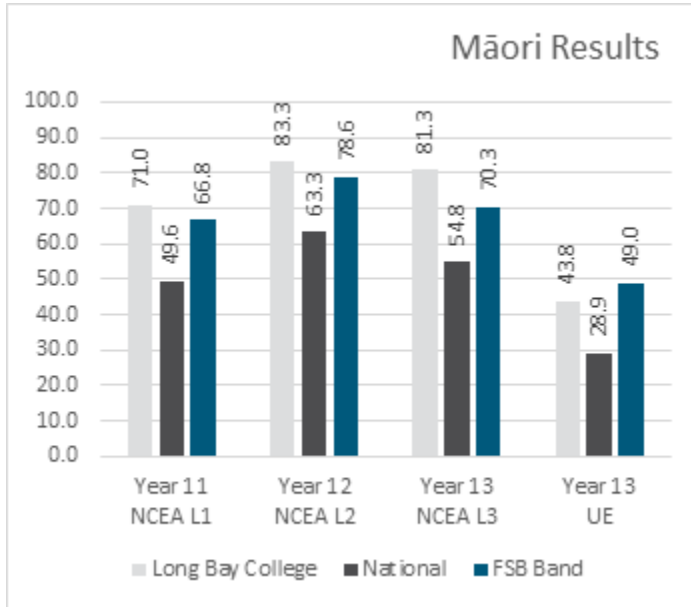
Ethnicity

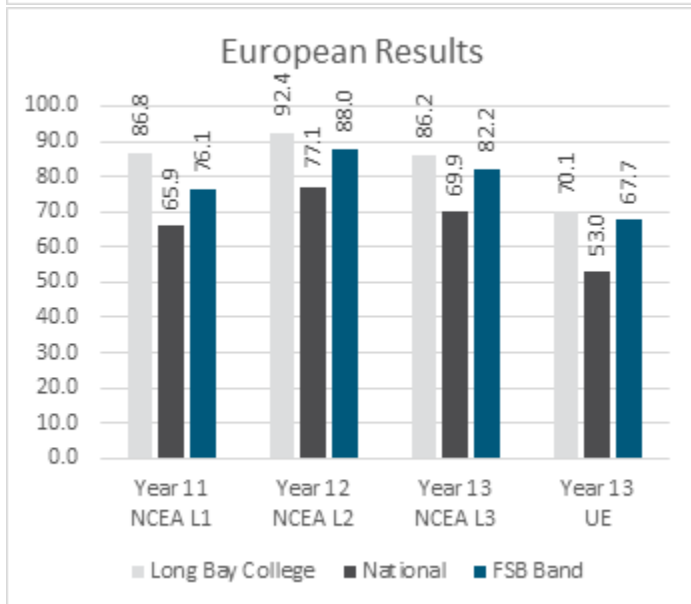
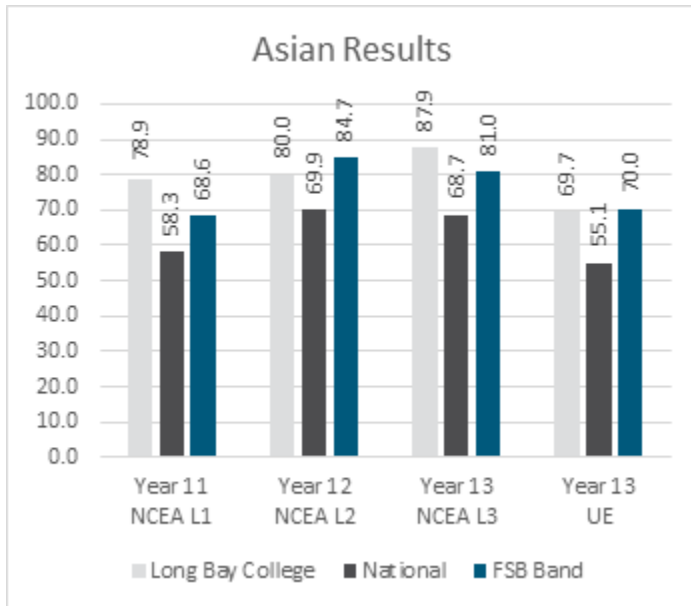
Ethnicity reporting uses total response methodology so some students may appear in more than one ethnicity grouping.

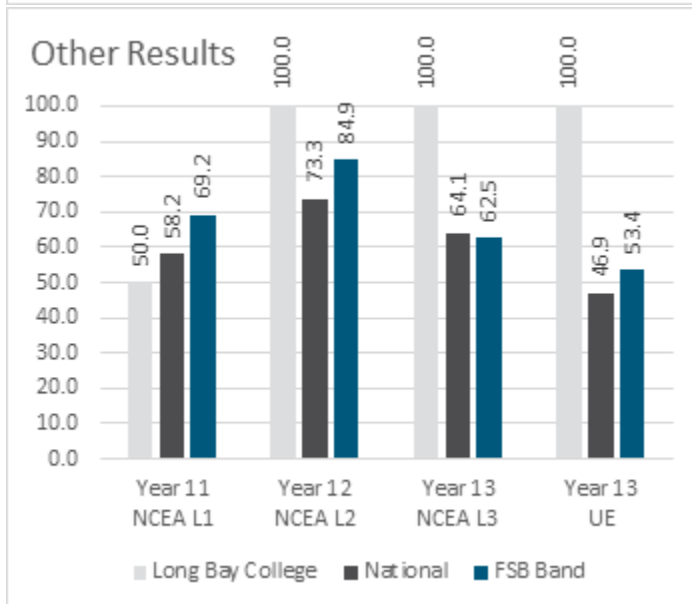
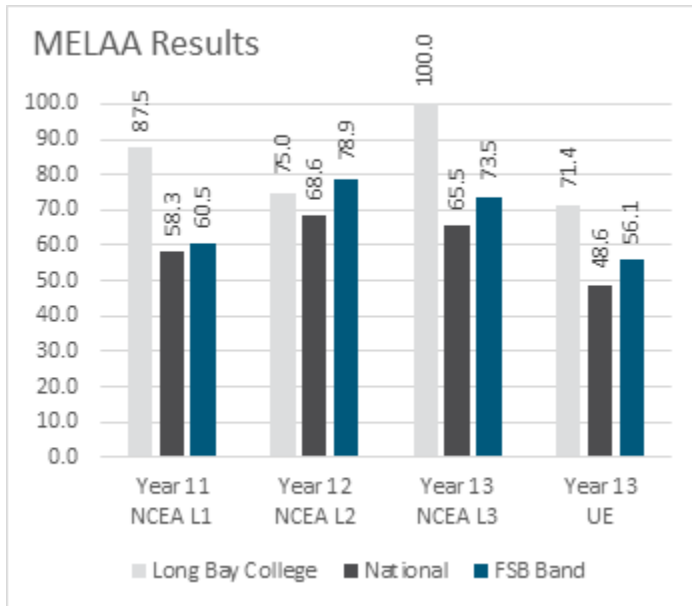
At NCEA Level 3, we had 16 students who identified as Māori, 14 of whom were entered for 60 plus level 3 credits. Of these students 13 passed Level 3 with four of them gaining endorsements and 7 gaining University Entrance. Seven students identified as belonging to the Pacific Peoples ethnicity, five passed with one gaining an endorsement and two gaining UE.

In year 12, there were 18 identifying as Māori with 15 entered for sufficient credits. All of these students passed Level 2 with six gaining endorsements. Nine students identified as Pacific Peoples with all passing Level 2. Four students gained an endorsement.

There were 31 students identifying as Māori in year 11 in 2022. Ten students gained an endorsement. There were 27 students entered for sufficient credits (80+ level 1 credits) with all but five gaining NCEA Level 1. All but one of the 18 students who identified as Pacific Peoples were entered for sufficient credits with 17 passing Level 1. Eight students achieved an endorsement.

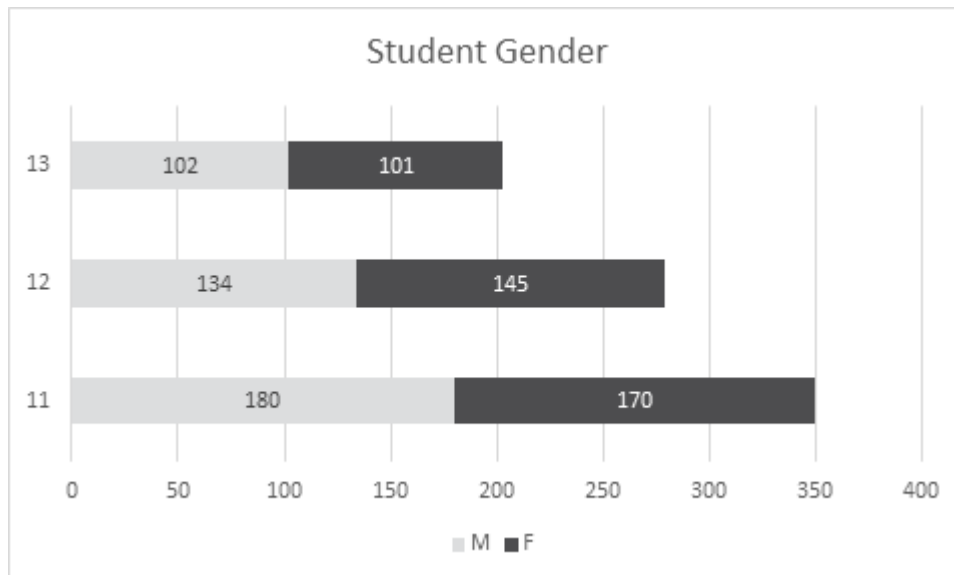
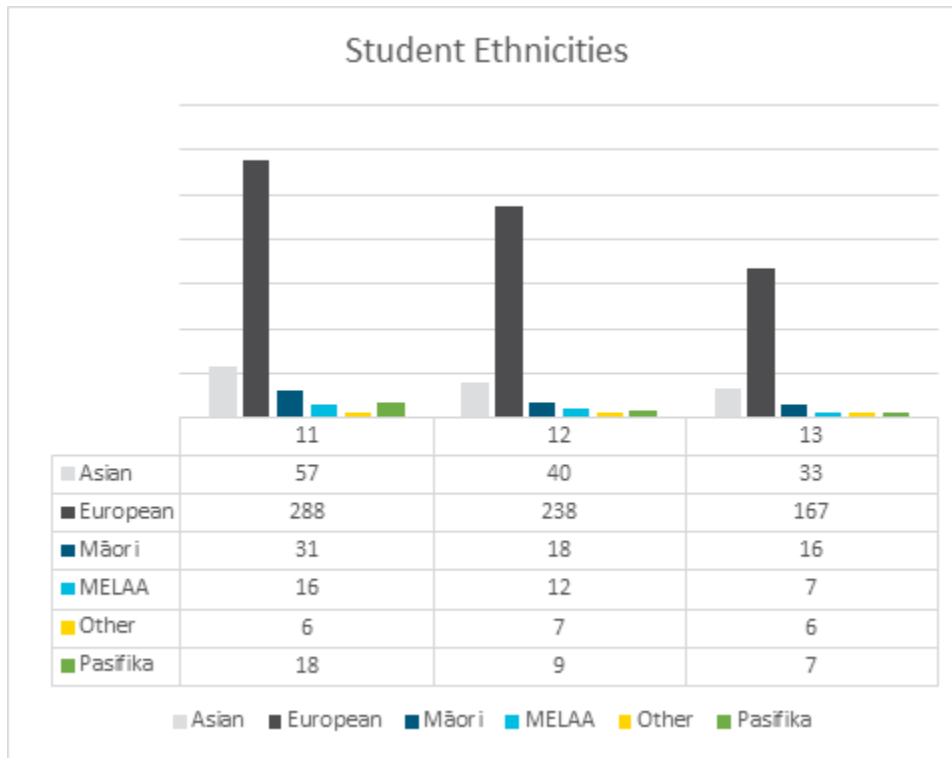






Profile of Students Included in Long Bay College NZQA Statistics

Students are included in up to three ethnicity groupings depending on the ethnicities that they identify with.



Junior Achievement

Junior students complete end of year (EOY) exams in English, Mathematics, Science and Social Science.

Results have been analysed by converting grades to values.

Therefore, the highest average value possible is 6.

Grade	Value
Developing	1
Beginning	1
Achieved	2
Merit	4
Excellence	6
Not Submitted, Absent, Not yet assessed, Not Attending, Not Applicable, Not entered	0

Year 10

In 2023, there were 12 Year 10 core classes including one for Aspiring Scholars (AS) and one for students who require academic English support (EAP) due to English not being their native/home language. Each core class does English (or EAP), HPE, Science and Social Science together.

* Mathematics is taught separately with one enrichment class, 10MTR, doing NCEA Level 1 standards. These students are not included in the Year 10 Mathematics results below as they completed NCEA Level 1 assessments instead of the school end of year Mathematics exam. Consequently, the data below is missing the high achieving Maths students. These students are included in the other subjects.

Average grade in EOY exams for students in each core class:

	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL SCIENCE	EAP
10CE	2.95	3.26	2.74	2.69	
10CH	2.81	2.63	2.09	3.67	
10CR (EAP)		4.20	2.27		2.67
10LJ	3.43	3.92	2.79	3.41	
10LN	3.59	2.79	2.11	3.33	
10LW	3.43	3.58	2.99	3.43	
10MO (AS)	5.20	5.43	4.98	4.46	
10SC	3.52	3.21	2.65	3.41	
10WE	2.86	2.96	2.22	3.36	
10WH	2.94	2.63	1.73	3.14	
10WI	2.68	3.25	2.63	3.21	
10ZH	2.42	3.16	2.33	3.66	

An average grade of 2.0 would indicate that on average the class was at or above achieved level in that subject.

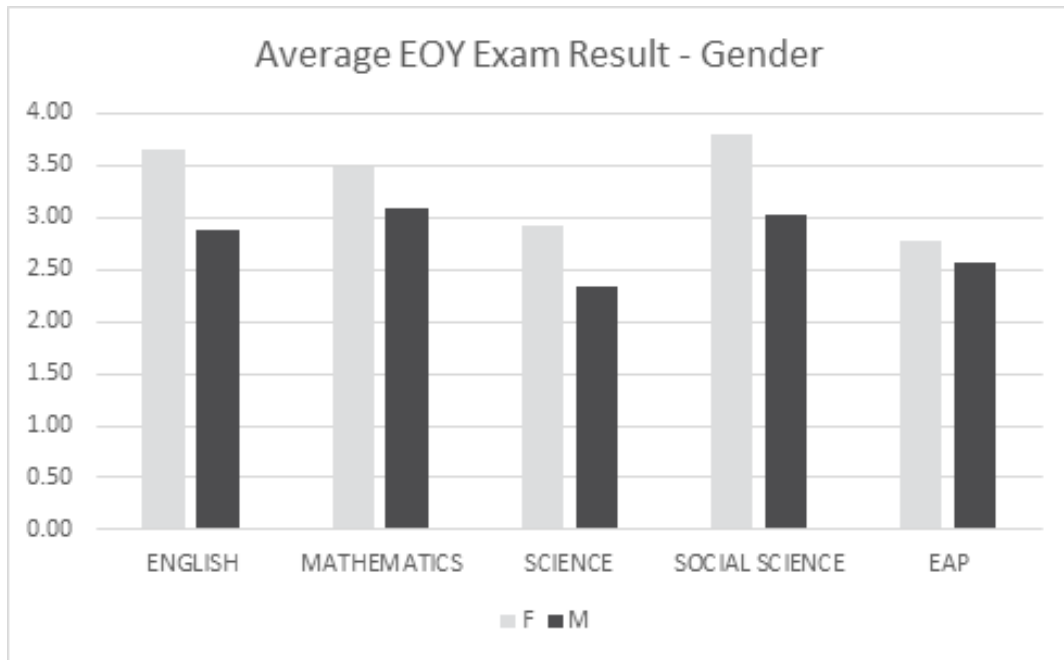
10MO is the Aspiring Scholars class and as expected the average grade for students in this class is higher than the others. The Mathematics average reflects the 7 students who are in 10MO but NOT in the Mathematics Enrichment class.

10CR is the English for Academic Purposes core class. This class completed English and Social Science focused exams that were related to their course.

Average grade in EOY exams by gender:

This chart indicates that females are achieving at a higher grade than males in these subject areas.

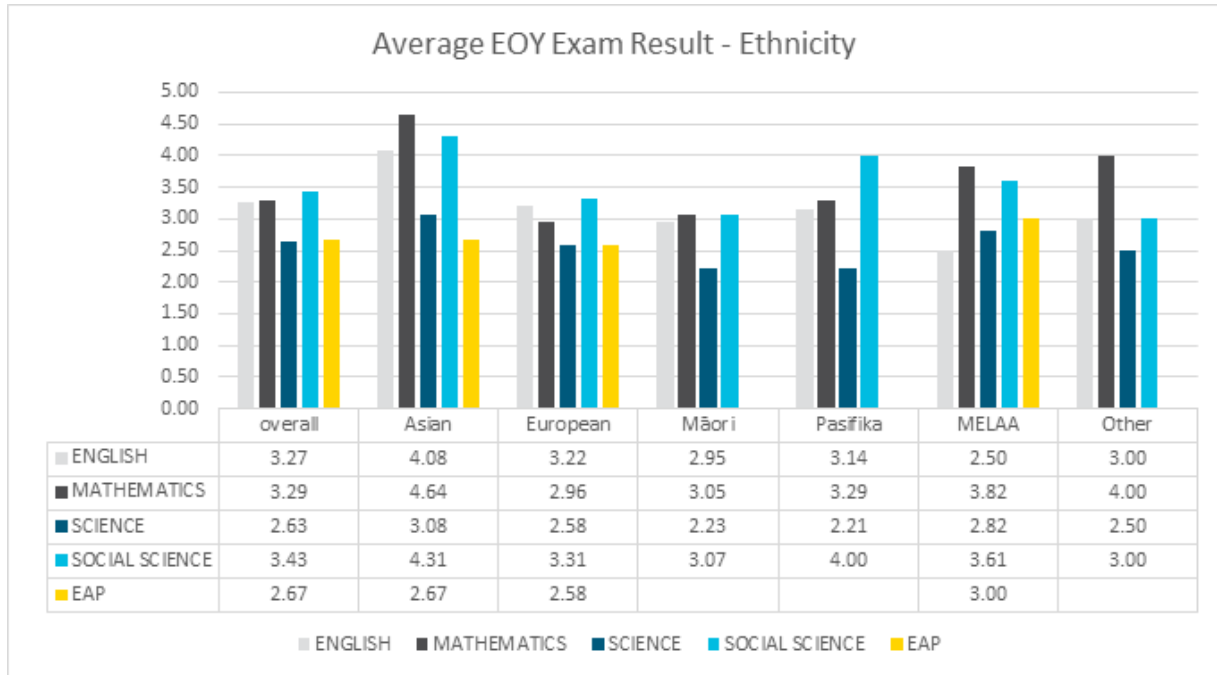
The gap is least significant in EAP and most notable in English and Social Science.



Average grade in EOY exams by ethnicity:

All ethnicities, except European and Māori, are achieving a higher average in Mathematics followed by Social Science with the Science average lowest for all ethnicities, except MELAA.

Note there will not be 10MTR (Mathematics Enrichment) students in mathematics averages of this chart.

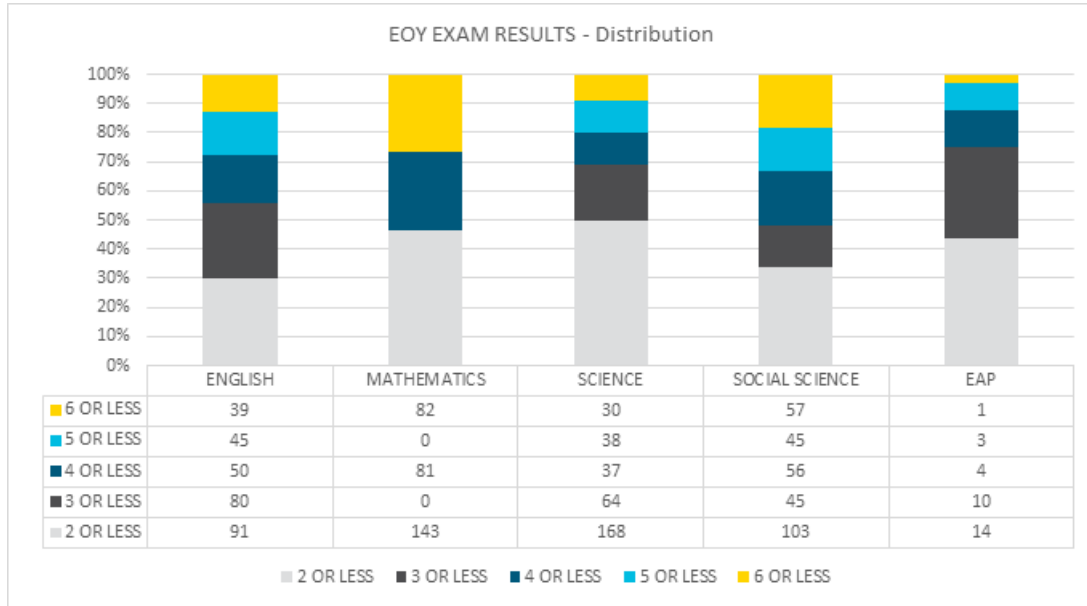


Average grade distribution in EOY exams by faculty:

This chart shows the percentage of students have an average grade falling in each of the bands. The table below shows the number of students relating to each band.

The lack of 10MTR (Mathematics Enrichment) students in this chart is not significant this year (compared with 2022).

Students with an average of 2 or less are not passing all of the EOY exam components in that subject.



Year 9

In 2022, there are 14 Year 9 core classes including one for Aspiring Scholars (AS) and one for students who require academic English support (EAP) due to English not being their native/home language. Each core class does English (or EAP), HPE, Mathematics, Science and Social Science together.

	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL SCIENCE	EAP
9CU	3.32	3.19	2.07	3.61	
9FN	3.15	3.67	2.73	2.85	
9FR	3.41	3.29	2.55	3.23	
9HU	2.43	2.50	2.07	2.77	
9LP	3.21	3.72	3.74	3.97	
9LR (AS)	4.87	5.87	4.67	5.37	
9LU (EAP)		3.36	2.22		3.47
9MI	2.67	3.34	2.08	3.48	
9MR	3.17	2.81	2.05	3.22	
9ON	3.54	3.57	3.21	3.86	
9OW	3.02	3.20	2.38	2.47	
9PW	3.74	2.86	3.17	3.53	
9TA	2.87	3.22	2.94	2.93	
9TR	2.60	3.23	2.30	3.44	

An average grade of 2.0 would indicate that on average the class was at or above achieved level in that subject.

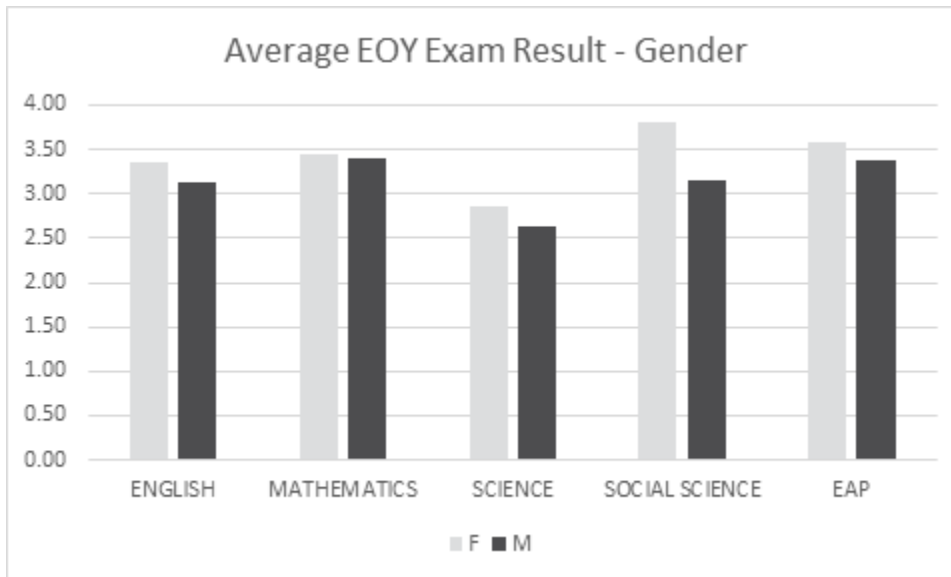
9LR is the Aspiring Scholars class and as expected the average grade for students in this class is higher than the others.

9LU is the English for Academic Purposes core class. This class completed English and Social Science focused exams that were related to their course.

Average grade in EOY exams by gender:

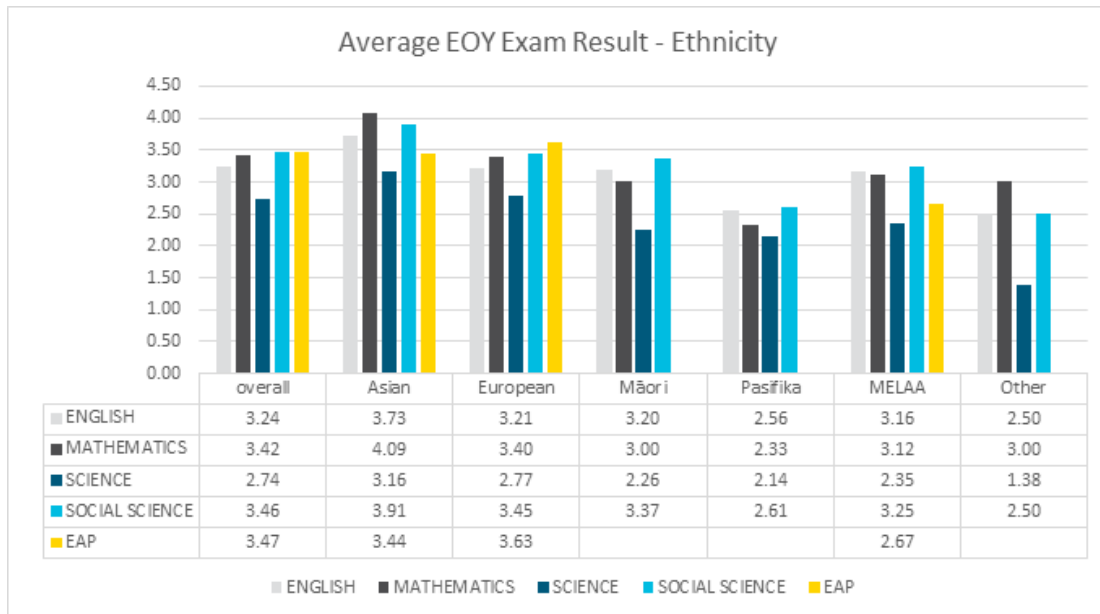
This chart indicates that females are achieving at a higher grade than males in all subject areas.

The gap is least significant in Mathematics and most notable in Social Science.



Average grade in EOY exams by ethnicity:

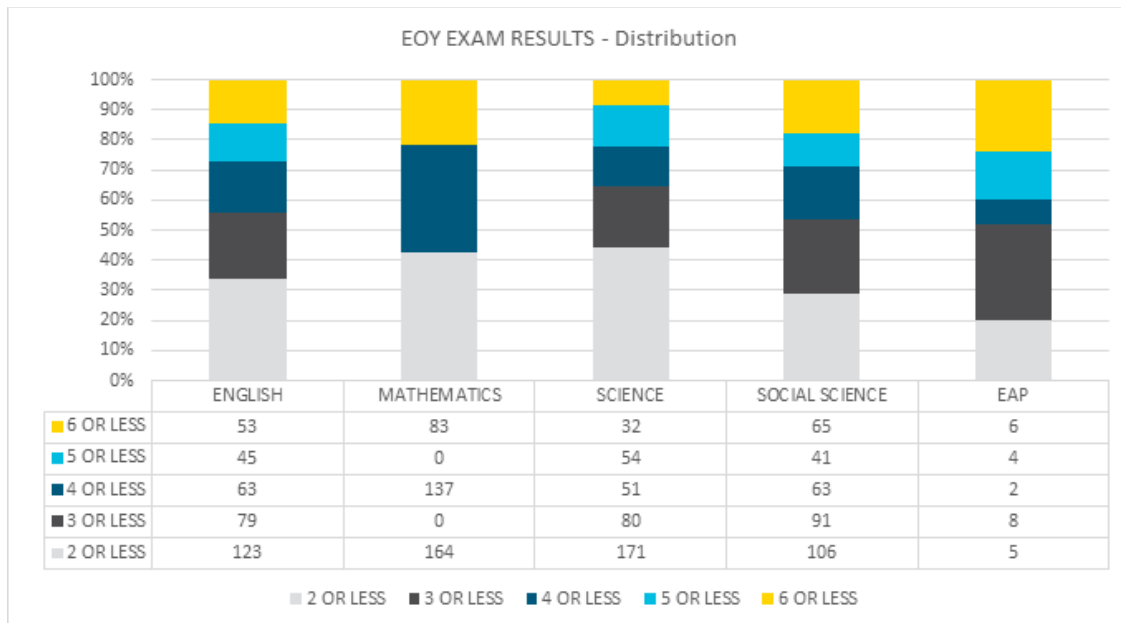
The Science average is the lowest for all ethnicities. Social Science has the highest average for Māori, Pasifika and MELAA.



Average grade distribution in EOY exams by faculty:

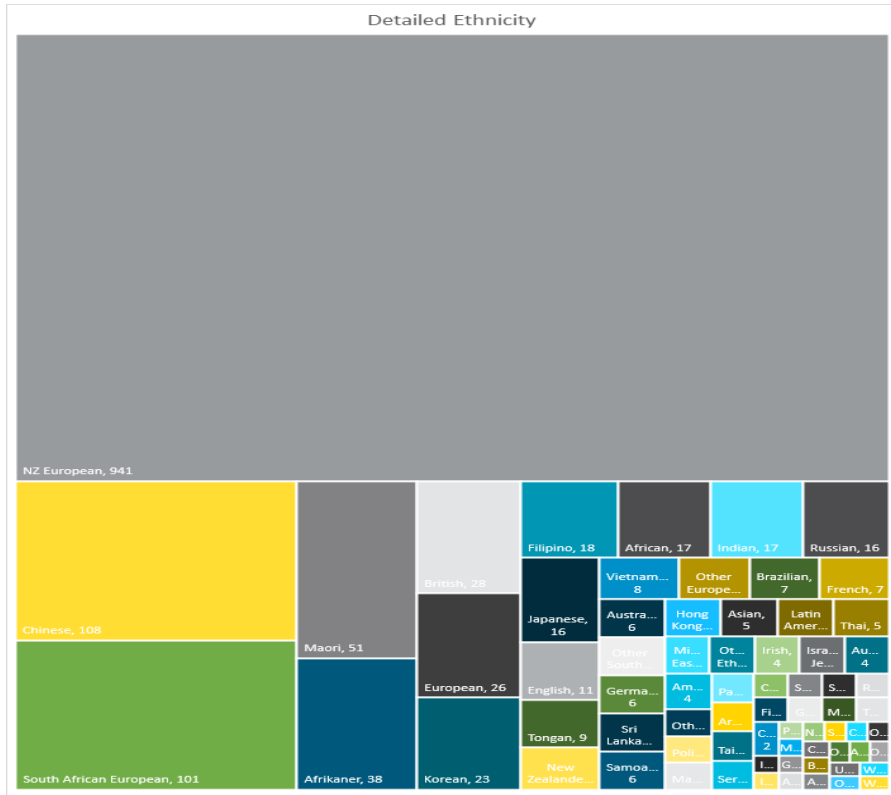
This chart shows the percentage of students have an average grade falling in each of the bands. The table below shows the number of students relating to each band.

Students with an average of 2 or less are not passing all of the EOY exam components in that subject. This percentage is lower for Year 9 in 2023 compared with Year 10 in 2023 for all subjects except English.



School Profile

This chart shows the distribution of the 71 ethnicities our students identified with as of 14 July 2023.



A comprehensive overview of the evaluation of the Board’s actions and their impacts can be found in the School Profile and Strategic Plan 2024 document below:

2023 IMPLEMENTATION PLAN EOY REPORT: 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	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	<ul style="list-style-type: none"> Procedures, systems and supports around wellbeing for staff, students, and community are imbedded Definition in place for 2023 Action Plan to be finalised in '23. 	Deputy Principal Pastoral	Deputy Principal Pastoral, Within School Leader Wellbeing, Wellbeing Committee, Health and Safety Committee, Head of Wellbeing	2-Feb-22	3-Nov-24	On Track	In 2023 a definition has been developed for wellbeing at Long Bay College. Key action for 2024 is to develop and deliver a resource guide that will be in support of students, staff and community. This will provide advice and links to internal and external support. This will link into other supports, such as careers, Netsafe, EAP, as well as linking into our parent session which will continue to be run each term. It will be come the 'goto place' for supports, ideas and strategies. Target is for this to be in place for start of Term 2 - 2024.
	PLD for wellbeing focusing on determining our definition, resilience and our culture of care	<ul style="list-style-type: none"> Regular, strategic PLD is developed to meet the needs of our community and is recognised by our community. PLD Term 1 2023 is a Wellbeing Focus - 7 sessions. As part of action plan ongoing reminders and resources provided through Terms 2 to 4 as part of BAU based on action plan. 	Deputy Principal Pastoral	Deputy Principal Pastoral, Deputy Principal Human Resource, PLD Working Group	2-Feb-22	30-Nov-23	Complete	Professional Learning and Development was undertaken for staff during Term 1 2023, this included the key note speaker at the start of the year by Dr Sarah Dunning, with a focus on supporting Stress Resilience. This was followed up by sessions from Nikki Bonous from the Life Skills Group, linking with sessions for staff based around the Te Whare Tapa Whā Model of Wellbeing.
	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 	<ul style="list-style-type: none"> Implementation of 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 	Deputy Principal International	Deputy Principal Pastoral, EGL, SHX, ZHN, MOR, WSL Te Ao Māori	2-Feb-22	30-Nov-24	On Track	Surveys currently out to assess staff and student voice around progress, to inform how we proceed moving forwards. Further review planned for Term 1 2024. Interviews with all international students before they are offered a place and ongoing dialogue with all stakeholders support discussions around any potential wellbeing support that may be needed. Dedicated bilingual support for these students as regards their wellbeing would be advantageous.
	Atawhai - a shift in focus to developing 'soft' inter personal skills (understanding, mental health, empathy etc) and life skills (eg financial literacy)	<ul style="list-style-type: none"> PLD delivered and audit of staff confidence conducted. Focus areas being reviewed - links into Wellbeing PLD above. Wellbeing linked into Term 2 sessions across all Year Levels, Digital Citizenship - Junior focus Term 2. Teacher confidence goal 85% .100% to be surveyed. 	Deputy Principal Pastoral	Atawhai Working Group, Within School Leader Wellbeing, Head of Wellbeing	2-Feb-22	30-Nov-23	Complete	A survey of staff was undertaken was conducted and further review planned for Term 1 2024. Of 96 Atawhai leaders we had 94 responses. Rating scale of 3: Supporting wellbeing when brought to Atawhai Leaders attention: 4.2 (84%) Supporting with who students can go to for support around wellbeing: 4.4 (88%) Supporting with who students can go to for support around academic progress: 4.2 (84%) Supporting students with study advice and exam preparation: 4.3 (86%) Having run through 3 years of the Atawhai programme, further review to be undertaken in 2024, to look at next steps and how we can further develop this to support staff and students.

● On Track
● At Risk
● Critical
● Complete

	<p>Increased student participation in cocurricular clubs and activities</p> <ul style="list-style-type: none"> • Junior production • Fortnightly house challenges (sporting and non sporting) 	<p>Increased number of opportunities, events and participants</p> <ul style="list-style-type: none"> • Increase number of Clubs and Activities (non-sporting) available to students at LBC from 25 (2021) to x 30 (2023) • Increase visibility of Clubs and Activities for students using Teams platform. • 1 x Junior Production per annum • Fortnightly house challenges in Term 2 & 3 • Clubs and Activities physical sign up and showcase event in 2024 (postposed in 2023 due to cyclones) <p>400+ participants in 2023, will be amended once specific are available.</p>	<p>Assistant Principal - Clubs and Extra Curriculars</p>	<p>Deputy Principal Pastoral, Within School Leader Community, HOF PFA, and whole staff</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<p>Student participation analyzed as per groups in KAMAR</p> <ul style="list-style-type: none"> Competitions = 470 students Clubs & Activities = 819 students Leadership = 428 students <p>13 x new staff recruited into leading clubs in 2023</p> <p>Number of Clubs and Activities (non-sporting) have increased to over 30 in 2023 (doubled since 2021)</p> <p>Clubs and Activities have greater visibility in 2023 for students via Teams Student Services Clubs and Activities channel. Student interaction with this is good.</p> <p>Junior Production (Alice in Wonderland) was highly successful and took place in Term 1 this year, aims are for the Junior production to be an annual event.</p> <p>Fortnightly house challenges have been in place in Term 2 & 3 this year, these are largely Atawhai based activities. In 2024 the aim is to also have fortnightly sporting house challenges at lunchtimes - planning has already started.</p> <p>Clubs and Activities Showcase and sign up event recommended for Term 1, 2024</p>
	<p>Enhancing our commitment to becoming an environmentally friendly school by devising a sustainable plan relating to clear and cohesive practices across our school</p>	<ul style="list-style-type: none"> • Following being awarded Bronze and Silver EnviroSchools Awards, we aim to reach Green Gold status by the end of 2024. 	<p>Assistant Principal - Clubs and Extra Curriculars</p>	<p>Business Manager, Evolution lead, Sustainability prefects, Property</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Sustainability Council is now in its second year. Two additional staff members are also supporting this group. Students are divided into 3 main strategic groups: EnviroSchools, Outdoor Classroom, Rubbish Management, Transition and Events.</p> <p>World Environment day was successfully held in Term 2 for the second year running. This included an Atawhai session and activities across the school at lunchtime.</p> <p>A Sustainability transition event was held at Northcross Intermediate in Term 3 - this was led by a group of five Sustainability Council students. This was focused on sharing of knowledge and opening up opportunities for future collaboration.</p> <p>EnviroSchools green-gold status is on track. Some initiatives may require financial resourcing in the future e.g. waste management and outdoor classroom. Focus this year is on research and developing proposals for SLT/BOT review.</p>
	<p>Improving consistency and quality of international student care outside of school hours:</p> <ul style="list-style-type: none"> • Increase caregiver engagement • Develop external relationships • Work with broader international team to identify priorities and staff and implement initiatives around international student wellbeing • Revise caregiver guidelines • Grow social networking (APP) • Develop social support and training for caregivers (bilingual) • Explore initiatives run by NGOs (eg Asian Family Services and Great Families) • Explore capacity of bilingual wellbeing support services which are culturally responsive 	<ul style="list-style-type: none"> • Engagement data - 80% participation in Homestay/DCG training evenings; 80% participation in local international parent events • Surveys (student/staff/agent/caregiver/parent) - 80% satisfaction with out-of-school hours' pastoral support & provision 	<p>Deputy Principal International</p>	<p>International Team</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<p>Surveys sent out to assess homestay caregivers and student voice around Homestay provision to inform how we move forwards - 83% (caregivers) & 87% (students) satisfaction with current out-of-hours provision. Newly revised Homestay Guidelines positively received by all caregivers.</p> <p>Further review planned for Term 1 2024 around engagement in Homestay information/ training evenings - currently still only usually around 40%, despite our efforts to make dates and times more accessible. Feedback provided is that it is often difficult to attend because of their own family commitments; preference moving forwards is for a less formal, more regular, drop-in session one evening every month. WhatsApp chat group has now encouraged more open dialogue, and email / phone call communication with caregivers has increased significantly with YAN (Accommodation Coordinator).</p> <p>Continued engagement with Great Families Trust (NGO) has opened up more community opportunities for our Chinese students outside of school and will continue to develop, particularly in the areas of sports and wellbeing.</p>

	<p>Developing opportunities to improve international student experience and foster sense of belonging by creating additional points of difference:</p> <ul style="list-style-type: none"> New activities and venues for Discover Aotearoa Outdoor Education Programme and International Camps Social & cultural activities and trips with Global Ambassadors Local community service 	<ul style="list-style-type: none"> Engagement data Testimonials & Surveys (student/agent) 80% participation in Equip'd; 80% uptake capacity for Discover Aotearoa; at least 60% participation in International cultural events, movie nights, sports teams, performing arts, camps, sleepovers & volunteer work 	Deputy Principal International	ZHN, SHX	2-Feb-22	30-Nov-23	Complete	<p>Surveys sent out to assess student voice around activities on offer and engagement to inform how we move forwards - 81% satisfaction rate</p> <p>Discover Aotearoa has been fully subscribed every term this year (100%), and the first international Ski Trip was fully booked and a great success all round. We have also continued with our Equip'd Programme for the full year (average 72% attendance rate), led by our Global Ambassadors student leadership programme and supported by Harbour Sport.</p> <p>Cultural events well attended by relevant cultural groups (average 63%)</p> <p>The International social basketball teams were also well attended, with a strong group of supporters at matches and social gatherings afterwards (100% retention throughout the season).</p> <p>Further review planned for Term 1 2024 around how we move forwards with our current provision of activities and student experiences now that we have rebuilt our numbers post-Covid.</p>
		<ul style="list-style-type: none"> Plan written and if viable: Partners secured MOE approval Building project commenced 	Deputy Principal International	BCV, MOE, External Partners, HEA, BOT	2-Feb-22	30-Nov-24	On Track	<p>Talks are still ongoing; BCV approaching the MOE to get a definite decision on possible use of the land we have; Joe Zhai keen to proceed now that our international student numbers are back up and potential risks around low numbers have been removed; Joe is also happy to consider purchasing a smaller site nearby if MOE rejects proposal to build on the land we already have. Considerable interest in the project has been shown from overseas families and agents.</p>
<p>Foster wellness, creativity and personal and professional fulfilment among staff through a culture of innovative risk taking, collaboration, lifelong learning and increasingly flexible environments</p>	<ul style="list-style-type: none"> Support the planning and celebrating of staff achievements Celebrating staff supporting each other Growing connections of staff within the school Coordinating events which positively enhance staff morale 	<ul style="list-style-type: none"> Welcoming new staff during induction and buddying Hold both annual Long Service and Achievement Award Ceremonies Keeping a record of recipients receiving the Good Sorts. Introducing and Highlighting staff and their roles within LBC - Team post, WaveLength and Briefing 2 x Per term Term 1 Welcome event Initiatives and Social Events throughout the year - 2 per term minimum Increased staffroom use, for cross faculty connections - 2 per term cross faculties Christmas Staff Social 	Deputy Principal Teaching and Learning / Human Resources	Staff Wellbeing Working Group, Within School Leader - Wellbeing, Head of Wellbeing	2-Feb-22	30-Nov-23	Complete	<p>Staff Service awards occurred during the End of Year Leaving Speeches. Provisionally Registered Teachers (PCT's) graduating to fully registered teachers were recognised along with their mentors.</p> <p>Staff who participate in fundraising, service to the community, educational qualifications / coaching achievements were recognised during the year at assemblies to encourage student participation and as role models to students.</p> <p>The Goodsorts Award continues to be presented most Friday's at staff briefing and in addition our Kindness Club frequently award a staff member who has lived our values.</p> <p>Induction will continuously be reviewed and refined. For the start of 2024 our new staff will have videos of key information they can watch before they commence so they feel prepared. As part of the onboarding, new staff are invited to provide information about themselves so this can be shared with our community at the start of the year in WaveLength and Social Media.</p> <p>The Social Club has created a calendar of events for 2024. The first being a Family BBQ on Friday 2nd February which BOT members will receive an invite. Rather than cross faculty events the focus will be on House based events moving forward. All aspects of this initiative will continue but as BAU (Business as usual).</p>
<p>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</p>		<ul style="list-style-type: none"> New roles to be identified Strategic appointments to be made Additional resourcing to be sourced 	Principal	SLT	10-Jan-22	30-Nov-24	On Track	<p>We have increased our capacity from 10 Within School Lead roles, up from 9. We have increased the Senior Leadership Team by 1 Assistant Principal following the successful two year period with an Assistant Principal (fixed term) role. Other fixed term roles to support our objectives that gave staff the opportunity to develop their capabilities and capacity for 2023 include: Digital Support, 2 Core Class Coordinators (Y9 and Y10), Māori and Pasifika Coordinator, TIC Trainee Teachers, Chinese Community Liaison, Curriculum Development and Pedagogy support, 2 International Coordinators (student experience and academic), New role of Māori/Pasifika community support created, Sponsorship and Alumni Coordinator, School Gardener. HEA being on sabbatical has created space for 2 Acting Principals, 1 Acting DP, 1 Acting HOF Visual Arts - all key growth and development opportunities. Additional roles for 2024 are now being appointed following a review of our strategic needs.</p>
<p>Health care services for staff through the Wellbeing Centre</p> <ul style="list-style-type: none"> Identify scope of care available Establish process to protect privacy and sensitivity (time, place and facilities) LEM 		<ul style="list-style-type: none"> Level of staff engagement 	Deputy Principal Pastoral	Head of Wellbeing and School Nurse	3-Feb-22	28-Apr-23	Complete	<p>For 2024 we have in place, Head of Wellbeing, with a total of 3 fulltime guidance counsellors, a fulltime youth worker, a fulltime registered school nurse, a medical assistant and Physiotherapist (through Physio in schools). These provisions are in place to support both students and staff. As part of this privacy systems are in place.</p> <p>As part of this we have 3 counsellor rooms, waiting room, medical area, Physio room and Youthworker area. This allows for individual and group support.</p>

<p>Space and time created for learning, work and personal development to be cultivated</p> <ul style="list-style-type: none"> • PLD plan incorporates reflection/personal development time for staff • Explore options for flexible work/learning for staff and report on this 	<ul style="list-style-type: none"> • Work/Home protocols that protect wellbeing are visible and fixed • Plan relating to options and findings completed and reported to the SLT and BOT • PLD Term Plan reflects 40% Faculty Reflection time for content delivered. 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Deputy Principal Human Resources, Senior Leadership Team, Heads of Faculty, Head of Wellbeing, Wellbeing Committee</p>	<p>3-Feb-22</p>	<p>30-Nov-24</p>	<p>Complete</p>	<p>The 2023 Professional Learning and Development (PLD) ensured time was allocated to faculties and key events were considered. PLD Planning for 2024 is well underway and can be considered BAU (Business as Usual). Key requirements which are to be taken into account when planning will continue to be:</p> <ul style="list-style-type: none"> • Link to Tino ikoranga • Link to strategic initiatives • 40% Faculty Reflection time • Consideration of key events. <p>Work from home protocols have been available as required and suited to the individual. This year:</p> <ul style="list-style-type: none"> • Heads of Faculty (HoFs) took advantage of this provision during the QA Process, • Business Manager and Data Systems personnel worked from home 1 day per week to take advantage of less interruptions. • Senior Leadership Team (SLT) as required and approved by the principal. • During Term 4 one of the Deputy Principals worked from home Thursday afternoons on timetabling of projects, examination supervision and 2024 timetabling. • Marketing and Payroll staff worked remotely when recently overseas.
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2023 IMPLEMENTATION PLAN EOY REPORT: 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

● On Track ● At Risk ● Critical ● Complete

Strategic Priorities	Strategic Initiatives and Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date	Complete	Status
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, mātauranga (Māori knowledge) and te ao Māori (The world of Māori) (abbreviated to T.M.TA) • build local connections with iwi and schools • access/build resources and systems for sharing and use	<ul style="list-style-type: none"> • 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) Te ingoa – Te Oneroa o Kahu (iv) School pepeha (v) Guidance with our school waiata to be finalised in 2023 (vi) Guidance with mana whenua content in planning our potential 2024 Year 9 Mātauranga Māori programme (vii) Guidance with other initiatives within the school e.g. naming of buildings, carving (viii) Pukapuka kawa – guidance on tikanga with pōwhiri, poroporoaki, karakia and anything else to 'localise' and follow mana whenua kawa. (ix) Future initiatives - potential location and building new Whare 	Deputy Principal Teaching and Learning / Human Resources	Heads of Faculty, Within School Lead - Te Ao Māori, Senior Leadership Team	2-Feb-22	30-Nov-24	● On Track	<p>(i) Whanaungatanga - Connecting People. Greater headway needed in terms of formalising an arrangement with Ngāti Manuhiri.</p> <p>(ii) Whakapapa/pūrākau – sharing the stories of people and place.</p> <ul style="list-style-type: none"> • Staff attended Cultural Induction led by Ngāti Manuhiri (The Principal, 3 x Deputy Principals, Head of Social Sciences, Head of Te Reo Māori, Deputy BOT Chair). • 4 Staff (The Principal, Deputy Principal, Head of Social Sciences, Head of Te Reo Māori) attended a Oneroa Kāhui Ako initiative - Hikoī of landmarks of cultural significance. Rosanna and Mel Waanga guided the tour. 8 sites (Te Piripiri Pā (Piripiri Point Dr), Maatahu & Te Kura Powhenua (Glenvar Ridge Rd), Te Oneroa o Kahu (Long Bay Regional Park), Awaruku Ngahere (Awaruku Reserve), Waiake and Toroa Pā (Waiake Beach), Talaotea (Browns Bay), Te Whanga o Ngāti Ohomairangi (Mairangi Bay), Rahopara Pā (Kennedy Park). Consideration was given regarding all staff do this as part of Start of year PLD but have put this on hold after advice given by Te Pūheke (MOE PLD Funded Facilitator) until further conversations are had with Ngāti Manuhiri. (iii) Te ingoa – Te kareti o te Oneroa o Kahu was confirmed as the appropriate Māori name for Long Bay College in consultation with Te Kawerau ā Maki and Te Pūheke. Kahu being the recognised ancestor of the area. (iv) School pepeha - has been incorporated into school waiata "Tāmaki Te Herenga E". Ko Piripin, te maunga (Mountain), Ōkura, te awa (River), Te Whare o te Puna Waiake (Our school where which recognises a spring at Waiake). (v) Guidance with our school waiata to be finalised in 2023 - Waiata is now complete and staff have embraced learning it and performed it during the Academic Prizegiving. In 2024 the waiata will be sung at Pōwhiri, Waitangi assembly and to welcome new staff. (vi) Guidance with mana whenua content in planning our potential 2024 Year 9 Mātauranga Māori programme - 58 students indicated they were interested in participating in a pilot core class Mātauranga Māori. 1 class to be created for 2024. The Mātauranga Māori will occur in the extra English lessons the core classes have. 2 students have been selected for the Aspiring Scholars core class. These students will have the opportunity to join in with the Mātauranga Māori class for the lesson each week. (vii) Guidance with other initiatives within the school e.g. naming of buildings, carving - Ongoing (viii) Pukapuka kawa – guidance on tikanga with pōwhiri, poroporoaki, karakia and anything else to 'localise' and follow mana whenua kawa - Focus of 2024
	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	<ul style="list-style-type: none"> • Evidenced in policy documents • Meeting routines • 3Ps visible and tangible across the kura 	Principal	BOT, SLT	27-Jan-22	30-Nov-23	● Complete	<p>Equal status for Mātauranga Māori: The 3 P's are at the heart of our decision making and our strategic direction. We have undergone an induction with Ngāti Manuhiri but it would appear we are now being ushered back towards Kawerau ā Maki who still require a three year commitment. To support and mentor our community we have brought onboard for 2023: Hone Heke Rankin as an advisor and PLD facilitator for the next two years; Taine Whitten Young as te reo Māori programme support; Haki Lloyd as a mentor for our rangatahi Māori; Sef Manu as Māori and Pasifika Community Liaison. Various tikanga including karakia common place across the school now at meetings, assemblies etc. Policies continue to be developed in line with SchoolDocs best practice guidance. A Mātauranga Māori course for our junior students is now an option for study in 2024 as a 'modular subject', this decision being made after community consultation and has over 60 learners in it for 2024. School Waiata currently being learned by teaching staff and will be performed for the first time publicly at our Prizegiving.</p>

Long Bay College Annual Report 2023

<p>Develop programmes to build a cohesive understanding of both bicultural and intercultural responsiveness and competencies as described in Tātaiako</p>	<p>Develop a curriculum that is diverse, responsive, inclusive and representative of all students</p>	<ul style="list-style-type: none"> • Staff are equipped to support Mana Ōrite honoring approaches in our kura and beyond • Classroom practices are supportive of diversity, equity and inclusion • Schemes of work are reviewed and amended to ensure that diversity, responsiveness and representation are appropriate • 100% of curriculum areas have clear scaffolds, resources and supports of practice that support bi cultural competency and culturally responsive practice. (11 Faculties at the college - includes Learning support). Ideal completion date is 2024, lack of detail and clarity from MoE in relation to change initiatives meaning that a 2025 completion is more realistic. 	<p>Deputy Principal - Curriculum</p>	<p>Heads of Faculty, Curriculum and Pedagogy strategic support, Within School Leader - Assessment</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>We are on track with current Ministry of Education timelines and we are well placed to pivot if required. Our Faculty Quality Assurance process (QA) updates signal that curriculum and pedagogy initiatives are on track and making progress. Final update was received for 2023 in week 7 and following review will be aligned with 2024 QA in week 8. Our 2024 approach iterating to include and support our Mahi Tahī initiative. This approach developing high impact teaching and learning approaches across subjects across the school. A supportive PLD plan for the staff involved in the initial roll out has been trialed and will be rolled out in Term 1, 2024.</p>
	<p>Embed local curriculum into our programmes</p> <ul style="list-style-type: none"> • Connect to/share NCEA big ideas across the school • Writing effective schemes that include local curriculum • Incorporate into Atawhai programme 	<ul style="list-style-type: none"> • 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 • 100% of all schemes of work have embedded features supporting "big ideas" and best practice features as scaffolds for high quality teaching and learning. Ideal completion date is 2024, lack of detail and clarity from MoE in relation to change initiatives meaning that a 2025 completion is more realistic. 	<p>Deputy Principal - Curriculum</p>	<p>Deputy Principal Pastoral, Heads of Faculty and Department SLT, Atawhai Working Group</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Scheme of work audit shows significant gains year on year from absent to, in use and in process to visible and in practice across most Faculties. The Mahi Tahī initiative and QA iteration into 2024 helping to secure formative assessment practices and the enacting of our curriculum. Mahi Tahī and QA approaches are on track for Term 1, 2024.</p>
	<p>Investigate how we create a greater connection and place greater importance on and between our kura and Te Puna Waiāke</p> <ul style="list-style-type: none"> • Create and develop a plan for the whare nui in the short and long terms 	<ul style="list-style-type: none"> • Plan will be presented to SLT and BOT on future direction of whare nui • School and Community surveyed and investigation of school whare nui completed by end of Term 2, 2023. 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Business Manager, Within School Leader - Te Ao Māori, Deputy Principal International</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Critical</p>	<p>This initiative will need to continue in 2024 as no progress has been made. Visit to Mahurangi College rescheduled for early 2024 to meet with Head of Māori. Greenbay High visit to organise. Survey to be created after visits to other schools as this may shape what is included.</p>
	<p>Review and identify student (including Special Assessment Conditions) needs from Learning Support to ensure that all learners are able to experience academic success</p>	<ul style="list-style-type: none"> • Students and staff are supported to deliver excellent outcomes for our learners requiring additional support • Name for Learning Support finalised • SAC Process Reviewed by end of Wk 5 T2 • Staff Survey on SAC analysed Wk 5 T2 • 25 Y9 IEP Transition Completed (15 completed by end of Term 1) • 30 Existing IEP Review and Completed (Number to support sustainability) 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Heads of Faculty</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<p>Measures completed however recommending to stay on Strat plan with Handbook and Transition Plan as 2024 outcomes.</p> <p>(1) Learners requiring additional support.</p> <ul style="list-style-type: none"> • SAC (Special Assessment Conditions) Reviewed with NZQA and they are consistent with expectations • Staff survey SAC. <ul style="list-style-type: none"> * 33% did not know how to book or where to find list of students. * 16% raised concern when a student was absent and rebooking * IEP's (Individual Education Plans) valued by 100%: Time and PLD (Professional Learning and Development) to consider for future * System for Teacher Aides/Teachers to share info for individuals to be investigated. • Currently seeking information about 'writers'. * Appears we have stopped offering but other schools still do. * Need to look at how to resource or alternative options. <p>Gap - is one person holding key information. Below suggested course of action:</p> <p>(1) Would create a Learning Support(LS) Handbook like WBHS which will help with induction of new staff, existing staff, students and parents. Importantly this will also work as an audit of LS to ensure best practice.</p> <p>(2) Transition options of neurodiverse students needed. Current Ex students have completed tertiary courses and work experience but this has not led to continuous employment. Investigation into neurodiverse friendly businesses placements. Collaboration between Learning Support/Careers/Senior Leadership Team</p> <p>(3) PLD for staff Neurodiverse and strategies to implement to support learners. This is a key focus for the 2024 PLD Plan.</p>

	<p>Improve the visibility of Te ao Māori</p> <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 	<ul style="list-style-type: none"> • We visibly and tangibly reflect a kura of Aotearoa • Pōwhiri, Matariki and Te wīki o te Reo Māori have more prominence • Kapa haka perform at Polyfest • Proposal to consider Kapa haka within curriculum time - Survey parents and students Term 2 • Group size: 14-22 since 2016. 12 students end of 2022. 2023 - Increase to 20 - 2024 increase to 25 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Within School Leader - Te Ao Māori, Head of Marketing, Board of Trustees, External partners</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Events have prominence and are delivered annually.</p> <ul style="list-style-type: none"> • Pōwhiri was a success • Te wīki o te Reo Māori had junior involvement only due to exams. (Staff were surveyed and preferred the formative examinations to be this week: Time to deliver content and return of marking/feedback) Friday was not utilised with Seniors. But senior attendance was low. • Junior te reo Māori classes visited LBP to lead Māori games. • Kapa haka performed at the Torbay Retirement Village and at the Library to young children and whānau. • Whānau and students cooked paora (bread). Students had to order in te reo Māori which was taught during the Atawhai session. • Student announcements were made over the speaker, social media posts and the flag was raised. • The moment of silence was observed and all staff and students joined in our school karakia. • Kāhui ako Matariki Festival was a huge success. Hosted by Northcross Intermediate. • Kapa haka: With employment of new Kapa haka teacher target of 2025 Polyfest is more realistic. New tutor preferring a before school practice and we discussed providing cereal and toast afterwards. • Artworks: Needline progress with iwi before proceeding.
	<p>Investigate the development of Whānau hui and Fono groups and related connectivity with whānau</p>	<ul style="list-style-type: none"> • 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, 26 Members to 35 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Māori and Pasifika Coordinator, Within School Leader - Te Ao Māori</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<p>End of Year Whānau Hui was a success. Approx 80 people in attendance. The weather was kind, plentiful food, great company. Student Academic achievement, Leadership, Scholarships and Kapa haka were all recognised.</p> <p>2024 Calendar events have been planned.</p> <ul style="list-style-type: none"> • Whānau hui dates are focussed around key events so the whānau can come in to support in terms of kai preparation for food stalls, poi making etc. • Our first hui will be on the night of the Y9 Atawhai evening. Existing whānau and ākongā will provide childcare, games and kai for families attend the Atawhai evening. Followed by kai and whanaungatanga in the staffroom. • Team reach has 64 members (More than 37 families). Phone calls inviting whānau having the greatest impact to hui nights.
<p>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</p>	<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 	<ul style="list-style-type: none"> • 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 going to polyfest. 	<p>Assistant Principal - Clubs and Extra Curriculars</p>	<p>Club/Group Leads, Deputy Principal PLD, Deputy Principal International</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Process for starting new groups is clear and available to all staff in the Clubs and Activities notebook. Students have also been encouraged to reach out if they want to start a new group that meet their specific interest. A wide range of + 50 groups are currently represented across the school.</p> <p>LBC participated in the Kahui Ako Cultural Day hosted at a local primary school in Term 3. LBC performed a Chinese Dragon dance, Japanese storytelling piece and Tongan dance. Participating in more frequent events such as this gives our students opportunity to grow their cultural pride and confidence in performing.</p> <p>Opportunity for future participation in Polyfest on the Diversity stage has been investigated. 5, 10 and 15min performance can be considered. Deputy Principal International has indicated that Chinese and Korean performances would be viable for 2024, and/or the possibility of creating a fusion performance. Long term it would be good to also incorporate Pasifika and Indian performances - further investigation is being done to find out viability of this for 2024 or 2025.</p> <p>Cultural Extra-Curricular Group strategic support role has been promoted with staff.</p>
	<ul style="list-style-type: none"> • Develop consciousness and visibility of DEI differences and acceptance • Establish a clear process for funding and provision for groups 	<ul style="list-style-type: none"> • Delivery of calendar programme of guest speakers (assemblies, staff PLD) • Termly focus for 2024 as part of PLD to be proposed. 3 session per year, linking in with Atawhai sessions / assemblies. From 2024. 	<p>Deputy Principal Pastoral</p>	<p>WSL Equity and Inclusion</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>PLD plan developed and ready for delivery with focus on Neurodiversity in Term 1 2024 - this will be led by the Curriculum and Pedagogy Lead team- through consultation with SENCO. This area was seen as the area of need for support from the teaching staff to support students, this links into our Tino Akoranga development.</p> <p>Programme of delivery with students to be developed further as part of review of Atawhai in Term 2 of 2024. The links with Attitude Talks and insideOut are in place as part of Year Level Assemblies.</p>
	<p>Celebrate diversity</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>Deputy Principal's Nominee</p>	<p>JON, CHB, DUJ, DOR, Club/Group Leads</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>Complete</p>	<p>In term 4 we have had a whole school assembly and a year level assembly for each level, recognised Niuean language week and celebrated our Māori and Pasifika students with an event in November.</p> <p>We have met our goal of having 7/8 year level assemblies for four year levels and at least one for every year level. We had 4 whole school assemblies with 2 having guest speakers.</p> <p>Progress is being made by BCY re signage at front of school to include "Te Kāreti o te Oneroa o Kahui" Events this year have included Cultural Festival, Arts Week, Te Wīki o te Reo, National School Pride Week.</p>
	<p>Reflect on and recognise our own bias and views</p> <ul style="list-style-type: none"> • PLD for staff and students (Atawhai) around unconscious bias, DEI, empathy and reflection 	<ul style="list-style-type: none"> • PLD plan established, delivered and evaluated 	<p>Deputy Principal International</p>	<p>BIC, CHB, SCH</p>	<p>2-Feb-24</p>	<p>30-Nov-24</p>	<p>Yet to start</p>	
	<p>Consider current support models for students of varying and wide ranging needs at the college</p> <ul style="list-style-type: none"> • Create all staff PLD DEI programme based on staff knowledge and needs 	<ul style="list-style-type: none"> • Review, report and make recommendations in relation to current support approaches and needs of staff • Building plan in 2023 for 2024 – metrics to be established in 2023 	<p>Deputy Principal Pastoral</p>	<p>Head of Wellbeing, WSL Equity and Inclusion</p>	<p>2-Feb-23</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Through the PLD plan developed for 2024, and ready for delivery with focus on Neurodiversity in Term 1 2024 - lead by the Curriculum and Pedagogy Lead team- through consultation with SENCO. This area was seen as an area of need for support from the teaching staff to support students, this links into Tino Akoranga.</p> <p>Within the Wellbeing Team support on an individual and group basis have been developed for 2024. Focusing on some key areas of support for students, this will be led by the guidance team, with input from the Pastoral Team. This will provide students with supports and strategies.</p> <p>Through the wellbeing team key areas of focus to support key learners were Self-Esteem and Boundaries, along with Anger Management. This will provide between 6 and 8 students in each group with supports, strategies and on-going support over Term 1, 2024.</p>



2023 IMPLEMENTATION PLAN EOY REPORT: 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

● On Track
 ● At Risk
 ● Critical
 ● Complete

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	Status	Commentary
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: • Culturally Responsive Pedagogy • Mana ōrite mō te mātāuranga Māori • Pedagogy - BYOD/Digital/SAMR/DDDO/Computational Thinking • DEI • 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 • Principles of Mana ōrite mō te mātāuranga Māori are embedded within faculties • All faculty unit plans address culturally responsive pedagogy to identify how Māori can achieve educational success as Māori • Visible through QA (Quality Assurance) process, Action Planning and through the imbedded practice of Tikanga, Ako and Mahara pedagogy • 100% of all QA Action planning indicates the embedding of application of PLD. Staffing surveys of perception of quality of PLD indicative of a high value being placed on PLD programme. • Meaningful weekly sessions in whole school and Faculty PLD aligned to school strategic goals • 2023 Professional Growth Cycle introduces Wero (Te reo me te tikanga Māori) EOY report reflects completion	Deputy Principal Curriculum	WSL Te Ao Māori, Curriculum and Pedagogy strategic support, Professional Learning Team, Business Manager	2-Feb-22	30-Nov-24	On Track	Staff feedback in 2023 indicating a very high level of regard for the resourcing and professional learning associated with Tino Akoranga. Our Quality Assurance, Professional Learning and Mahi Tahi initiative now seeking to build on espoused gains and secure the development of high impact teaching and learning strategies across the school. Professional Learning focuses supporting neurodiverse students and further intergration of formative assessment strategies are in place for Term 1, 2024.
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 • Te reo me te tikanga Māori (TRMTTM - the language and customs) • 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 • TRMTTM - identify and implement a programme of learning which can be built into the PLD structure • Support staff engaged in meaningful, specific, training	Deputy Principal Teaching and Learning / Human Resources	Within School Leader - Te Ao Māori, Professional Learning Team, Business Manager	2-Feb-22	30-Nov-24	On Track	• MOE (Ministry of Education) PLD Funded Hours/ Te Pūheke- 157 Hours used in total so far. • 55hrs HoF's PLD and Iwi, 43hrs Waiaata, 59hrs Te Whetū • Waiaata (co-created with LBC staff and taught school waiaata to staff and kapa haka - 'Tīmaki Herenga Waka E') • Te Whetū (10 week programme for boys which focuses on leadership skills/qualities and personal development through a Te Ao Māori lens. LBC Youthworker supported the group as well). • Individual meetings with Te Pūheke Leader and HoF's - biggest gain is staff feeling they have permission to implement their ideas. School Delivered PLD (Professional Learning and Development) We have engaged in a range of PLD over the past three years since the implementation of our Wednesday morning PLD sessions. These sessions have included a range of learning relevant to culturally responsive practice and Tātaiako cultural competencies, and New Zealand's bicultural partnership under Te Tiriti o Waitangi. This year staff completed an āromātai self-reflection survey, indicating their next steps for learning in the culturally responsive and culturally competent elements of their practice. This survey provided further detail regarding staff perceptions of their own abilities in these spaces. Aromātai surveys have been copied into individual staff Professional Growth Cycles. In 2024 the current PLD proposed will focus on: • Our whareniui, and Tikanga protocols for our classrooms • Returning to Cultural Responsibility (CRP), Cultural Competency (CC) and the Tātaiako • Instructional te reo Māori for the classroom • Pūwhiri protocols and Hui protocols PLD will make a conscious connection to CRP, CC, Tātaiako and Tino Akoranga. Time built in for practicing new Te Reo phrases.
Develop adaptive, engaging, research based, student-centred programmes that best serve the needs of our learners and community	Curriculum Design SAMR (Substitution, Augmentation, Modification, Redefinition), CT (Computational Thinking), DDDO (Designing and Delivering Digital Outcomes),	• Evidence of SAMR progression • Statement of SAMR progression to be developed • 100% staff understand SAMR model and methods of progression and use • Evidence of teaching that supports high quality CT, DDDO • Schemes for relevant faculties have course and structure in place to allow affective delivery of DDDO, with CT being a main focus in DTS • Year 9 and 10 students all undertake CT and DDDO growth in the Progress Outcomes to PO Level 5 for CT and to PO Level 3 for DDDO • Measured through QA process, Action Planning and to see imbedded in practice • 100% of faculties reporting on DDDO/CT as part of QA. Progression outcomes being reported on for key faculties, leading to data in QA.	Deputy Principal Pastoral	Professional Learning Lead Team, Deputy Principal Curriculum, Within School Leader - Digital	2-Feb-22	30-Nov-24	On Track	Report provided to Deputy Principal - Curriculum/ Deputy Principal – Pastoral and Principal, from the Within School Leader - Digital. This reviewed our Digital Progression Outcomes for Computational Thinking (CT) and Designing and Developing Digital Outcomes (DDDO), where these are in place and areas of further development. 100% of faculties reported on the use of CT and DDDO. From this reports, next steps around how delivery of key aspects of this area of the curriculum can be achieved and the logistics to make this happen will be reviewed as part of a whole school Junior Curriculum review moving forward, alongside the Faculty Quality Assurance reports. Moving into 2024/25 this will fall under our curriculum review and Professional Learning Lead Team. This will also include how – Artificial Intelligence (AI) and large language models will influence curriculum design in the junior curriculum.

<p>Curriculum Design</p> <ul style="list-style-type: none"> 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 RBP (Research Based Pedagogy), Culturally Responsive Practice (CRP) 	<ul style="list-style-type: none"> Explicit development of all areas that supports the development of teachers as instructional designers as determined by research based practice. Visible in both planned curriculum and cultivate in classroom practice. 	<p>Deputy Principal Curriculum</p>	<p>Professional Learning Lead Team</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Tino Akoranga - the Colleges guide to exceptional teaching and learning continues to roll out across the school. The resources and related Professional Learning a direct support for curriculum design and high quality, research informed teaching and learning. Our Heads of Faculty report a high degree of readiness to meet the needs of the change package in 2023, the capability to pivot being essential as Level 2 and Level 3 are pending updates from the Ministry. Literacy and Numeracy are specific research considerations in 2024 with Within School Leader allocation supporting the development of whole school approaches for 2025. Mahi Tahī and QA supports have iterated ready for 2024 role out and are in progress.</p>
<p>Designing senior courses for 2024/25</p> <ul style="list-style-type: none"> Create plan of approach/ structure/ framework through creating space and opportunity for collaboration (PLD, Faculty Time) Focus on learning not assessment Creative assessment focus - researching and collating a variety of assessment methods 	<ul style="list-style-type: none"> Year 11 programme ready to be delivered in 2024 through recognised and deliberate faculty planning time Successful delivery of new courses in line with MoE timelines. Ideal completion date is 2024, lack of detail and clarity from MoE in relation to change initiatives meaning that a 2025 completion is more realistic 	<p>Deputy Principal Curriculum</p>	<p>DP Teaching and Learning, DP Special Projects, Heads of Faculty</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Our NCEA Level 1 ready to be delivered in 2024. Additional updates from MoE will be considered and integrated as 2024 progresses. Heads of Faculty indicating a clear readiness and capability to meet any further changes.</p>
<p>More effective communication and engagement with parents/caregivers to support their tamariki's learning outcomes.</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 	<ul style="list-style-type: none"> Reporting systems reviewed New Reporting systems proposed and implemented by Term 1, 2024 Parent/teacher interview format reviewed by end of Term 1, 2023 New Parent/teacher interview formats proposed and implemented by 2024. 	<p>Assistant Principal Reporting</p>	<p>Deputy Principal Pastoral, Data Systems, HOFs, Deans, Atawhai Working Group</p>	<p>2-Feb-22</p>	<p>30-Nov-22</p>	<p>On Track</p>	<p>SENIOR REPORTING: Staff/Faculty consultation has been ongoing throughout the year to refine the new Senior reporting model to align with checkpoint processes. Parent/caregiver feedback was gathered in Term 3 to further inform final reporting design. This overwhelming indicated that parents want more regular feedback and want to engage with reporting communication to support student learning. Senior Communication and Reporting PLD content was delivered on 18/10 to all teaching staff to spearhead implementation phase. All teaching staff are now developing comment banks for Checkpoint feedback which will be an integral part of our new Senior reporting system.</p> <p>JUNIOR REPORTING: Reporting working group has met numerous times and Faculties have been consulted on possible Junior reporting formats. An Engagement format is the recommendation going forward. Junior parent feedback has been sought which will now inform next steps for 2024.</p> <p>INTERVIEWS: Atawhai led parent/teacher interviews are a recommended format for 2024 in addition to our curriculum focused interview formats. These would serve as a useful process to strengthen partnerships with parents/caregivers and pastoral connections and inform subject selection / pathways for the following year. Engaging parents in this process more intentionally would be one of the objectives. It is recommended these are implemented starting Term 3, 2024. The format of these interviews is in development.</p>
<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 	<ul style="list-style-type: none"> Systems researched, developed and implemented Māori and Pasifika learners NCEA results will be above those of National results and those of similar schools Y9 UE Mentoring Programme Established and EOY Report reviews progress. Start of a 5 year plan to improve Māori and Pasifika learners NCEA results 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Deputy Principal Data, Strategic Support Mentoring, Within School Lead - Academic Tracking / Mentoring, Data Systems, Atawhai working group, Deputy Principal Pastoral, Deans</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Tracking Sheets are now year level specific and are sent out fortnightly. The data can be sorted by ethnicity.</p> <p>Te Manawanui Review highlights:</p> <ul style="list-style-type: none"> Strengths - Collaborative team of staff. Clear understanding of the why. Threats/Weaknesses <ul style="list-style-type: none"> Time constraints on staff (Māori/Pasifika Whānau Support person pulled in many directions), (Mentor who is also a Deaning), (Part time Limited Authority to Teach/ Teacher Trainee) - practicum hindered meeting allocated students) Number of mentors and time to meet with students/whānau Students feeling singled out for being Māori or Pasifika Opportunities <ul style="list-style-type: none"> Time in Lieu worked well for Strategic Support Mentoring. She used the days to get through a series of mentoring meetings. Utilising Y9 Atawhai night. Have a hui for Y9 Māori and Pasifika whānau directly after with kai. Offer child care for families with Te Waha Wai leaders supervising. Investigate why whānau does not attend initial meeting or Whānau hui Strategically investing time into Staff targeting all Māori and Pasifika students to pass <p>Projected 2024 student #'s for Te Manawanui.</p> <ul style="list-style-type: none"> 36 - Y9 Māori or Pasifika ākonga 51 - Y10 Māori or Pasifika ākonga <p>Resourcing request for extra staffing to be considered due to increase numbers of junior students and Part time te reo Māori teacher accepting a position elsewhere.</p> <p>Staff member appointed as WSL Māori and Pasifika Kaiārahi for Y11-13. Following Te Manawanui process of mentoring students individually and recording sessions in kōmar.</p> <p>Greater involvement of Atawhai leaders to be a focus for 2024 as well.</p>
<p>Develop a high performing Scholarship programme at the school</p>	<ul style="list-style-type: none"> Review of current framework and practices conducted including alignment of Aspiring Scholars programme and future direction. Aspiring Scholars programme visibly promoted externally and internally resulting in demand for 2 x Year 9 classes in 2024. Clearly defined recommendations as to structure and format of Scholarship in the school made by end of Term 1, 2023 Goal of 50 Scholarships in 2023 	<p>Assistant Principal Junior and Senior Acceleration</p>	<p>Deputy Principal Curriculum, HOFs, Scholarship Tutors, Aspiring Scholars' teachers</p>	<p>3-Feb-22</p>	<p>20/02/2023</p>	<p>On Track</p>	<p>SCHOLARSHIP: Scholarship recognition event was held for 2022 award winners in Term 1. Structure supports for staff has been developed further in Teams, as well as allowing for in-school event applications to support additional tutorial time. Further work is needed for this to become embedded practice with all Scholarship staff, 2024 will allow for this to become embedded. Mechanisms for tracking student engagement in tutorials has been developed this year. 157 x Scholarship student entries for 2023 across 20 subjects. Results will be cross-referenced against engagement in 2024 to inform next steps.</p> <p>ASPIRING SCHOLARS: Term 2 and 3 fortnightly Enrichment programme has now concluded. Survey was put out to AS students to review their experience - largely positive results and helpful feedback for 2024. University of Canterbury CAM Kiwi English, Science and Maths competition results were released at the end of last term and Excellence and Distinction certificates were distributed in Assembly. Future Problem Solving group (3 students) have qualified for Nationals, currently liaising with the team, their parents and coach. We aim to have a formal FPS Coaching group at LBC in 2023.</p>



2023 IMPLEMENTATION PLAN EOY REPORT: 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							
● On Track ● At Risk ● Critical ● Complete							
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	Status
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	<ul style="list-style-type: none"> Whānau hui is lead and directed by whānau Visible student and staff noho marae opportunities Tangible relationships with iwi, marae, kaumātua and other stakeholders Whānau Komiti increases from 4 to 8 and increases diversity of countries (Fusi, Sef, Saia, Aubrey) 	Deputy Principal Teaching and Learning / Human Resources	Within School Leader - Te Ao Māori, Within School Leader - Local Curriculum, Head of Social Science, Principal	2-Feb-22	30-Nov-24	On Track
<p>29 Nov 2023</p> <p>Whānau Hui Komiti - This committee supports the planning of the Whānau hui events. . Most recent meeting attended by 5 parents with another planning to join. Board of Trustee member and Māori and Pasifika Community Liaison lead the group.</p> <p>Whānau Hui - The whānau hui is designed to give Māori and Pasifika families the opportunity to shape the direction of the school</p> <ul style="list-style-type: none"> End of year Whānau Hui was a success. Approx 80 people in attendance. The weather was kind, plentiful food, great company. Student Academic achievement, Leadership, Scholarships and Kapa haka were all recognised. 2024 Māori and Pasifika calendar events have been planned. Whānau hui dates are focussed around key events so the whānau can come in to support in terms of kai preparation for food stalls, poi making etc. Our first hui for 2024 will be on the night of the Year 9 Atawhai evening. Existing whānau and ākonga will provide childcare, games and kai for families attend the Atawhai evening. Followed by kai and whanaungatanga in the staffroom. Team reach has 64 members (More than 37 families). Phone calls inviting whānau having the greatest impact to hui nights. <p>Iwi connections - Conversations between Board of Trustee Deputy Chair and Te Pūheke Leader have occurred. Hoping for further progress early 2024. During 2023:</p> <ul style="list-style-type: none"> Meetings occurred with Te Kawerau ā Maki Cultural Induction with Ngati Manuhiri completed Board of Trustee decided to pursue Ngati Manuhiri for iwi partnership Waiata - 'Tāmaki Herenga Waka E' created via a collaboration between students, Head of Te Reo Māori, Head of Music and Re presentative from Te Pūheke. Staff and Kapa haka learnt the waiata and performed for the first time at the LBC Academic Prizegiving. <p>Harbour Sport Tama Ora programme connected with Te Herenga waka o Orewa for community service. They are currently evaluating their programme and plans for 2024.</p> <p>Te Whetū programme (10-week kaupapa (programme) for boys which focusses on leadership skills/qualities and personal development through a Te Ao Māori lens)- Meaningful connections established between the students and leaders. Boys began sharing more towards the end. By week 8 group dynamics were at best. Many felt it was a safe space to talk. Felt they learnt about handling stress and more about themselves as individuals. They preferred the smaller groups(6-8) as they did not then have to wait for lots of people to take their turn to speak. Students did place academics over the sessions so if they had an assessment or did not feel the class they did not attend. Commented on needing the session times to rotate more so less effect on one class. All bar one student wanted it during lesson time. Attendance was consistent with 60% of group. Some students chose not to continue. All would recommend the programme to others. In 2024 the Year 9 students will be the focus with less regular check ins with students who attended in 2023.</p> <p>Box Fit - In partnership with Te Onreroas Boxfit Academy and LBC Māori & Pasifika Community Liaison. Purpose: To improve and contribute to support attendance and engagement of students at Long Bay College through a non-contact boxing fitness programme. The 2023 programme started in Term 2, with the focus on Tuakana-Teina, a concept from te ao Māori, which refers to the relationships between an older (tuakana) person and a younger (teina) person. A senior often paired with a junior for different drills or teaching new drills together. Our sessions start in a circle formation with karakia (Whakataka Te Hau) and finishes with a karakia/whakatauki – more recently student involved and lead</p> <p>Student voice highlights: Skills and knowledge learnt, Positive impact on listening, encouraging leadership, improving attendance on the day (not necessarily the rest of the week).</p> <ul style="list-style-type: none"> Girls group very consistent (Terms 2 and 3) and stay for breakfast afterwards. Majority have been seniors (Year 11-13), numbers dropped due to exams in Term 3, but gained new Year 9's with extra social media posts and word of mouth. Attendees for Term 4 = 6 regulars Boys group is a little more inconsistent and only some stay for breakfast. Average number attending 15+ with the highest attendees of 23 students 							

<p>Develop effective relationships with our changing multicultural community</p> <ul style="list-style-type: none"> • Develop leadership of additional staff to lead engagement with different ethnic groups • Provide bilingual information evenings to involve whānau more in student learning 	<p>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:</p> <ul style="list-style-type: none"> • Staff leaders (especially those who are bilingual) trained effectively - 4-6 staff leaders, 2 meetings with JON/BIC 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 • Regular events held for a variety of ethnic groups - 4-6 on a termly basis, well promoted in the community • Opportunities provided to celebrate cultures and diversity - initially at least 4 major cultural events across the year recognised and celebrated, as well as the Cultural Festival - well promoted in the community • Opportunities provided to inform parents from overseas how the education system works here and how they can support their teenage children - one per term - well promoted in the community 	<p>JON</p>	<p>LUP, YUN, SHX, HEA</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<ul style="list-style-type: none"> • SHX has now developed a communication network with both Domestic and International Chinese parents; she is involved in domestic interviews with all DPs for Chinese speaking families, then adds them to the Chinese parent WeChat group, which responds to questions from all Chinese parents, updates them with notifications and manages concerns. She also runs a Friday afternoon tea session with both Domestic and International parents. • Collaboration is also maintained with the Long Bay Chinese Association (Frank's son), Great Families Charitable Trust (sports, activities) and the Chinese Sustainability group (volunteer opportunities). • South African community Braai is now run on a termly basis • Increased engagement with overseas parents (Zoom, emails phone calls), though some parents struggle then with miscommunication and cultural misunderstandings if they bypass the agent - particularly prevalent amongst our short-term international students where parents have more English than in the past • Local ELLs community survey currently being prepared to go out to local parents to inform us re. next steps as regards the information they would like moving forwards; • SHX successfully leads a weekly drop-in session and WeChat group for Chinese families; • Greater involvement with local Long Bay Chinese Association (community events such as Dragonboat Festival, Mooncake Festival) • 5 Cultural Festivals been held across the year (including Matariki and Lunar New Year), plus recognition of Pasifika Language Weeks; • Action Plan to be developed to encourage greater staff involvement and bilingual leadership moving forwards.
<p>Promote the quality of our work, externally</p> <ul style="list-style-type: none"> • Be a visible local, regional, and national beacon of practice in relation to high quality professional learning and pedagogy • Host professional learning conferences that are open to the wider secondary community to showcase our own practice and that of other schools • Ensure that local, regional and national spaces are aware of our identity and direction in pastoral and pedagogy spaces 	<ul style="list-style-type: none"> • Attend and present at local, regional and national conferences • Increase media coverage • Application for a Primeminister's Excellence Award in Education • Ongoing formal recognition and publication of our work in regional and national publications. Successful selection for PMEA consideration. Winning a PMEA. Winning the PMEA Supreme award. 	<p>Deputy Principal Curriculum</p>	<p>SLT, All WSLs, Head of Wellbeing</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Presentations relating to Tino Akoranga in 2023 to the Australian Cenral Territory Educational lead and at the Philosophy of Education Society of Australasia at the University of Auckland and the National Association of Assitant and Deputy Principals have been well reviewed. In social media spaces we have significantly grown interest on the LinkedIn platform - directly engaging with world leading experts and routinely receiving a viership of over 10,000 for posts. Recent posts reaching audiences of 70,000. Significant engagement evident locally, in Australia and the USA and UK. This interest supporting direct engagement with world leading educational researchers in NZ and overseas who have provided positive critique of our work. We are well placed for a PMEA application and submission in 2024 assuming the process takes places - it did not run in 2022 or 2023. Our Kahui Ako conference in March 2024, a further opportunity to showcase work to wider community. Our Mahi Tahī and Neurodiversity PLD series's likely focuses of engagement outside of the school. Our PLD resourcing for 2024 is being iterated into the 2024 of our teaching and learning guide and will be shared externally.</p>
<p>Develop house system to be a more effective tool in terms of instilling school values and external promotion of the school</p> <ul style="list-style-type: none"> • Ensure an even representation of house initiatives across Leadership, Innovation, Academia, The Arts, Sport, Service to community • Initiatives launched early and more widely in the school year • Introduce house leader mentor programme across multiple year groups to support authentic collaboration with community initiatives • Improve communication and visibility of house system • 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 	<ul style="list-style-type: none"> • Clear processes for house leader selection and expectations • 50 student house leaders, 2 per house per Year level. • Establish calendar of events and record of participation • Fortnightly events, participation to be recorded, with end goal of every student being involved in a House activity. • House leader mentor programme established and delivered To be in place for 2024 • More visibility and emphasis placed on the house system through physical displays, Atawhai and house badges being worn • Each of the 5 house logos to be visible in around key areas around the school. • All Junior students have house t-shirt for PE. Senior PE Students have House T-Shirts. • Badges are issued to all students and staff. Visibility survey to be carried out. Goal all students wearing badge. • Student engagement surveys and engagement data to be developed and implemented during 2023 	<p>Deputy Principal Pastoral</p>	<p>Within School Leader - Community, Director of Sport, Asistatn Principal</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>We have a clear processes for house leader selection and expectations is in place, which includes questions around multiple applications (prefects, student council, sports council etc.) This is allowing for the ability to engage with a wider range of students. This promotion of the house leaders begins in the year proceeding - Week 7 Term 3 through to start of Term 4.</p> <p>House events have been promoted and participation has been recorded by a group of house leaders and the Within School Leader (WSL) -Community. Houses are then allocated relevant points based on events and participation. The area of promotion of house events and visibility of the points / trophy will be developed further in 2024.</p> <p>House leader mentor programme - House leaders currently attend fortnightly meetings lead by WSL Community - This currently involves ongoing mentoring. Senior House Leaders mentor and support Junior House Leaders with projects and initiatives. Alongside this previous student leaders have provided sessions on leading to support the new house leaders.</p> <p>A living wall with the house birds is in place within the front office area of the school. More visibility and emphasis placed on the house system through physical displays, Atawhai, although this is not having the traction that is required to have a truly visible house system and competition pride. - Further signage proposal to the school around putting signage around the school relating to the various houses is in process. Alongside this is a review regarding possible changes in badges and rewards / points.</p> <p>Student engagement surveys and engagement data. - This is something that both WSL and the House Leaders will be looking into along with the badges. Consultation with Sports Coordinator around regular sports house challenges is also in the works - possibly looking into ensuring house leader selection for 2024 includes students who are also in the sports council that can support this initiative.</p> <p>The house system is present but needs more visibility and engagement moving forward.</p> <p>In 2024 we will be completing a re-set of the House system to increase visibility and with the size of the role moving forward we are looking to invest in 2 key staff leading and driving this forward.</p>

	<p>Establishing and Developing Alumni Relationships</p> <ul style="list-style-type: none"> Establishment of Alumni and Sponsorship coordinator role Developing a database and subsequent communications channels Exploring and establishing sponsorship and legacy programmes and fundraising for projects Introducing all arms of the school to the Alumni Day celebrations 	<ul style="list-style-type: none"> Alumni numbers engaged Financial value (income) of Alumni programmes 50th Year Celebration coordination 2025: Term 1 - appoint Alumni Co-ordinator Term 2 - establish strategic plan for Alumni including membership numbers (completion now end of term 4) Term 3 - Alumni website presence Term 4 - Alumni event 	<p>Business Manager, Deputy Principal Teaching and Learning / Human Resources</p>	<p>Alumni Coordinator, Head of Marketing, Director of Sports, Assistant Principal, Heads of Faculty</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Alumni Social Media numbers - Alumni Facebook - 1000+, Alumni LinkedIn - 300+</p> <p>Financial Value - focus to date has been gaining traction and engagement, financial value propositions will follow 50th celebrations - the Alumni website will provide a channel for ongoing engagement with Alumni, 50th celebrations profile will increase as we move closer to 2025</p> <p>Appointment - Person appointed in Alumni role and is working through setting up Alumni structure starting from a zero base.</p> <p>Strategic Plan - to be developed in term 1 2024, now have greater insight regarding engagement numbers and can set reasonable targets</p> <p>Website - Term 4 website proposal to Senior Leadership Team, backend of website is ready, working on adding engaging content.</p> <p>Alumni Event - Alumni Coordinator has engaged with staff across the school, aiming to incorporate Alumni in more activities and events within the regular school calendar. This includes further developing existing Alumni events, specifically the Alumni Sports Day, which will be expanded in 2024 to engage a wider section of our Alumni. Alumni sports shirt design created in collaboration with SAS. Colours based on the alternative sports strip.</p>
	<p>Establishing and developing relationships with local businesses with potential for investment</p>	<ul style="list-style-type: none"> Securing sponsorship and scholarship opportunities Possible Boarding House partnership (possibly at risk) 2025: Term 1 - appoint Sponsorship Co-ordinator Term 2 - establish Sponsorship structure develop budget Term 3 - website/notices etc to incorporate sponsors 	<p>Business Manager</p>	<p>Promotions & Marketing, Sponsorship & Alumni</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Securing Sponsors - Harcourts are coming on-board as our first major sponsor. Sponsorship Coordinator is in discussions with number of other potential sponsors.</p> <p>Boarding House - will work with Deputy Principal International to draft a submission to the Ministry to get a firm position regarding the viability of using Field 2 in a PPP arrangement</p> <p>Appointment - Sponsorship & Alumni Coordinator appointed</p> <p>Sponsorship structure - Professional marketing collateral for our sponsorship program has been developed. Web page developed.</p> <p>Website/Notices - Sponsorship Coordinator has been liaising with our website vendor, Wavelegth newsletter banner has been implemented with sponsors committed for Nov 23, Dec 23 & Feb 24. New Electronic sign to be commissioned over Summer Break. This will serve as a community communication channel and offer an opportunity to recognise our sponsors. Templates are currently in development for this purpose.</p>
	<p>Develop new International Strategic Plan to reestablish LBC as a first class destination for international students through the rebuilding of relationships and partnerships with international agents, partner schools and organisation overseas</p> <ul style="list-style-type: none"> Review current agent lists Reset marketing strategies (local and offshore) Build on partner school relations and activities to create a potential pipeline of future international students Develop partnership with Massey University in terms of collaborative care, opportunities, end of year programme, pathway programmes and marketing fairs Explore other ways to use MERC expertise around our Outdoor Education partnership New marketing materials reflect upgraded opportunities to attract students in a post-pandemic world 	<ul style="list-style-type: none"> Ability to attract and retain students now that borders have reopened - Reach 81.5 FTE target Shared vision across to the Team, everyone working to the same end - International Strategic Plan forms the agenda template for all International meetings, combined with the Code of Practice Partner satisfaction feedback through surveys - at least 80% satisfaction in agent surveys Engagement in online programme, summer programme & Scholarship activities for selected places from Partnership schools - all available places filled Engagement in Massey-based activities (North Shore cluster group, students & agents) - at least 70% engagement from identified schools Waiting list for MERC based activities, with students wanting to enjoy outdoor activities and learn more about NZ natural environment Positive feedback re. new marketing of partnerships & enhanced opportunities - at least 80% satisfaction from partner schools 	<p>JON</p>	<p>International, EAP</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<ul style="list-style-type: none"> Marketing presence now renewed in all priority stakeholder countries; JON/SHX/PHA/DNS now visited all stakeholder countries to further relations with agents, parents and students; strong presence on the marketing front at a crucial time as we move on from Covid main focal points in International (Academics, Student Experience and Care) now reflected clearly in International Staffing Structure and team priorities, as well as promoted extensively on marketing trips partnership schools now being developed in key stakeholder countries: China (Suzhou, Shanghai and Kunming); Vietnam (Hanoi); Japan (Osaka) Exceeded 81.5 FTE target LBC now has a proactive and leading role in the North Shore International Cluster group, developing many shared initiatives which benefit students (International Sports Day, IELTS programme, International Hui at Massey University, End of Year Programme, and Massey Marketing Day) Collaboration grown extensively with MERC, Massey University and Harbour Sports, with positive and tangible outcomes (Discover Aotearoa Outdoor Education Programme, Camps, Equip'd programme, IELTS and End of Year Programme) Student Experience is enhanced with more international activities led by student ambassadors and International Student Coordinators and JON (Basketball, Equip'd, Summer Programme, Volunteer opportunities, Ski Trip) In the process of developing updated marketing materials (DNS and JON, with SHX promoting on the WeChat official account) - ongoing Positive ERO verification process based on current practices and processes, showing Code compliance and alignment of International Strategic Plan with School Strategic Plan; Annual Self Review and NZQA reflect positively on progress this year, with surveys currently out to corroborate findings; All BAU aspects of International and most overseas markets now up and running again; November review of International Strategic Plan showed that we are on track moving forwards; Additional Annual Review shows growth and new pressure points to work with*
	<p>Enhance the parental engagement experience for whānau</p> <ul style="list-style-type: none"> Links to the reporting initiatives (see exceptional learning) Deliver PLD that meets the needs of parents/caregivers in relation to parenting and supporting teenage children in 2023 and beyond 	<ul style="list-style-type: none"> Appropriate opportunities and support provided for our caregiver community and our community engage with them Offer at least 4 x PLD opportunities for parents in 2023. 	<p>Assistant Principal Community Events</p>	<p>Wellbeing, Deputy Principal Pastoral, Deans</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>Complete</p>	<p>4 x Sessions have been planned and offered to parents/caregivers this year:</p> <p>Term 1 - 'The Teen Brain' event facilitated by Nathan Wallis</p> <p>Term 2 - 'Dial Down Anxiety' facilitated by Clinical Psychologist Dr Mary Millar took place on 21/06</p> <p>Term 3 - 'Online Safety' facilitated by Netsafe took place on Mon 28/08</p> <p>Term 4 - 'Raising Resilient Teens', led by the Parenting Place took place on Wed 15/11</p> <p>Planning of possible sessions for 2024 are now underway. Branding the sessions is also under development with the aim to create greater anticipation each term.</p> <p>Parent feedback so far has been largely positive, a survey will go out later this term to gauge further feedback from parent/caregivers to inform 2024 sessions.</p>

<p>Prioritising the school value of community and the service arm of our school</p>	<p>Relay For Life and Daffodil Day (Cancer Society) to become the main focus for Service at LBC</p> <p>+ Grow student, staff and community involvement</p>	<p>+ Profile of service and community opportunities at LBC increased</p> <p>+ Increased numbers of involvement, events and money raised</p> <p>+ Mini Relay for Life 2023 +50 students, +10 staff</p> <p>+ Relay for Life 2023 +70 students, +15 staff</p>	<p>Deputy Principal Pastoral</p>	<p>Within School Leaders - Community</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Over 2023 we have increased the funds raised for the Cancer Society through our Relay for Life. This has gone from \$12,223 in 2021, \$12,700 in 2022, to \$15,300 in 2023. With a goal of \$30,000 in 2024.</p> <p>Along side this, the number of students and staff taking part in all the initiatives is increasing, with the Prefects, House Leaders leading, promoting and supporting. With a growing number of other students supporting.</p> <p>This has involved the Mini Relay for Life (at the start of Athletics Day), the Auckland Relay for Life, Daffodil Day, bake sales and students own fundraising ideas.</p> <p>We have surpassed our student and staff goals for the Mini Relay for life with 59 and 11 respectively for 2023, and at time of writing 2024, 109 students and 14 staff.</p> <p>An area of growth we are working on is the Auckland Relay, where we have still not reached our goals and is an area of focus moving forward.</p>
	<p>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</p>	<p>+ Students engaged at Years 11, 12 and 13 - at least 60 students engaged from across participating Year groups, with 80% retention & success rate</p>	<p>JON</p>	<p>DOE Team, TUX</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<p>29/11/23 Awards evening held and well attended by students and parents. Excellent results for our first full year working on the DoE:</p> <ul style="list-style-type: none"> • 1 Silver Award (Paige Clark) - one year commitment • 25 Bronze Awards - 6 months' commitment • 1 Bronze Participants (not yet completed). <p>Students are from Years 10-13.</p> <p>Working towards 60 participants (42 for start of 2023) but with 80+% retention rate.</p> <p>Outstanding commitment from Anthony Tuxford for his ongoing support of the students. TUX works regularly with students to maintain their motivation, and MERC provides adventurous journey opportunity.</p> <p>Paige Clark has already started to work towards her Gold Award.</p>
	<p>Investigating and recommending the viability of individual service projects within each Atawhai group</p>	<p>+ Plan established and ready to roll out in 2024</p>	<p>Deputy Principal Pastoral</p>	<p>WSL Community</p>	<p>1-Mar-22</p>	<p>30-Nov-23</p>	<p>At Risk</p>	<p>Through 2023 we have looked at the idea of service (giving back to our community), through our Atawhai Programme. Looking at when and how to do this has been the main focus. In Term 2, 2024 we are looking to trail this with our Year 10 and 12 Year Groups. Looking at how students can lead initiatives – and a focus on this as they move through 2024 and onwards. The aim would be for the Atawhai group to come up with a service initiative, or be supported in selecting one and the each student to look at linking this service through groups such as the Student Volunteer Army Service Award or Duke of Edinburgh. Further development of this is required in Term 1 2024.</p>

Evaluation and analysis of student progress and achievement

Initiatives
<p>Analysis of Variance considerations informing strategic direction and approaches.</p> <p>Junior and Senior Assessment Calendars</p> <p>Our Quality Assurance (QA) data supports reflection, iteration and development of our junior and senior courses. The regular and ongoing support of our middle leaders by our Senior Team scaffolding that process. This acting as a significant driver of our staff and organizational capability and capacity to drive, analyse and evaluate student progress and achievement.</p> <p>Specifics relating to our iteration of Curriculum and Pedagogy across the Faculties of the College can be found here 2024 Curriculum and Pedagogy Action Plan initiatives . These initiatives are grounded in improving student outcomes and research informed high impact pedagogy as described in our College guide to teaching and learning – Tino akoranga - https://www.longbaycollege.com/tino-akoranga</p>
Data
<p>2023 Analysis of Variance (Statement of Variance).docx – pages 7 to 13</p> <p>NCEA data is directly considered by our wider staff as part of QA. Student performance in achievement and unit standards for all NCEA courses is collated and considered. This data analysis and evaluation is further supported by comparison to schools in equivalent equity bands, national averages and our own performance in prior years.</p> <p>This data provides for analysis of priority learners and consideration of gender and ethnicity variance in the students on courses. Variances between teachers involved in the delivery of those factors is also described.</p> <p>Junior and Senior assessment calendar data supports responsive interventions and informs curriculum design, discussion and support by SLT of Faculty and subsequent reporting in QA.</p>
Commentary on data
<p>Level 1</p> <p>In 2023, we had 299 Year 11 students achieve NCEA Level 1. The achievement rate is well in excess of the national and EQI/decile averages. The total endorsements at Level 1 decreased on 2022 by 3.2% from 2021 to 59.2%. Our Year 11 students' achievement of Level 1 Literacy (94.0%) and Numeracy (94.3%) exceeds the national and 'Few Socioeconomic Barriers' (School Equity Index Band) category.</p> <p>Level 2</p> <p>The NCEA Level 2 qualification was achieved by 91.0% of our students. This is the lowest rate in the last 5 years, while still significantly above the national and FSB band rates. The overall endorsement rate at Level 2 is down slightly from the last year with 48.0% compared to 49.6% in 2022.</p>

Level 3

87.2% of our Year 13 students gained NCEA level 3 in 2023 which is significantly above both the national and FSB band rates. Of the 203 students included in NZQA stats, 184 were entered for 60+ level 3 credits and 177 passed level 3.

The excellence endorsement rate has decreased. The overall endorsement in 2023 was 43.5%, the lowest since 2019 (38.1%).

Year 13 students may work towards the University Entrance (UE) qualification. In 2022, 143 year 13 students gained this qualification.

Junior and Senior assessment calendar data allows for responsive tracking of all students. This supporting changes in programme and approach for individuals and groups at the College were needed as well as informing our wider consideration of the efficacy of our programmes of study.

Course of study review in QA directly informing Faculty and school wide inquiry focused on improving student outcomes across the school. Development and delivery of strategic action plans our historic practice.

Outcomes

In 2024, all faculties are developing action plans that support curriculum design to promote:

- High academic achievement
- Explicit consideration of whole school teaching and learning philosophy, Tino Akoranga. (Namely, the role of formative assessment and science of learning approaches that place a high value of cognitive science-based approaches and our support of literacy and numeracy).

Our approaches are deliberately mindful of our responsibilities relating to Te Tiriti O Waitangi, this includes the visibility of the Tātaiako in practice, cultural competency, considerate of Mātauranga Māori, and culturally responsive practice considerate of Mana Ōrite.

How the school has given effect to Te Tiriti o Waitangi

Initiatives
<p>PLD</p> <p>Long Bay College has engaged in a range of PLD over the past three years since the implementation of our Wednesday morning PLD sessions. Those sessions have included a range of learning relevant to culturally responsive practice and cultural competency. We have also engaged with learning via Teacher Only Days that has focused on the Tātaiako cultural competencies, and New Zealand’s bicultural partnership under Te Tiriti o Waitangi.</p> <p>In 2023 Long Bay College staff completed an Aromātai self-reflection survey, indicating their next steps for learning in the culturally responsive and culturally competent elements of their practice. This survey provides use with further detail regarding staff perceptions of their own abilities in these spaces.</p> <p>As we move into 2024, ensuring alignment with our wider school educational philosophy, Tino Akoranga, becomes important for ensuring the mutual reinforcement of learning and avoiding split attention. As such, the plan below considers a way forward, combining our learnings from the last few years and carefully articulating the alignment that exists. The sessions below are also responsive to the findings of the 2023 Aromātai, which was communicated to staff as a goal on initial completion in T2, 2023. Throughout all session below include a conscious connection to CRP, CC, Tātaiako and Tino Akoranga.</p> <p>Our wharenuī, and Tikanga protocols for our classrooms</p> <p>What is the history of Te Puna Waiake (our school wharenuī)? What are the Tikanga protocols that we should be aware of. What is the rationale for those protocols? How might we integrate this into our current class Tikanga?</p> <ul style="list-style-type: none"> ● Returning to Cultural Responsivity, and Cultural Competency. What is cultural responsivity? What is cultural competence? How do they relate to Tino Akoranga? ● Returning to the Tātaiako What are the Tātaiako, and how do they relate to my practice, our faculty’s practice, and our work as a kura? How do they relate to Tino Akoranga? ● Simple Te Reo for Long Bay College staff. What are some of the basic phrases we can use in the classroom, and in our daily life? How can we move beyond greetings? ● Unpacking Weeks 2-5 How can our learning be integrated into our classroom Tikanga? How can our learning be integrated into our teaching and learning approaches, such as formative assessment? ● Pōwhiri protocols and Hui protocols What are the important protocols for Pōwhiri and Hui? What are the reasons for those protocols? How might we apply these in our practice? ● Further unpacking of weeks 2-7 (In faculties, using scaffolds). How can our learning be integrated into our classroom Tikanga? How can our learning be integrated into our teaching and learning approaches, such as formative assessment? What are our next steps?

A focus for staff PLD early Term 4 will be to learn our school haka. Junior students will be supported to learn this well during Term 4 Projects.

MOE PLD Funded Hours – 300 Hours over a 24-month period. 167 Hours used in 2023

- MOE Facilitator – Te Pūheke (Cultural Flow) connects communities with Te Ao Māori to develop authentic cultural understanding.
- Iwi Partnership was investigated in 2023. Key staff met with Te Kawerau ā Maki and completed a Cultural Induction with Ngati Manuhiri. 2024 hopes to finalise a formal partnership to ensure other areas of the Strategic Plan are achieved.
- PLD with HoF's supporting the development of Faculty Te Tiriti o Waitangi Action Plans
- PLD full staff understanding importance of Tūrangawaewae our place.
- Supporting the development of a Mātauranga Māori Junior Course.
- Te Whetū Programme led by Haki Lloyd.
- Co-writing our school Waiata and teaching staff the significance of the lyrics, kura pepeha within and link to our school values.
- 2024 continued focus will be Te Whetū and Iwi Partnerships

Waiata – Tāmaki Herenga Waka E

Written in collaboration by Huia King (Te Pūheke: MOE PLD Funded Hours) and LBC Head of Music. The Head of Te Reo Māori had worked with students to ensure their ideas were included in the lyrics. Te Pūheke supported by providing insight into the local area to create a pepeha for the kura and this is shared within the waiata.

Staff learnt the waiata during PLD in term 3 and 4 and performed it publicly for the first time at the Academic Prizegiving. Staff now sing it in tautoko (support) at Pōwhiri and key events. During 2024 Kapa haka continue to learn and our school choir will add it to their repertoire.

Te Whetū Programme

Te Whetū is a 10-week kaupapa (programme) for boys which focusses on leadership skills/qualities and personal development through a Te Ao Māori lens. Te Whare tapa Whā is the framework which is utilised to facilitate this growth with the aim of having all pillars full or close to full by the end of the kaupapa. At the end of this kaupapa our rangatahi will have acquired a kete with tools to manage challenges, they'll have a greater understanding of who they are, understand what's a healthy vs unhealthy relationship and overall have a foundation to be able to be the best versions of themselves.

All groups who completed the programme in 2023 said it was a safe space to talk. They felt they learnt about handling stress and more about themselves as individuals.

In 2024 the programme has targeted Year 9 boys and includes termly catch ups with students who had completed the programme previously.

Tama Ora (Harbour Sport Initiative)

During 2023 Harbour Sport continued their Tama Ora pilot programme that commenced at Long Bay College in 2022. This involved regular hui with Year 10 and 11 taitama, who whakapapa Māori and/or Pasifika. The initiative focused on healthy lifestyles which aimed to tautoko the boys with leadership skills, employment opportunities, nutrition, and physical activities, all of which are delivered from an Ao Māori view. Students were also upskilled in Whakapapa, Karakia, Tikanga and Taonga Tākaro. On average 16-19 boys would attend. Focus for each term:

Term 1 Kī o-Rahi

- The learning of the game culminated in 4 North Harbour schools playing against each other in a competition.

Term 2: Careers (ICE – Inspire Create Engage) and Matariki

- ICE presented 2 x information sessions for ākonga, about the internships they offer. A Year 12 student followed up with ICE and completed a holiday internship at a law firm in the July school holidays.
- The last session of the term involved learning about the importance of planting as part of maramataka and Matariki. Restore Hibiscus and Bays and the Long Bay Park Ranger supported the group with equipment and 20 Harakeke so the group could plant along the fenceline in the North east corner of the school. The plan is to have ākonga tending to the plants so that when big enough they can be used as learning resource for raranga / weaving etc.

Term 3: Atua Matua / Taonga Tākaro

- hui focused on learning about Atua Māori and their connection to the taiao / environment.

Mātauranga Māori Core Class

During enrolment in 2023 students had the opportunity to identify if they would like to participate in this programme of study. 58 students and whānau indicated they were interested with 1 core class established for 2024 as a pilot for this year to be considered for wider implementation when the junior curriculum is reviewed in 2025. 2 students were selected for our Aspiring Scholars programme and have the opportunity to attend the sessions yet remain in their core class.

Mātauranga Māori focuses on developing student understanding of Māori knowledge. This course is a one period a week, timetabled class and focuses on foundational Māori values such as tangata whenuatanga (affirming Māori world view), manaakitanga (care and respect for each other), and kaitiakitanga (sustainability and guardianship of our environment). Students will learn about pūrākau / oral histories and visit our local tohu whenua / landmarks to understand who was here before us and how they interacted with this land. Students will learn skills and knowledge of Māori technology past, and how it is relevant and valuable in the present and into the future. Learning is both inside and outside the classroom, including visits to a Marae and Long Bay Park

Te Manawanui

Statistics inform us that Māori and Pasifika students are highly under-represented at university. As part of a strategic initiative aimed at improving academic outcomes for Māori and Pasifika ākonga, our Year 9 Māori and Pasifika ākonga have been identified through the school roll and have been placed in a mentoring program that has been set up to support ākonga achievement with the goal of attaining

University Entrance (UE). While not every student plans to go to university, attaining UE provides our students with options should their plans change.

The basis of the first meeting will be to establish a relationship between the mentor, the ākonga and the whānau, to find out what the ākonga is feeling about their learning, what they like and dislike about their classes, what the ākonga feels the mentor can do to support their learning, help with course selection, and to offer support with any other issues or opportunities that arise. Essentially the mentor will offer support, and advocate for ākonga.

In 2023 each mentor had an allocation of 13 students. The matching of students and mentors is carefully considered.

2023 Mentors were:

- Strategic Support: Improving outcomes for Māori and Pasifika Students who also leads and delivers the programme.
- Māori and Pasifika Coordinator
- Māori and Pasifika Community Liaison
- Te reo Māori Teacher Trainee

Student numbers for 2024 are 46 Year 9 and 48 Year 10 Ākonga. With the increase in numbers an additional strategic support role has been created 'Improving Outcomes for Junior Māori and Pasifika Students'. Outcomes of the role are:

- Supporting the Māori and Pasifika Te Manawanui Programme.
- Mentoring junior Māori and Pasifika students.
- Increased academic performance and cultural involvement of junior Māori and Pasifika students.
- Improved attendance of junior Māori and Pasifika students
- Celebrating Māori/Pasifika success as Māori/Pasifika.
- Students gaining a sense of belonging at Long Bay College
- Developing stronger community relationships with Whānau

Māori and Pasifika Community Liaison

Māori and Pasifika Community Liaison was appointed in 2023 and continues in 2024.

Key responsibilities are:

- Build productive relationships with our Māori and Pasifika families and the school.
- Build productive relationships with our Māori and Pasifika students and the school.
- Actively promote Māori and Pasifika student successes.
- Truancy Support.
- Academic mentoring for Māori and Pasifika students. Working alongside the 'Strategic Support – Improving outcomes for Māori and Pasifika students to promote, model and support Māori and Pasifika students to experience success.
- Develop leadership roles for Māori and Pasifika students.
- Assist teachers become familiar with Pasifika cultural backgrounds and aspirations.

The person who currently holds this role is a key member of Kapa haka, co leads the Box Fit initiative and organises the Whānau Hui Komiti that sits within our Whānau hui shaping the direction of our hui. This person is integral to the student group Te Waha Wai.

Māori and Pasifika Kaiārahi – Oneroa Kāhui Ako Within School Lead

For 2024 a new role was created to support our senior students proactively from the start of the year.

Outcomes of the role are:

- Academic Mentoring for Y11-13 Māori and Pasifika ākonga.
- Increased NCEA performance.
- Increased visibility across the school of Māori and Pasifika ākonga and collaborating with kaiako for improved outcomes.
- Support and deliver better outcomes for Māori, Pasifika students by weekly tracking.
- Collating opportunities for financial support e.g., Scholarships, grants etc.
- Students gaining a sense of belonging at Long Bay College.
- Developing stronger community relationships with Whānau.

Te Ao Māori - Oneroa Kāhui Ako Within School Lead

In 2024 a Kaiako was appointed to teach te reo Māori to our senior Level 2 and 3 students. The person took on the role of Kapa haka Tutor alongside the within school role which raises the profile of Te Ao Māori for ākonga across the school.

The Outputs of the role are:

- Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand
- Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi
- Practise and develop the use of te reo and tikanga Māori. Ensure a cross section of ākonga involved in Te Waha Wai
- Investigate and understand our place within the local Māori culture in relation to tikanga, mātauranga and te ao Māori
- Input in Assemblies to upskill students in all things Māori – whakamana ākonga (to empower students) Māori to take a lead in this
- Co-Lead Te Waha Wai
- Lead logistics of external groups e.g., Tama Ora
- Leading Matariki and Te Wiki o te reo Māori celebrations
- Increased engagement of Māori and Pasifika Whānau hui / Fono
- Co-representing the school at the Māori hui with the Kāhui Ako

Box Fit

To improve and contribute to support attendance and engagement of students at Long Bay College through a non-contact boxing fitness programme.

In partnership with Te Oneroa Boxfit Academy, our Māori & Pasifika Community Liaison weekly box fit sessions for both Tāne (boys); Wāhine (girls) and the occasional sports teams as individual groups. The programme started in Term 2 2023, with the focus on Tuakana-Teina, a concept from te ao Māori, which refers to the relationships between an older (tuakana) person and a younger (teina) person. A senior student was often paired with a junior for different drills or teaching new drills together. Sessions start in a circle formation with karakia (Whakataka Te Hau) and finishes with a karakia/whakatauki – more recently student involved and lead.

Student voice collected from 5 Māori boys highlighted:

Skills and Knowledge learnt

Positive impact on listening

Encouraging leaders

2 students reported that while it did not necessarily improve their overall attendance it was improved on that day of the week.

For 2024 the Wāhine group has 51 TeamReach Members and 57 Tane members.

Te Manukura

In 2019 Drina Paratene, Kaumātua Rawiri Wharemate, Macy Paipa (Former Cultural Prefect) and members of SLT shaped a role to promote Māori Leadership within our rangatahi. The role of tangata whenua student rep carries the title of Te Manukura (highly esteemed leader) and the unique role is to be recognised and respected within the wider school. The role of Te Manukura is underpinned by whakamanatanga [empowerment]. To empower the student through leadership opportunities primarily focused on leading Māori initiatives such as Matariki, Te Wiki o te Reo Māori and being a role model for other akonga Māori. Te Manukura shares Māori perspectives on other cultural/school matters where and when relevant and necessary.

In 2024 Jacob Karanga is Te Manukura. He leads Kapa haka and has played a significant role at key events including our Pōwhiri and Tiriti o Waitangi assembly. Jacob is included in the Māori and Pasifika staff meetings and is a key contributor in this space.

Te Waha Wai

Māori and Pasifika student group who raise the profile of cultural events and give their voice to support the strategic development of the school.

Whānau Hui

Our Whānau hui TeamReach has 69 members and 20 are in regular attendance each meeting. A smaller number of parents make up an inner Whānau Komiti who help shape the direction of our meetings and events. Currently there are 6 -7 members in the komiti which is led by a BOT member and our Māori and Pasifika Community Liaison.

Our Whānau Hui has shifted focus for 2024 with support of key events being the emphasis of the meetings. Ākonga and whānau joined in to supervise students and siblings during the year 9 Atawhai evening, then again to prepare kai for the Cultural Day food festival. Staff who have key roles supporting Māori and Pasifika students attend the Whānau Hui.

Māori and Pasifika Prizegiving

This will be formalised in 2024 with special awards created to suit Māori and Pasifika values and service. For 2023 this was held at Long Bay Regional Park as part of our end of year celebrations.

Level 2 Te Reo Māori

In 2023 two Ākonga/students sat Level 2 te reo Māori via Te Aho o Te Kura Pounamu (Te Kura distance education) assisted by a full immersion teacher trainee for limited sessions throughout the year. Both students gained 6 credits Panui kia mohio ki te reo o te ao torotoro (1 gained Excellence and Achieved).

In 2024 Level 2 and Level 3 Te Reo Māori are being taught as a full immersion course by our new Kaiako. The class consists of one Year 13 studying Level 3, and seven ākonga/students studying Level 2 Te Reo Māori (one is a Year 11 akonga). Only two 2 Level 2 ākonga/students completed Level 1 Te reo Māori, the other five did not. Five of the eight ākonga/students are Māori.

Level 1 Te Reo Māori included Eight Ākonga/students (six kōtiro/girls and two tama/boys) Our 2023 data resulted in 25% achieving 6/18 credits, 37.5% achieving 12/18 credits, 37.5% achieving the full 18/18 credits offered. Our overall results were: Not Submitted 8%, Not Achieved 17%, Achieved 58%, Achieved with Merit 17%, Achieved with Excellence 0%. The internal results were higher than the external. (Internal = 81% at Achieved or higher, External = 63% at Achieved or higher). Of the internal standards our tūhinga results (writing portfolio), were higher than kōrero results (speaking portfolio). We achieved one Merit endorsement for 2023 Level 1 Te Reo Māori.

Six of our ākonga were Māori and Pasifika – they along with our other two ākonga formed our small class. The Kaupapa Māori approach in our school's Māori whare (Te Puna Waiake) provided a warm, supportive, and caring space, much like a whānau. High expectations were explicit, and the prior knowledge and cultural capital these ākonga brought to our class were valued. This had a positive impact on the learning that took place when they attended (and may have encouraged more attendance for those who struggled with this). The connection and relationships established with whānau also had a positive impact for these ākonga. We acknowledged that our Pasifika whanaunga/kin respond positively to similar approaches for our ākonga Māori and share similar cultural values. Three of our ākonga were tagged as 'neuro-diverse' according to our school records. These approaches had a positive impact so that ākonga were able to achieve, particularly in the internal assessments.

Areas of focus for 2024:

- Continue to increase numbers – in 2024 we are pleased to be offering Levels 1, 2 and 3 Te reo Māori classes with kaiako, without using Te Kura.
- We now offer a full year 10 programme which we hope will better prepare our ākonga in foundational language for the Level 1 course.
- We are lucky to have the expertise of an additional kaiako/teacher this year and look to the possibility of offering Te Ao Haka as an NCEA subject for 2025.
- Our future goal is with increased numbers more kaiako will be employed and Māori Studies can become its own faculty.
- Continue strategies for improving NCEA results include:
 - Greater exposure to a breadth of vocabulary.
 - More opportunities and emphasis on kōrero / speaking.
 - Using schoolwide systems consistently e.g. assessment calendar, tracking, and checkpoints to raise Merit and Excellence endorsements, and reduce Not Achieved / Not Submitted submissions.
 - Expose ākonga to role models and careers.
- The 2024 Level 1 course has 12 students.

Year 9 and Year 10 Te Reo Māori

A range of activities is included in these courses to support pānui (reading) / tuhituhi (writing), kōrero (speaking), whakarongo (listening) in Te reo Māori. Use of IRDPX (input, recognition, discrimination, production, extension) as a language teaching strategy is interwoven through the teaching and learning and a range of rauemi / resources are incorporated to stimulate and encourage engagement in literacy learning. Ngā Whāinga Ako (Learning Intentions) and Ngā Paearu Angitu (Success Criteria) are reflected in the course.

Foundational Uara Māori / Māori values are implicit in our classroom culture and schemes, and explicit in our teaching and learning – wānanga (robust dialogue), whanaungatanga (respectful relationships), manaakitanga (showing integrity and respect of ahurea Māori / Māori culture), Tangata

Whenuatanga (affirming ākonga Māori as Māori), Ako (taking responsibility for our learning and learning from each other).

Year 9 Te Reo Māori is a semester course and in 2024 Year 10 has reverted back to a full year course to support improved outcomes in senior programmes.

In 2023 we have the 30 ākonga/students in Year 9 Te reo Māori and 22 ākonga/students in the year 10 class.

In 2024 we have the 22 ākonga/students in Year 9 Te reo Māori. The reduction may reflect offering the Mātauranga Māori core class. With 47 ākonga/students in two separate year 10 classes we expect to see a rise in the Level 1 Te Reo Māori course in 2025.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p>We have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Long Bay College staff.</p> <p>Our EEO programme includes:</p> <ul style="list-style-type: none"> • developing a policy statement and establishing objectives • appointing an EEO representative • consulting with staff to hear any concerns • creating an employee database (with informed consent for any EEO data collected) • encouraging staff to participate in training and career development • programme monitoring through staff meetings and board reports • reviewing employment and personnel policies and processes.
How do you practise impartial selection of suitably qualified persons for appointment?	All of our appointments are made on merit with the best candidate to serve our communities needs being appointed. Gender, ethnicity, sexual orientation, religion and other possible discriminatory factors are not considered as part of the selection process.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<p>We promote equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).</p> <p>This is to ensure that we:</p> <ul style="list-style-type: none"> • treat current and prospective staff fairly • make decisions based on relevant merit

	<ul style="list-style-type: none"> • work to eliminate bias and discrimination • Fulfil our obligations towards Te Tiriti o Waitangi • Have appointed an additional Te Reo Māori teacher with work from home flexibility to encourage collaboration and greater support of te reo me te tikanga Māori (The language and the customs)
<p>\How have you enhanced the abilities of individual employees?</p>	<p>All of our staff have access to both extensive, weekly, in-house Professional Learning and Development opportunities and are also supported by a significant budget for external PLD opportunities. We conduct a workplace survey for our staff to aid decision making and strategy to support the workforce. We also have an internal ‘middle leadership development programme’ run in conjunction with the Springboard Trust and the University of Auckland for up to 6 members of staff per year.</p>
<p>How are you recognising the employment requirements of women?</p>	<ul style="list-style-type: none"> • developing a policy statement and establishing objectives • appointing an EEO representative • consulting with staff to hear any concerns • creating an employee database (with informed consent for any EEO data collected) • encouraging staff to participate in training and career development • programme monitoring through staff meetings and board reports • reviewing employment and personnel policies and processes.
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<ul style="list-style-type: none"> • developing a policy statement and establishing objectives • appointing an EEO representative • consulting with staff to hear any concerns • creating an employee database (with informed consent for any EEO data collected) • encouraging staff to participate in training and career development

	<ul style="list-style-type: none"> • programme monitoring through staff meetings and board reports • reviewing employment and personnel policies and processes.
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Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Audited Annual Financial Statements



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	27
Principal:	Mr CJ Healey
School Address:	30 Ashley Avenue, Long Bay, Auckland 0630
School Phone:	09 477 9009
School Email:	office@lbc.school.nz



LONG BAY COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

Index

Page Statement

<u>1</u>	Statement of Responsibility
<u>2</u>	Members of the Board
<u>3</u>	Statement of Comprehensive Revenue and Expense
<u>4</u>	Statement of Changes in Net Assests/Equity
<u>5</u>	Statement of Financial Position
<u>6</u>	Statement of Cash Flows
<u>7-18</u>	Notes to the Financial Statements
	Independent Auditor's Report
	Other Information
	Statement of Variance
	Evaluation of the school's students' progress and achievement
	Report on how the school has given effect to Te Tiriti o Waitangi
	Statement of Compliance with Employment Policy
	Statement of Kiwisport funding

Long Bay College

Statement of Responsibility

For the year ended 31 December 2023

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management, including the Principal and others as directed by the Board, accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the School.

The School's 2023 financial statements are authorised for issue by the Board.

Derek Blank
Full Name of Presiding Member


Signature of Presiding Member

03/09/2024
Date:

Christian James Healey
Full Name of Principal


Signature of Principal

03/09/2024
Date:



Long Bay College Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Derek Blank	Presiding Member	Appointed	Sep 2025
CJ Healey	Principal	ex Officio	
Wendy Ellis	Parent Representative	Appointed	Sep 2025
Fusipongi Magill	Parent Representative	Appointed	Sep 2025
Grant Stott	Parent Representative	Appointed	Sep 2025
Katherine Woollard	Parent Representative	Appointed	Sep 2025
Tipene Tahana	Parent Representative	Appointed	Sep 2025
Steve Piner	Co-opted Member	Appointed	Sep 2025
Kristen Evans	Staff Representative	Appointed	Sep 2025
Celeste Li	Student Representative	Appointed	Sep 2023
Gauri Ramesh	Student Representative	Appointed	Sep 2024



Long Bay College Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023 Budget	2022
	Notes	Actual \$	(Unaudited) \$	Actual \$
Revenue				
Government Grants	2	17,059,778	16,991,772	15,500,741
Locally Raised Funds	3	2,629,563	2,089,788	1,590,707
Interest		228,095	50,000	60,580
Total Revenue		19,917,436	19,131,560	17,152,028
Expenses				
Locally Raised Funds	3	996,074	1,146,517	464,065
Learning Resources	4	13,020,748	12,275,680	11,243,719
Administration	5	1,521,628	1,479,106	1,620,205
Interest		13,314	100	12,862
Property	6	4,394,553	4,374,187	4,225,790
Loss on Disposal of Property, Plant and Equipment		9,870	-	1,807
Total Expense		19,956,187	19,275,590	17,568,448
Net Surplus/(Deficit) for the year		(38,751)	(144,030)	(416,420)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(38,751)	(144,030)	(416,420)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



Long Bay College Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January	7,586,840	7,586,840	8,003,260
Total comprehensive revenue and expense for the year	(38,751)	(144,030)	(416,420)
Contribution - Furniture and Equipment Grant	105,421	-	-
Equity at 31 December	7,653,510	7,442,810	7,586,840
Accumulated comprehensive revenue and expense	7,653,510	7,442,810	7,586,840
Equity at 31 December	7,653,510	7,442,810	7,586,840

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Long Bay College Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	3,950,961	2,844,923	3,236,216
Accounts Receivable	8	1,029,843	904,497	904,497
Prepayments		59,460	56,520	56,520
Investments	9	2,000,000	2,000,000	2,000,000
Funds Receivable for Capital Works Projects	17	9,541	9,541	9,541
		<u>7,049,805</u>	<u>5,815,481</u>	<u>6,206,774</u>
Current Liabilities				
GST Payable		140,610	90,279	90,279
Accounts Payable	11	1,427,877	1,312,237	1,312,237
Borrowings	12	35,733	31,078	31,078
Revenue Received in Advance	13	1,468,724	984,785	984,785
Provision for Cyclical Maintenance	14	97,408	297,862	297,862
Finance Lease Liability	15	68,055	88,373	88,373
Funds held in Trust	16	982,847	647,714	647,714
Funds held for Capital Works Projects	17	194,434	402,554	402,554
		<u>4,415,688</u>	<u>3,854,882</u>	<u>3,854,882</u>
Working Capital Surplus		2,834,117	1,960,599	2,351,892
Non-current Assets				
Property, Plant and Equipment	10	5,449,973	5,831,484	5,616,050
		<u>5,449,973</u>	<u>5,831,484</u>	<u>5,616,050</u>
Non-current Liabilities				
Borrowings	12	98,266	106,825	138,654
Provision for Cyclical Maintenance	14	286,492	152,946	152,946
Finance Lease Liability	15	45,822	89,502	89,502
		<u>430,580</u>	<u>349,273</u>	<u>381,102</u>
Net Assets		<u>7,653,510</u>	<u>7,442,810</u>	<u>7,586,840</u>
Equity		<u>7,653,510</u>	<u>7,442,810</u>	<u>7,586,840</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



Long Bay College Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		3,633,510	3,731,548	3,410,381
Locally Raised Funds		977,498	674,133	804,000
International Students		2,120,140	1,415,655	1,238,269
Goods and Services Tax (net)		50,331	-	162,797
Payments to Employees		(2,662,302)	(2,541,942)	(2,163,275)
Payments to Suppliers		(3,209,739)	(3,028,324)	(2,590,245)
Interest Paid		(13,314)	(100)	-
Interest Received		201,772	50,000	49,234
Net cash from Operating Activities		1,097,896	300,970	911,161
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(419,860)	(660,434)	(591,932)
Proceeds from Sale of Investments		-	-	500,000
Net cash (to) Investing Activities		(419,860)	(660,434)	(91,932)
Cash flows from Financing Activities				
Furniture and Equipment Grant		105,421	-	-
Finance Lease Payments		(60,599)	-	(81,619)
Loans Received		-	-	138,654
Repayment of Loans		(35,733)	(31,829)	(5,224)
Funds Administered on Behalf of Other Parties		27,620	-	890,197
Net cash from/(to) Financing Activities		36,709	(31,829)	942,008
Net increase/(decrease) in cash and cash equivalents		714,745	(391,293)	1,761,237
Cash and cash equivalents at the beginning of the year	7	3,236,216	3,236,216	1,474,979
Cash and cash equivalents at the end of the year	7	3,950,961	2,844,923	3,236,216

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense, and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.



Long Bay College

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

1.1. Reporting Entity

Long Bay College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.



Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

1.3. Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programmes are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

1.4. Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.



1.5. Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

1.6. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

1.7. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.8. Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	10–75 years
Building improvements	50 years
Furniture and equipment	5-20 years
Information and communication technology	5-8 years
Motor vehicles	8 years
Textbooks	6-8 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.9. Impairment of property, plant and equipment

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.



Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

1.10. Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

1.11. Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

1.12. Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

1.13. Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.14. Funds held for Capital Works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.15. Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.



The school carries out painting maintenance of the whole school over a 7 to 15 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.16. Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

1.17. Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

1.18. Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

1.19. Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

1.20. Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	3,658,205	3,651,134	3,387,463
Teachers' Salaries Grants	10,002,651	10,002,651	8,991,859
Use of Land and Buildings Grants	3,337,987	3,337,987	3,042,972
Other Government Grants	60,935	-	78,447
	17,059,778	16,991,772	15,500,741

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	406,955	449,864	397,253
Curriculum related Activities - Purchase of goods and services	64,003	26,000	33,166
Fees for Extra Curricular Activities	302,198	63,669	228,705
Trading	1,107	1,000	711
Fundraising & Community Grants	-	15,000	783
Other Revenue	185,598	118,600	162,646
International Student Fees	1,669,702	1,415,655	767,443
	2,629,563	2,089,788	1,590,707
Expenses			
Extra Curricular Activities Costs	234,775	49,755	172,749
Trading	4,417	1,000	3,461
Fundraising & Community Grant Costs	-	1,500	1,390
International Student - Student Recruitment	37,418	67,000	30,464
International Student - Employee Benefit - Salaries	179,131	522,567	122,687
International Student - Other Expenses	540,333	504,695	133,314
	996,074	1,146,517	464,065
	1,633,489	943,271	1,126,642

Surplus for the year Locally raised funds

During the year the School hosted 70 International students (2022:20)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	636,488	594,018	612,362
Equipment Repairs	1,562	7,900	7,572
Information and Communication Technology	249,222	316,000	222,236
Library Resources	5,355	10,450	5,825
Employee Benefits - Salaries	11,446,572	10,835,112	9,719,424
Staff Development	49,758	67,200	28,136
Depreciation	631,791	445,000	648,164
	13,020,748	12,275,680	11,243,719

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	11,119	8,000	10,801
Board Fees	5,723	4,500	3,220
Board Expenses	18,279	20,400	24,189
Communication	12,188	17,500	16,768
Consumables	81,392	65,550	61,349
Legal Fees	2,004	10,000	1,350
Other	189,097	176,656	220,355
Employee Benefits - Salaries	1,161,005	1,106,500	1,246,243
Insurance	40,821	70,000	35,930
	1,521,628	1,479,106	1,620,205



6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	63,014	48,000	45,206
Consultancy and Contract Services	446,116	450,800	410,886
Cyclical Maintenance	69,905	-	100,131
Adjustment to the Provision- Other Adjustments	(103,543)	-	20,844
Heat, Light and Water	154,599	136,250	136,149
Rates	223	500	340
Repairs and Maintenance	372,122	355,650	424,137
Use of Land and Buildings	3,337,987	3,337,987	3,042,972
Security	54,130	45,000	45,036
Employee Benefits - Salaries	-	-	89
	<u>4,394,553</u>	<u>4,374,187</u>	<u>4,225,790</u>

The Use of Land and Buildings figure represents 5% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	3,950,961	2,844,923	3,236,216
Cash and cash equivalents for Statement of Cash Flows	<u>3,950,961</u>	<u>2,844,923</u>	<u>3,236,216</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$3,950,961 Cash and Cash Equivalents, \$209,378 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$3,950,961 Cash and Cash Equivalents, \$34,136 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	35,329	53,601	53,601
Receivables from the Ministry of Education	145,516	3,147	3,147
Interest Receivable	49,956	23,633	23,633
Banking Staffing Underuse	-	80,414	80,414
Teacher Salaries Grant Receivable	799,042	743,702	743,702
	<u>1,029,843</u>	<u>904,497</u>	<u>904,497</u>
Receivables from Exchange Transactions	85,285	77,234	77,234
Receivables from Non-Exchange Transactions	944,558	827,263	827,263
	<u>1,029,843</u>	<u>904,497</u>	<u>904,497</u>



9. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	2,000,000	2,000,000	2,000,000
Total Investments	2,000,000	2,000,000	2,000,000

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Stock Take \$	Depreciation \$	Total (NBV) \$
2023						
Buildings	1,085,871	39,807	-	(27,642)	(27,802)	1,070,234
Building Improvements	2,724,989	364,560	-	27,640	(163,876)	2,953,313
Furniture and Equipment	781,083	160,720	(2,479)	(60,760)	(130,196)	748,366
Information and Communication Technology	447,523	183,452	(6,092)	60,763	(195,065)	490,581
Motor Vehicles	49,883	-	-	-	(12,217)	37,666
Textbooks	411	2,606	-	-	(155)	2,862
Leased Assets	184,609	30,503	-	(1)	(98,186)	116,923
Library Resources	27,115	8,503	(1,300)	-	(4,290)	30,028
Work in Progress	314,566	(314,566)	-	-	-	-
Balance at 31 December 2023	5,616,050	475,585	(9,871)	-	(631,791)	5,449,973

The net carrying value of furniture and equipment held under a finance lease is \$116,923 (2022: \$184,609)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Buildings	1,421,880	(351,646)	1,070,234	1,382,073	(296,202)	1,085,871
Building Improvements	3,862,089	(908,776)	2,953,313	3,497,530	(772,541)	2,724,989
Furniture and Equipment	2,935,521	(2,187,155)	748,366	3,630,498	(2,849,415)	781,083
Information and Communication Technology	2,283,093	(1,792,512)	490,581	5,208,358	(4,760,835)	447,523
Motor Vehicles	127,515	(89,849)	37,666	155,428	(105,545)	49,883
Textbooks	773,002	(770,140)	2,862	770,395	(769,984)	411
Leased Assets	323,859	(206,936)	116,923	297,770	(113,161)	184,609
Library Resources	128,245	(98,217)	30,028	125,774	(98,659)	27,115
Work in Progress	-	-	-	314,566	-	314,566
Balance at 31 December	11,855,204	(6,405,231)	5,449,973	15,382,392	(9,766,342)	5,616,050

11. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	417,917	475,013	475,013
Accruals	75,241	7,151	7,151
Employee Entitlements - Salaries	882,667	777,865	777,865
Employee Entitlements - Leave Accrual	52,052	52,208	52,208
	1,427,877	1,312,237	1,312,237
Payables for Exchange Transactions	1,427,877	1,312,237	1,312,237
	1,427,877	1,312,237	1,312,237

The carrying value of payables approximates their fair value.



12. Borrowings

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Loans due in one year	35,733	31,078	31,078
Loans due after one year	98,266	106,825	138,654
	133,999	137,903	169,732

The School has borrowings at 31 December 2023 of \$133,999 (31 December 2022 \$169,732).

These loans are Crown Energy Efficiency Loans from the Energy Efficiency and Conservation Authority for the purpose of reducing the college's energy expenditure by upgrading and replacing the existing lighting with LED alternatives. The loans are nil interest unsecured advances payable in equal quarterly instalments ending August 2027.

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	34,136	-	-
International Student Fees in Advance	1,409,006	958,568	958,568
Other Revenue in Advance	25,582	26,217	26,217
	1,468,724	984,785	984,785

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	450,808	450,808	339,503
Increase to the Provision During the Year	69,905	-	100,131
Other Adjustments	(103,543)	-	20,844
Use of the Provision During the Year	(33,270)	-	(9,670)
Provision at the End of the Year	383,900	450,808	450,808
Cyclical Maintenance - Current	97,408	297,862	297,862
Cyclical Maintenance - Non-current	286,492	152,946	152,946
	383,900	450,808	450,808

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	75,592	100,043	100,043
Later than One Year and no Later than Five Years	47,875	96,318	96,318
Future Finance Charges	(9,590)	(18,486)	(18,486)
	113,877	177,875	177,875
Represented by:			
Finance lease liability - Current	68,055	88,373	88,373
Finance lease liability - Non-current	45,822	89,502	89,502
	113,877	177,875	177,875



16. Funds Held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	982,847	647,714	647,714
	<u>982,847</u>	<u>647,714</u>	<u>647,714</u>

These funds relate to arrangements where the School is acting as an agent. These amounts are not revenue or expenses of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2023	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
SIP-Shade Structures (221774)	12,176	-	-	-	12,176
Gas Boiler & Heater Replacement (226254)	1,030	-	-	(1,030)	-
Flooring Replacement - Blocks C, G.M & S (226251)	12,592	-	-	-	12,592
A Block Refurbishment	(9,541)	-	-	-	(9,541)
K Block Roof Remediation (238819)	126,756	(39,884)	(105,791)	18,919	-
C Block Refurbishment (240030)	250,000	113,668	(346,691)	-	16,977
K Block Wall & Ceiling replacement (233923)	-	117,372	(139,909)	22,537	-
S Roof Replacement (244897)	-	70,296	(31,238)	-	39,058
L Block Skylight Flashing & Ceiling Tiles (244898)	-	36,276	-	-	36,276
Flood Remediation (233923)	-	14,479	(2,318)	(1,649)	10,512
N Block Roof, Cladding & Ceiling repairs (244896)	-	24,884	(3,707)	-	21,177
CX (M) Block Rationalisation (225414)	-	47,250	(1,584)	-	45,666
Totals	<u>393,013</u>	<u>384,341</u>	<u>(631,238)</u>	<u>38,777</u>	<u>184,893</u>

The negative receipt showing on the K Block Roof Remediation project represents funds that have been refunded to the Ministry as a result of underspending on the project.

Represented by:

Funds Held on Behalf of the Ministry of Education	194,434
Funds Receivable from the Ministry of Education	(9,541)

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
5YA-D Block MLE Project	(213,318)	213,318	-	-	-
SIP-Shade Structures (221774)	40,112	-	(27,936)	-	12,176
5YA-O Block Refurbishment	(15,597)	-	-	15,597	-
School Signage Upgrade	(18,170)	-	-	18,170	-
SIP Asphalt Project	(1,150)	-	-	1,150	-
Gas Boiler & Heater Replacement (226254)	(63,761)	-	-	64,791	1,030
Flooring Replacement - Blocks C, G.M & S (226251)	12,592	-	-	-	12,592
A Block Refurbishment	-	-	(9,541)	-	(9,541)
K Block Roof Remediation (238819)	-	248,732	(121,976)	-	126,756
K Block Water Damage	-	14,839	(14,839)	-	-
C Block Refurbishment (240030)	-	250,000	-	-	250,000
Totals	<u>(259,292)</u>	<u>726,889</u>	<u>(174,292)</u>	<u>99,708</u>	<u>393,013</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	402,554
Funds Receivable from the Ministry of Education	(9,541)



18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy and Assistant Principals.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	5,723	3,220
<i>Leadership Team</i>		
Remuneration	1,201,031	992,406
Full-time equivalent members	8.00	7.00
Total key management personnel remuneration	1,206,754	995,626

There are 10 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance and Property members that meet prior to the Full Board meeting. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	240 - 250	230 - 240
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	0 - 0	0 - 0

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	24.00	15.00
110 - 120	13.00	8.00
120 - 130	12.00	6.00
130 - 140	3.00	-
140 - 150	2.00	-
	54.00	29.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2023 Actual \$	2022 Actual \$
Total Number of People	-	-



21. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry continues to review the schools sector payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such this is expected to resolve the liability for school boards.

22. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$216,424 (2022:\$384,024) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
SIP-Shade Structures (221774)	270,946	258,770	12,176
Flooring Replacement - Blocks C, G.M & S (226251)	122,850	110,258	12,592
C Block Refurbishment (240030)	363,668	346,691	16,977
S Roof Replacement (244897)	78,106	31,238	46,868
L Block Skylight Flashing & Ceiling Tiles (244898)	40,307		40,307
Flood Remediation (233923)	16,797	2318	14,479
N Block Roof, Cladding & Ceiling repairs (244896)	25,816	3707	22,109
CX (M) Block Rationalisation (225414)	52,500	1,584	50,916
Total	970,990	754,566	216,424

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2022: nil)

23. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	3,950,961	2,844,923	3,236,216
Receivables	1,029,843	904,497	904,497
Investments - Term Deposits	2,000,000	2,000,000	2,000,000
Total Financial assets measured at amortised cost	6,980,804	5,749,420	6,140,713

Financial liabilities measured at amortised cost

Payables	1,427,877	1,312,237	1,312,237
Borrowings - Loans	133,999	137,903	169,732
Finance Leases	113,877	177,875	177,875
Total Financial liabilities measured at amortised Cost	1,675,753	1,628,015	1,659,844

24. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

25. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.





Crowe New Zealand Audit Partnership
Level 17, 88 Shortland Street,
Auckland Central, Auckland 1010
C/- Crowe Mail Centre, Private Bag 90106
Invercargill 9840
Main +64 9 303 4586
Fax +64 9 309 1198
www.crowe.nz

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF LONG BAY COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Long Bay College (the "School"). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 1 to 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- b) comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 3 September 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

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The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.



We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our audit report is the Long Bay College - Statement of Variance, 2023 Implementation of Plan EOY Report, Evaluation and analysis of the student progress and achievement, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of compliance with employment policy, Statement of compliance with employment policy (BIC) and Statement of KiwiSport funding, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.

A handwritten signature in blue ink, appearing to read "B. Lyon".

Brendan Lyon
Partner¹
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

¹ The title "Partner" conveys that the person is a senior member within their respective division and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Long Bay College - Statement of Variance

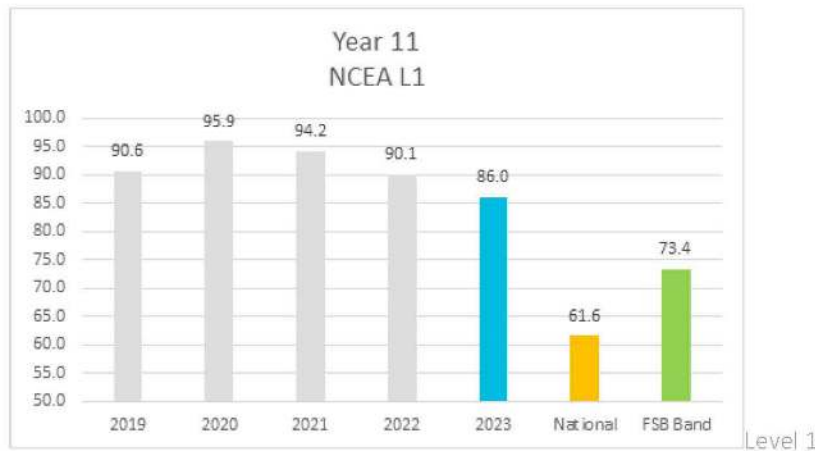
- *Actions the board took to achieve its targets for the past year*
- *An evaluation of the impact of the board's actions, the outcomes of their actions and the information used to determine those outcomes.*
- *Reasons for any differences between performance and targets.*
- *How the differences will inform the following year's planning.*

NZQA statistics are based on an enrolment measure. Students enrolled with the school for 70 calendar days or more count towards Long Bay College data. Only domestic students are included in the statistics. Up to 3 ethnicities are recorded for each student. Students are put against all three ethnicities in the statistics.

Overall NCEA Achievement

The following table shows the number of students that were included in our NZQA statistics for 2022 and how many could access the qualification by being enrolled in either 80 (level 1 only) or 60 credits (levels 2 & 3). An important factor to consider is that due to Covid, 2020 to 2022 results included Learning Recognition Credits and Unexpected Event Grades and lower thresholds for some NCEA qualifications which perhaps inflated some results. However, this was not done in 2023 despite disruption to learning and assessment due to extreme weather events and industrial action.

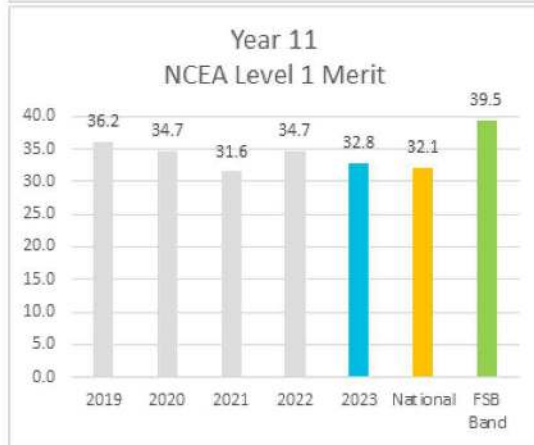
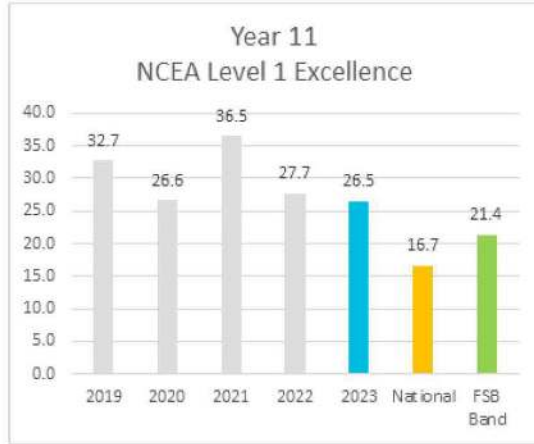
Level	Number of students in year level	Entered for sufficient credits
Y11 - NCEA Level 1	350	327
Y12 - NCEA Level 2	279	268
Y13 - NCEA Level 3	203	184
13 - UE	203	184

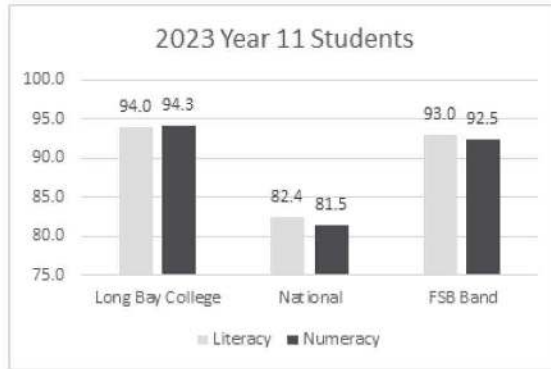


In 2023, we had 299 Year 11 students achieve NCEA Level 1.

The achievement rate is well in excess of the national and 'Few Socioeconomic Barriers' (School Equity Index Band) averages.

The total endorsements at Level 1 decreased on 2022 by 3.2% from 2021 to 59.2%.

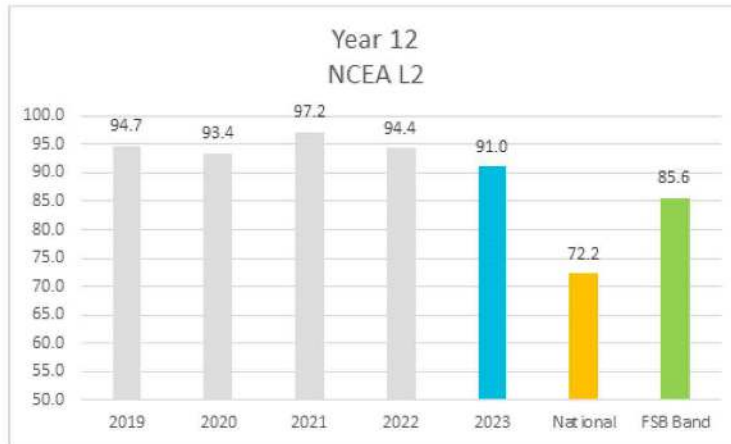




Literacy and Numeracy at Year 11

Our Year 11 students' achievement of Level 1 Literacy (94.0%) and Numeracy (94.3%) exceeds the national and Few Socioeconomic Barriers (School Equity Index Band).

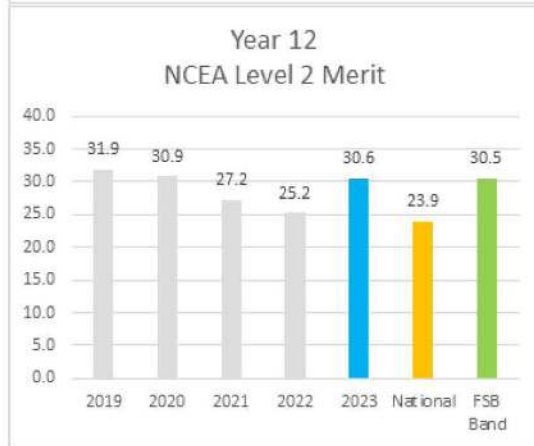
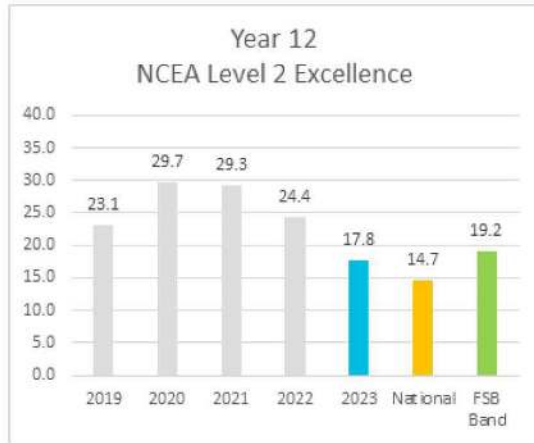
In 2023, there were 21 students who did not gain Level 1 Literacy and 20 without Numeracy. Of these students, the majority were either not attending (despite work to get them into school) or learning issues, including language, were a significant barrier plus four students who joined us late in the year.

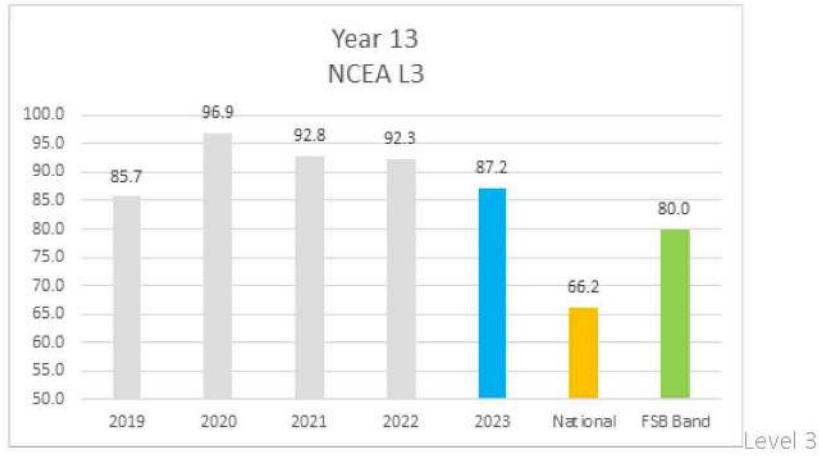


Level 2

The NCEA Level 2 qualification was achieved by 91.0% of our students. This is the lowest rate in the last 5 years, while still significantly above the national and FSB band rates.

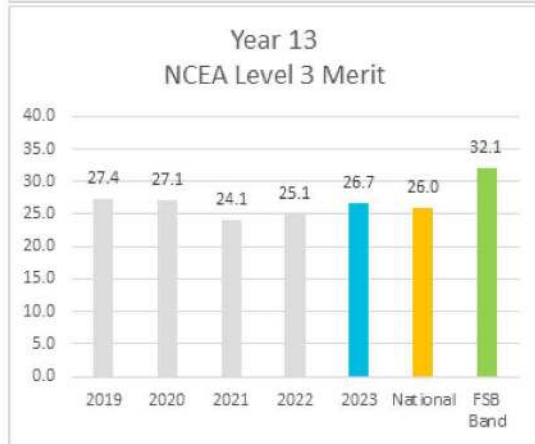
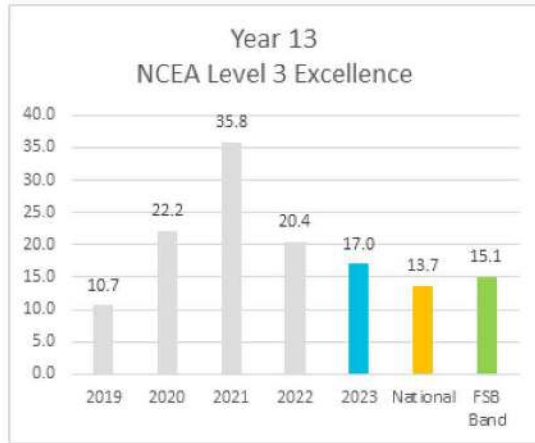
The overall endorsement rate at Level 2 is down slightly from the last year with 48.0% compared to 49.6% in 2022.

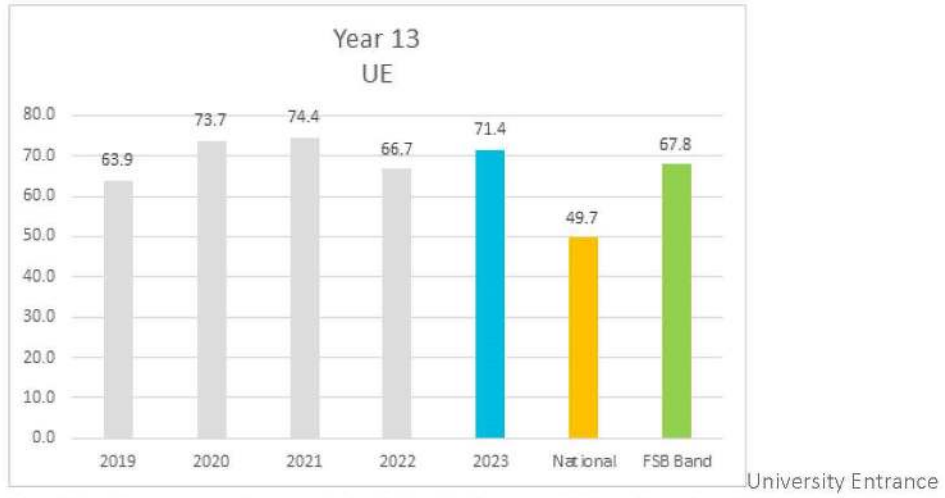




87.2% of our Year 13 students gained NCEA level 3 in 2023 which is significantly above both the national and FSB band rates. Of the 203 students included in NZQA stats, 184 were entered for 60+ level 3 credits and 177 passed level 3.

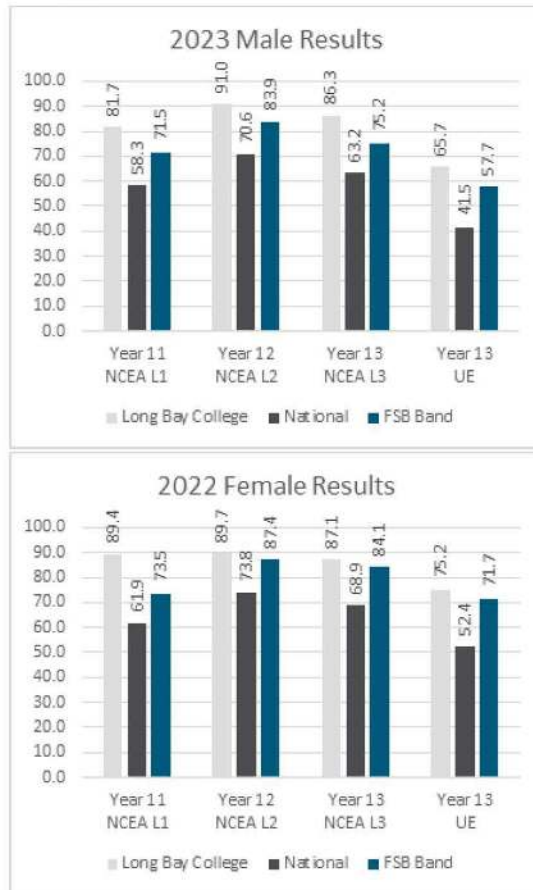
The excellence endorsement rate has decreased. The overall endorsement in 2023 was 43.5%, the lowest since 2019 (38.1%).





Year 13 students may work towards the University Entrance (UE) qualification. In 2022, 143 year 13 students gained this qualification.

Gender



Both our female and male students have achieved at a higher level in all qualifications than the comparison populations.

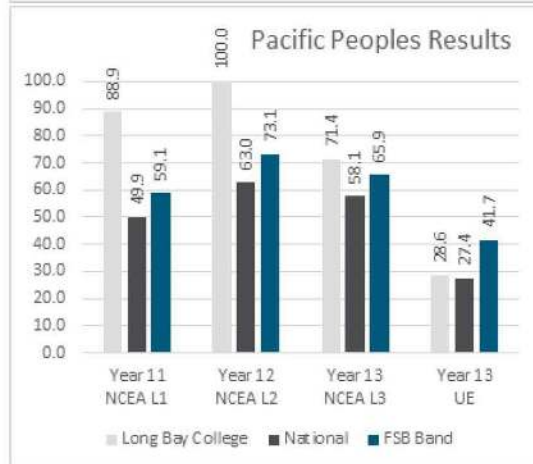
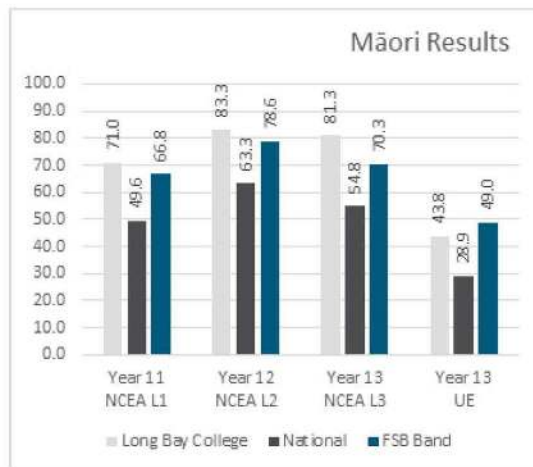
Ethnicity

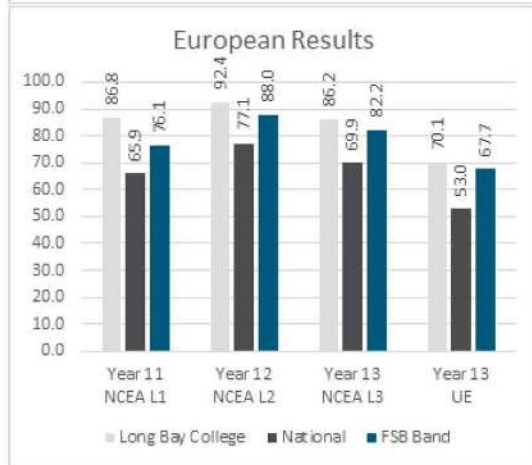
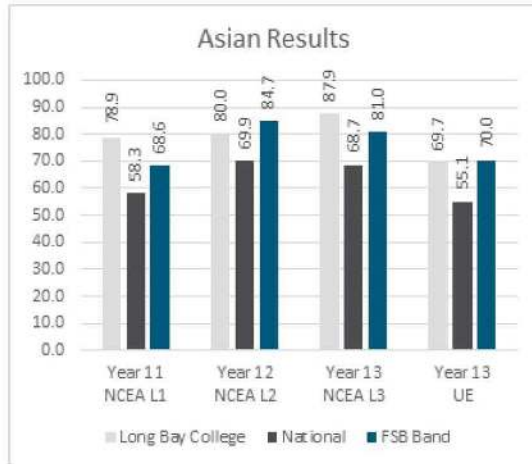
Ethnicity reporting uses total response methodology so some students may appear in more than one ethnicity grouping.

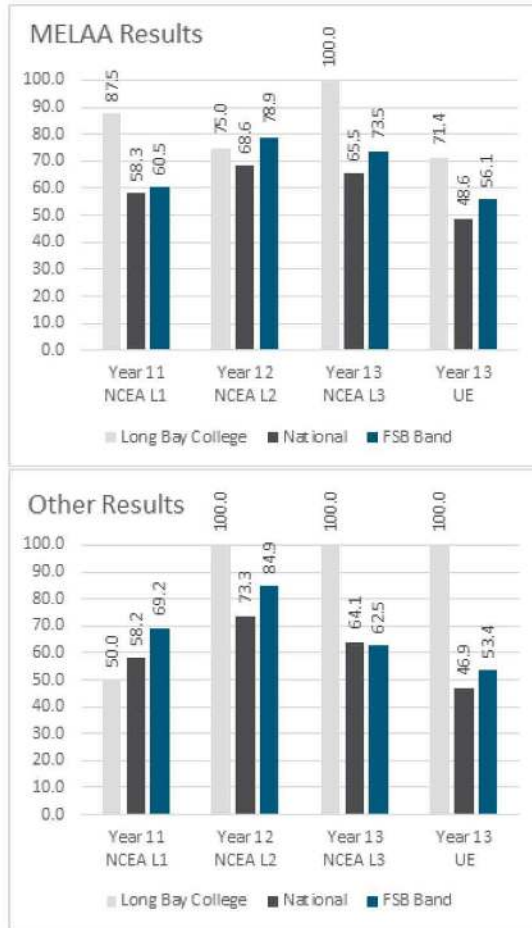
At NCEA Level 3, we had 16 students who identified as Māori, 14 of whom were entered for 60 plus level 3 credits. Of these students 13 passed Level 3 with four of them gaining endorsements and 7 gaining University Entrance. Seven students identified as belonging to the Pacific Peoples ethnicity, five passed with one gaining an endorsement and two gaining UE.

In year 12, there were 18 identifying as Māori with 15 entered for sufficient credits. All of these students passed Level 2 with six gaining endorsements. Nine students identified as Pacific Peoples with all passing Level 2. Four students gained an endorsement.

There were 31 students identifying as Māori in year 11 in 2022. Ten students gained an endorsement. There were 27 students entered for sufficient credits (80+ level 1 credits) with all but five gaining NCEA Level 1. All but one of the 18 students who identified as Pacific Peoples were entered for sufficient credits with 17 passing Level 1. Eight students achieved an endorsement.

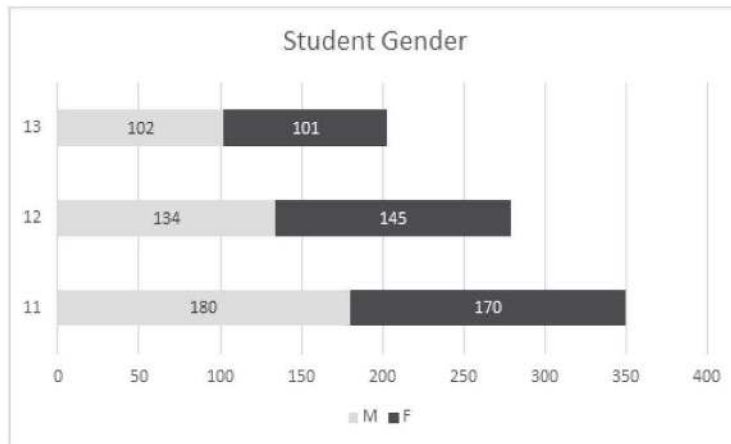
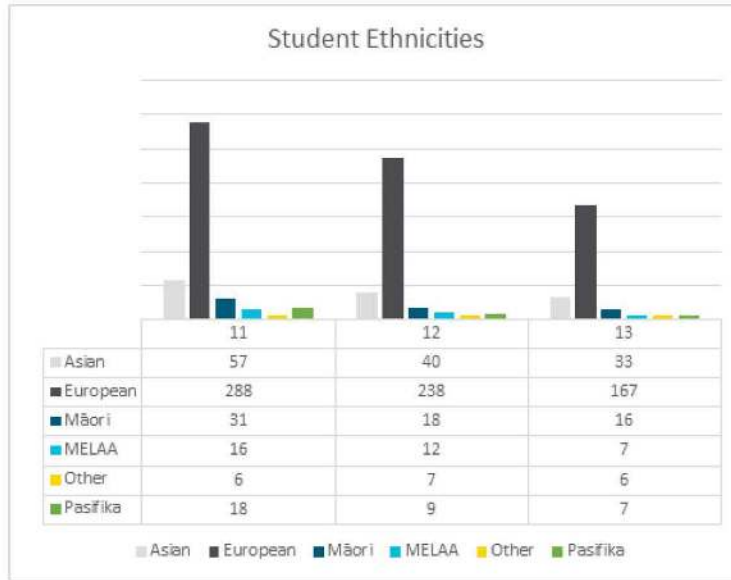






Profile of Students Included in Long Bay College NZQA Statistics

Students are included in up to three ethnicity groupings depending on the ethnicities that they identify with.



Junior Achievement

Junior students complete end of year (EOY) exams in English, Mathematics, Science and Social Science.

Results have been analysed by converting grades to values.

Therefore, the highest average value possible is 6.

Grade	Value
Developing	1
Beginning	1
Achieved	2
Merit	4
Excellence	6
Not Submitted, Absent, Not yet assessed, Not Attending, Not Applicable, Not entered	0

Year 10

In 2023, there were 12 Year 10 core classes including one for Aspiring Scholars (AS) and one for students who require academic English support (EAP) due to English not being their native/home language. Each core class does English (or EAP), HPE, Science and Social Science together.

* Mathematics is taught separately with one enrichment class, 10MTR, doing NCEA Level 1 standards. These students are not included in the Year 10 Mathematics results below as they completed NCEA Level 1 assessments instead of the school end of year Mathematics exam. Consequently, the data below is missing the high achieving Maths students. These students are included in the other subjects.

Average grade in EOY exams for students in each core class:

	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL SCIENCE	EAP
10CE	2.95	3.26	2.74	2.69	
10CH	2.81	2.63	2.09	3.67	
10CR (EAP)		4.20	2.27		2.67
10LJ	3.43	3.92	2.79	3.41	
10LN	3.59	2.79	2.11	3.33	
10LW	3.43	3.58	2.99	3.43	
10MO (AS)	5.20	5.43	4.98	4.46	
10SC	3.52	3.21	2.65	3.41	
10WE	2.86	2.96	2.22	3.36	
10WH	2.94	2.63	1.73	3.14	
10WI	2.68	3.25	2.63	3.21	
10ZH	2.42	3.16	2.33	3.66	

An average grade of 2.0 would indicate that on average the class was at or above achieved level in that subject.

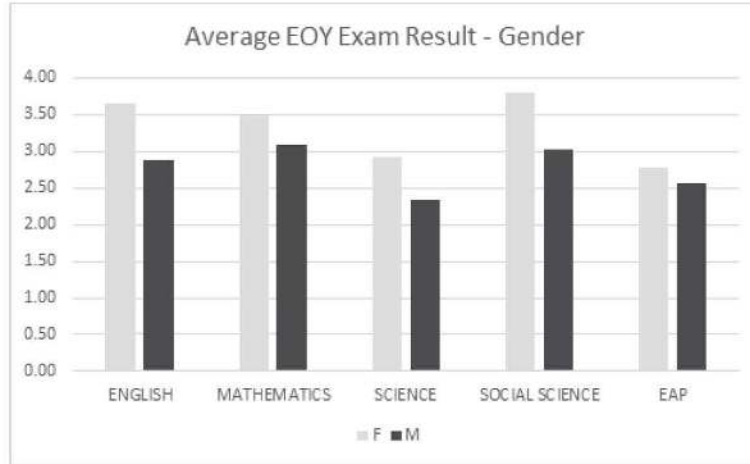
10MO is the Aspiring Scholars class and as expected the average grade for students in this class is higher than the others. The Mathematics average reflects the 7 students who are in 10MO but NOT in the Mathematics Enrichment class.

10CR is the English for Academic Purposes core class. This class completed English and Social Science focused exams that were related to their course.

Average grade in EOY exams by gender:

This chart indicates that females are achieving at a higher grade than males in these subject areas.

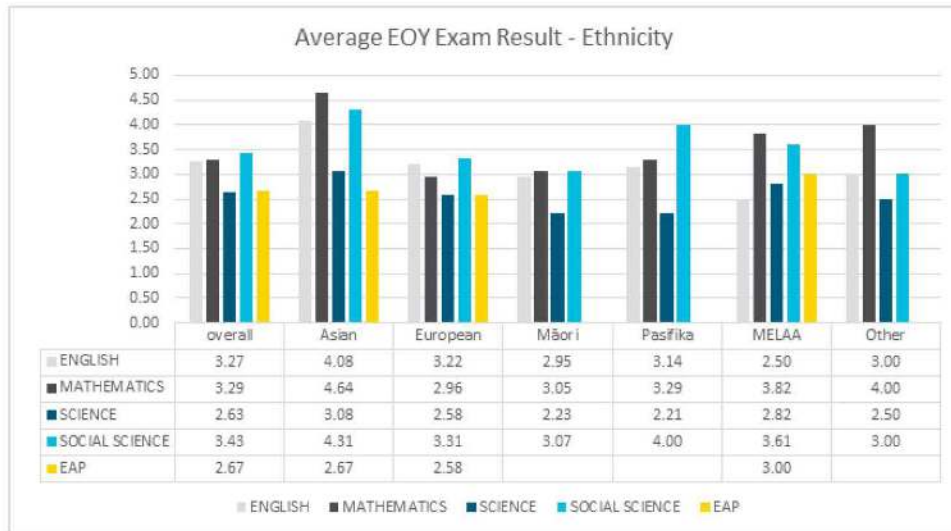
The gap is least significant in EAP and most notable in English and Social Science.



Average grade in EOY exams by ethnicity:

All ethnicities, except European and Māori, are achieving a higher average in Mathematics followed by Social Science with the Science average lowest for all ethnicities, except MELAA.

Note there will not be 10MTR (Mathematics Enrichment) students in mathematics averages of this chart.

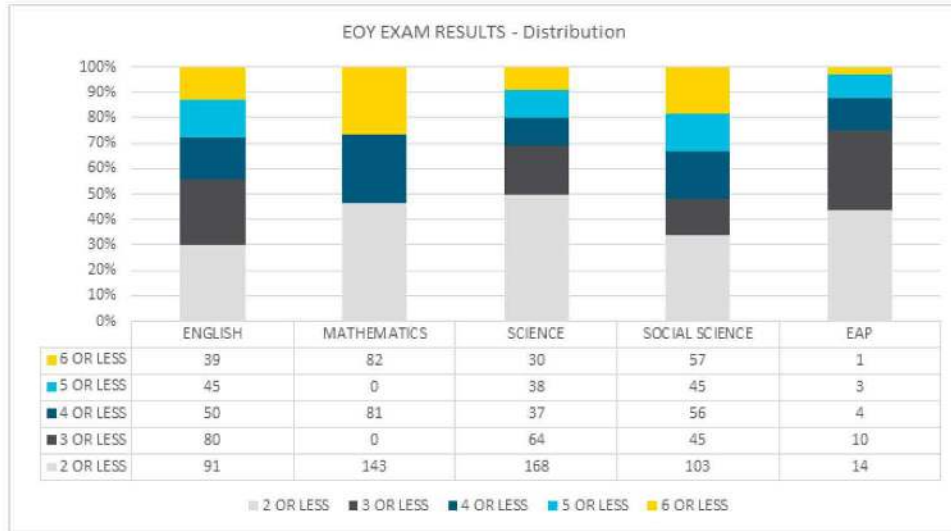


Average grade distribution in EOY exams by faculty:

This chart shows the percentage of students have an average grade falling in each of the bands. The table below shows the number of students relating to each band.

The lack of 10MTR (Mathematics Enrichment) students in this chart is not significant this year (compared with 2022).

Students with an average of 2 or less are not passing all of the EOY exam components in that subject.



Year 9

In 2022, there are 14 Year 9 core classes including one for Aspiring Scholars (AS) and one for students who require academic English support (EAP) due to English not being their native/home language. Each core class does English (or EAP), HPE, Mathematics, Science and Social Science together.

	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL SCIENCE	EAP
9CU	3.32	3.19	2.07	3.61	
9FN	3.15	3.67	2.73	2.85	
9FR	3.41	3.29	2.55	3.23	
9HU	2.43	2.50	2.07	2.77	
9LP	3.21	3.72	3.74	3.97	
9LR (AS)	4.87	5.87	4.67	5.37	
9LU (EAP)		3.36	2.22		3.47
9MI	2.67	3.34	2.08	3.48	
9MR	3.17	2.81	2.05	3.22	
9ON	3.54	3.57	3.21	3.86	
9OW	3.02	3.20	2.38	2.47	
9PW	3.74	2.86	3.17	3.53	
9TA	2.87	3.22	2.94	2.93	
9TR	2.60	3.23	2.30	3.44	

An average grade of 2.0 would indicate that on average the class was at or above achieved level in that subject.

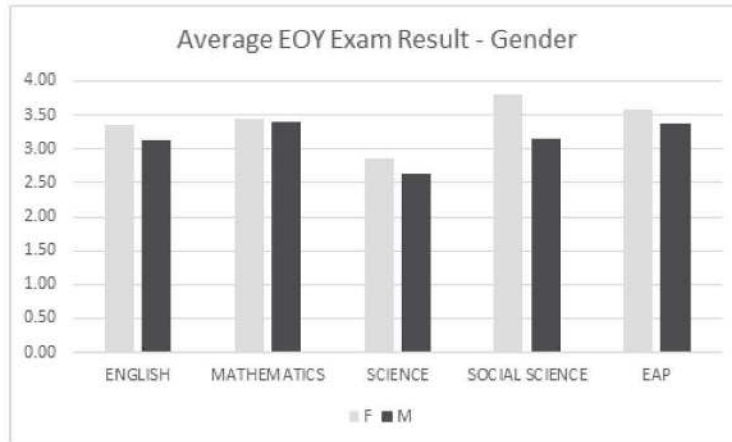
9LR is the Aspiring Scholars class and as expected the average grade for students in this class is higher than the others.

9LU is the English for Academic Purposes core class. This class completed English and Social Science focused exams that were related to their course.

Average grade in EOY exams by gender:

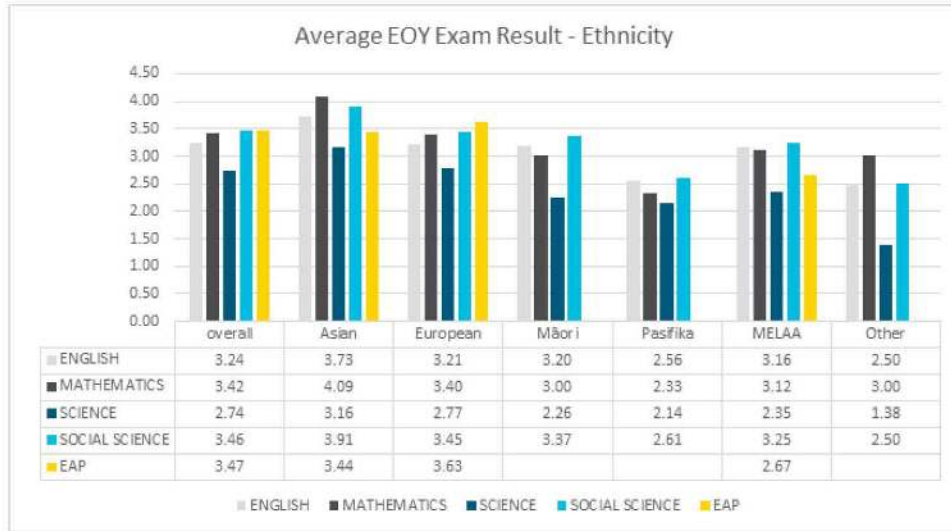
This chart indicates that females are achieving at a higher grade than males in all subject areas.

The gap is least significant in Mathematics and most notable in Social Science.



Average grade in EOY exams by ethnicity:

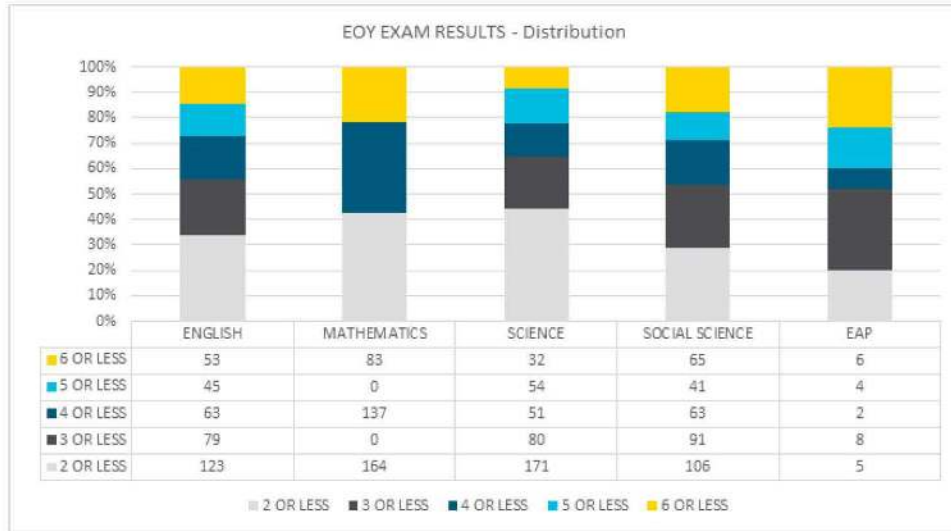
The Science average is the lowest for all ethnicities. Social Science has the highest average for Māori, Pasifika and MELAA.



Average grade distribution in EOY exams by faculty:

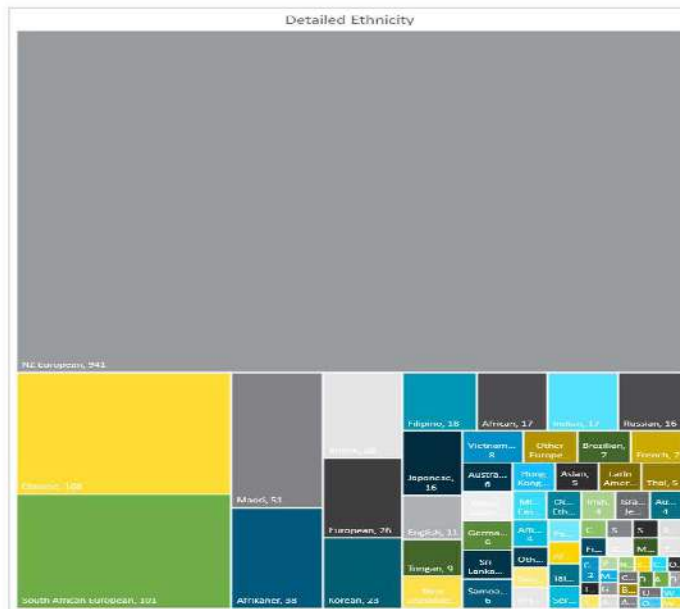
This chart shows the percentage of students have an average grade falling in each of the bands. The table below shows the number of students relating to each band.

Students with an average of 2 or less are not passing all of the EOY exam components in that subject. This percentage is lower for Year 9 in 2023 compared with Year 10 in 2023 for all subjects except English.



School Profile

This chart shows the distribution of the 71 ethnicities our students identified with as of 14 July 2023.



A comprehensive overview of the evaluation of the Board’s actions and their impacts can be found in the School Profile and Strategic Plan 2024 document below:



2023 IMPLEMENTATION PLAN EOY REPORT:
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	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	<ul style="list-style-type: none"> Procedures, systems and supports around wellbeing for staff, students, and community are embedded Definition in place for 2023 Action Plan to be finalized in '23. 	Deputy Principal Pastoral	Deputy Principal Pastoral, Within School Leader Wellbeing, Wellbeing Committee, Health and Safety Committee, Head of Wellbeing	2-Feb-22	3-Nov-24	On Track	In 2023 a definition has been developed for wellbeing at Long Bay College. Key action for 2024 is to develop and deliver a resource guide that will be in support of students, staff and community. This will provide advice and links to internal and external support. This will link into other supports, such as careers, Wellbeing, EAP, as well as linking into our parent session which will continue to be run each term. It will be come the 'go to place' for supports, ideas and strategies. Target is for this to be in place for start of Term 2 - 2024.
	PLD for wellbeing focusing on determining our definition, resilience and our culture of care	<ul style="list-style-type: none"> Regular Strategic PLD is developed to meet the needs of our community and is recognized by our community. PLD Term 1 2023 is a Wellbeing Focus - 7 sessions. As part of action plan ongoing reminders and resources provided through Terms 2 to 4 as part of BAU based on action plan. 	Deputy Principal Pastoral	Deputy Principal Pastoral, Deputy Principal Human Resources, PLD Working Group	2-Feb-22	30-Nov-23	Complete	Professional Learning and Development was undertaken for staff during Term 1 2023, this included the key note speaker at the start of the year by Dr Sarah Dunning, with a focus on supporting Stress Resilience. This was followed up by sessions from Nikki Bonoua from the Life Skills Group, linking with sessions for staff based around the Te Whare Tapu Whā Model of Wellbeing.
	Ensure the wellbeing centres 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 	<ul style="list-style-type: none"> Implementation of 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 	Deputy Principal International	Deputy Principal Pastoral, EGL, SHK, CHN, MGR, WSL, Te Ao Māori	2-Feb-22	30-Nov-24	On Track	Surveys currently out to assess staff and student voice around progress to inform how we proceed moving forwards. Further review planned for Term 1 2024. Interviews with all international students before they are offered a place and ongoing dialogue with all stakeholders support discussions around any potential wellbeing support that may be needed. Dedicated bilingual support for these students as regards their wellbeing would be advantageous.
	Atawhai - a whiri in focus on developing 'soft' interpersonal skills (understanding, mental health, empathy etc) and life skills (eg financial literacy)	<ul style="list-style-type: none"> PLD delivered and audit of staff confidence conducted Focus areas being reviewed - links into Wellbeing PLD above. Wellbeing linked into Term 2 sessions across all Year Levels, Digital Citizenship - Junior focus Term 2. Teacher confidence goal 85%, 100% to be surveyed. 	Deputy Principal Pastoral	Atawhai Working Group, Within School Leader Wellbeing, Head of Wellbeing	2-Feb-22	30-Nov-23	Complete	A survey of staff was undertaken and conducted and further review planned for Term 1 2024. Of 96 Atawhai leaders we had 94 responses. Feeling safe at 91% Supporting wellbeing when brought to Atawhai Leaders attention: 4.2 (84%) Supporting with who students can go to for support around wellbeing: 4.4 (88%) Supporting with who students can go to for support around academic progress: 4.2 (84%) Supporting students with study advice and exam preparation: 4.3 (86%) Having run through 3 years of the Atawhai programme, further review to be undertaken in 2024, to look at next steps and how we can further develop this to support staff and students.

<p>Increased student participation in co-curricular clubs and activities</p> <ul style="list-style-type: none"> Junior production Fortnightly house challenges (sporting and non-sporting) 	<p>Increased number of opportunities, events and participations</p> <p>Increased number of Clubs and Activities (non-sporting) available to students at L&C from 25 (2021) to > 50 (2023)</p> <ul style="list-style-type: none"> Increase visibility of Clubs and Activities for students using Teams platform. > 3 x Junior Production per annum Fortnightly house challenges in Term 2 & 3 Clubs and Activities physical (group and showcase event in 2024 (postponed in 2023 due to cyclones) <p>80% participation in 2023, with 6 new showcase events specific are available.</p>	<p>Assistant Principal - Clubs and Extra Curriculars</p> <p>Deputy Principal Pastoral, Within School Leader Community, HOF PFA, and whole staff</p>	<p>2-Feb-22</p> <p>30-Nov-23</p>	<p>Complete</p>	<p>Student participation analysed as per groups in KAMAA Competitions > 670 students</p> <p>Clubs & Activities > 828 students</p> <p>Leadership > 428 students</p> <p>13 x new staff recruited into leading clubs in 2023</p> <p>Number of Clubs and Activities (non-sporting) have increased to over 50 in 2023 (doubling since 2021)</p> <p>Clubs and Activities have greater visibility in 2023 for students via Teams Student Services Clubs and Activities channel. Student interaction with this is good.</p> <p>Junior Production (also in Wonderland) was highly successful and took place in Term 1 this year, also one for 84 Junior production to be an annual event.</p> <p>Fortnightly house challenges have been in place in Term 2 & 3 this year. These are largely Atahualpa based activities. In 2024 the aim is to also have fortnightly sporting house challenges at lunchtimes - planning has already started.</p> <p>Clubs and Activities Showcase and sign-up event recommended for Term 1, 2024</p>
<p>Enhancing our commitment to becoming an environmentally friendly school by devising a sustainable plan relating to clear and cohesive practices across our school</p>	<ul style="list-style-type: none"> Following being awarded Bronze and Silver Australasian awards, we aim to reach Green Gold status by the end of 2024. 	<p>Assistant Principal - Clubs and Extra Curriculars</p> <p>Business Manager, Ecological lead, Sustainability projects, Property</p>	<p>2-Feb-22</p> <p>30-Nov-24</p>	<p>On Track</p>	<p>Sustainability Council is now in its second year. Two additional staff members are also supporting this group. Students are divided into 3 main strategic groups: Environments, Outdoor Classroom, Rubbish Management, Transition and Events.</p> <p>World Environment day was successfully held in Term 2 for the second year running. This included an Atahualpa session and activities across the school at lunchtime.</p> <p>A Sustainability transition event was held at Northcross Intermediate in Term 3 - this was led by a group of five Sustainability Council students. This was focused on sharing of knowledge and opening up opportunities for future collaboration.</p> <p>Environments green-gold status is on track. Some initiatives may require financial resourcing in the future e.g. waste management and outdoor classroom. Focus this year is on research and developing proposals for SLT/BOF review.</p>
<p>Improving consistency and quality of international student care outside of school hours:</p> <ul style="list-style-type: none"> Increase caregiver engagement Develop external relationships Work with broader international team to identify priorities and staff and implement initiatives around international student wellbeing Revise caregiver guidelines Grow social networking (APP) Develop social support and training for caregivers (bilingual) Explore initiatives run by NGOs (eg. Asian Family Services and Great Families) Explore capacity of bilingual wellbeing support services which are culturally responsive 	<ul style="list-style-type: none"> Engagement data - 80% participation in Homestay/NGO training evenings, 80% participation in local international parent events Surveys (student/staff/caregiver/parent) - 80% satisfaction with out-of-school hours' pastoral support & provision 	<p>Deputy Principal International</p> <p>International Team</p>	<p>2-Feb-22</p> <p>30-Nov-23</p>	<p>Complete</p>	<p>Surveys sent out to assess homestay caregivers and student voice around homestay provision to inform how we move forward - 83% (caregivers) & 87% (students) satisfaction with current out-of-hours provision. Newly revised Homestay Subsidies positively received by all caregivers.</p> <p>Further review planned for Term 1 2024 around engagement in homestay information/training evenings - currently 80% only usually around 40%, despite our efforts to make dates and times more accessible. Feedback provided is that it is often difficult to attend because of their own family commitments; preference moving forwards is for a less formal, more regular, drop-in session one evening every month. WhatsApp chat group has now encouraged more open dialogue, and email / phone call communication with caregivers has increased significantly with help (Accommodation Coordinator).</p> <p>Continued engagement with Great Families Trust (NGO) has opened up more community opportunities for our Chinese students outside of school and will continue to develop, particularly in the areas of sports and wellbeing.</p>

	<p>Developing opportunities to improve international student experience and foster sense of belonging by creating additional points of difference:</p> <ul style="list-style-type: none"> New activities and venues for Discover Adventure Outdoor Education Programme and International Camps Jobs & cultural activities and trips with Global Ambassadors Local community service 	<ul style="list-style-type: none"> Engagement data Testimonials & Surveys (Student/Agent) 80% participation in Equip'd 80% uptake capacity for Discover Adventure, at least 80% participation in International cultural events, movie nights, sports teams, performing arts, camps, sleepovers & volunteer work 	<p>Deputy Principal International</p>	<p>DHL, DHL</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<p>Surveys sent out to assess student voice around activities on offer and engagement to inform how we move forwards - 85% satisfaction rate</p> <p>Discover Adventure has been fully subscribed every term this year (100%), and the first International 20 Trip was fully booked and a great success at round. We have also continued with our Equip'd Programme for the full year (average 72% attendance rate), led by our Global Ambassadors student leadership programme and supported by Henour Sport.</p> <p>Cultural events well attended by relevant cultural groups (average 63%)</p> <p>The international social basketball teams were also well attended, with a strong group of supporters at matches and social gatherings afterwards (100% reception throughout the season)</p> <p>Further review planned for Term 1 2024 around how we move forwards with our current provision of activities and student experiences now that we have rebuilt our numbers post-Covid</p>
		<ul style="list-style-type: none"> Plan written and if viable: Partners secured MOE approval Building project commenced 	<p>Deputy Principal International</p>	<p>RCV, MOE, External Partners, HEA, BOT</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Talks are still ongoing: RCV approaching the MOE to get a definite decision on possible use of the land we have. Joe Dale been to proceed now that our international student numbers are back up and potential risks around low numbers have been removed. Joe is also happy to consider purchasing a smaller site nearby if MOE rejects proposals to build on the land we already have. Considerable interest in the project has been shown from overseas families and agents.</p>
<p>Foster wellness, creativity and personal and professional fulfilment among staff through a culture of innovative risk taking, collaboration, lifelong learning and increasingly flexible environments</p>	<ul style="list-style-type: none"> Support the planning and celebrating of staff achievements Celebrating staff supporting each other Growing connections of staff within the school Coordinating events which positively enhance staff morale 	<ul style="list-style-type: none"> Welcoming new staff during induction and buddying new staff Hold both annual Long Service and Achievement Awards Ceremonies Keeping a record of recipients receiving the Good Sorts Introducing and highlighting staff and their roles within LBC - Team post, WaveLength and Briefing 2 x Per term Term 1 Welcome event Initiatives and Social Events throughout the year - 2 per term minimum Increased staffroom use, for cross faculty connections 2 per term cross faculties Christmas Staff Social 	<p>Deputy Principal International</p>	<p>Staff Wellbeing Working Group, Within School Leader- Wellbeing, Head of Wellbeing</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<p>Staff Service awards occurred during the end of year Leaving Speeches. Provisionally Registered Teachers (PRT) graduating to fully registered teachers were recognised along with their mentors.</p> <p>Staff who participate in Fundraising, service to the community, educational qualifications / coaching achievements were recognised during the year at assemblies to encourage student participation and as role models to students. The GoodSorts Award continues to be presented most Friday's at staff briefing and in addition our Kindness Club frequently award a staff member who has lived our values.</p> <p>Induction will continually be reviewed and refined. For the start of 2024 our new staff will have videos of key information they can watch before they commence so they're prepared. As part of the onboarding new staff are invited to provide information about themselves so this can be shared with our community at the start of the year in Wavelength and Social Media.</p> <p>The Social Club has created a calendar of events for 2024. The first being a Family BBQ on Friday 2nd February which BOT members will receive an invite. Beyond that cross faculty events the focus will be on House based events moving forward. All aspects of this initiative will continue but as BAU (Business as usual).</p>
<p>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</p>		<ul style="list-style-type: none"> New roles to be identified Strategic appointments to be made Additional resourcing to be sourced 	<p>Principal</p>	<p>SLT</p>	<p>10-Jan-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>We have increased our capacity from 10 Within School Lead roles, up from 9. We have increased the Senior Leadership Team by 1 Assistant Principal following the successful two year period with an Assistant Principal (Fixed term) role. Other fixed term roles to support our objectives that give staff the opportunity to develop their capabilities and capacity for 2023 include: Digital Support, 2 Care Class Coordinators (Y9 and Y10), Māori and Pasifika Coordinator, TIC Trainee Teachers, Chinese Community Liaison, Curriculum Development and Pedagogy support, 1 International Coordinators (student experience and academic), new role of Maori/Pasifika community support created, Sponsorship and Alumni Coordinator, School Gardener, risk being on probation has created space for 2 Acting Principals, 1 Acting DP, 1 Acting MOF Visual Arts - all key growth and development opportunities. Additional roles for 2024 are now being appointed following a review of our strategic needs.</p>
<p>Health care services for staff through the Wellbeing Centre</p> <ul style="list-style-type: none"> Identify scope of care available Establish process to protect privacy and sensitivity (time, place and facilities) LHR 		<ul style="list-style-type: none"> Level of staff engagement 	<p>Deputy Principal Pastoral</p>	<p>Head of Wellbeing and School Nurse</p>	<p>3-Feb-22</p>	<p>28-Apr-23</p>	<p>Complete</p>	<p>For 2024 we have in place, head of Wellbeing, with a total of 3 fulltime guidance counsellors, a fulltime youth worker, a fulltime registered school nurse, a medical assistant and Physiotherapist (through Physio in Schools). These provisions are in place to support both students and staff. As part of this privacy systems are in place.</p> <p>As part of this we have 3 counsellor rooms, walking room, medical area, Physio room and Youthworker area. This allows for individual and group support.</p>

<p>Space and time created for learning, work and personal development to be cultivated</p> <ul style="list-style-type: none"> • PLD plan incorporates reflection/personal development time for staff • Explore options for flexible work/learning for staff and report on this 	<ul style="list-style-type: none"> • Work/Home protocols that protect wellbeing are visible and lived • Plan relating to options and findings completed and reported to the SLT and BOT • PLD Term Plan reflects 40% Faculty Reflection time for content delivered. 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Deputy Principal Human Resources, Senior Leadership Team, Heads of Faculty, Head of Wellbeing, Wellbeing Committee</p>	<p>9-Feb-22</p>	<p>30-Nov-24</p>	<p>Complete</p>	<p>The 2023 Professional Learning and Development (PLD) ensured time was allocated to faculties and key events were considered. PLD Planning for 2024 is well underway and can be considered BAU (Business as Usual). Key requirements which are to be taken into account when planning will continue to be:</p> <ul style="list-style-type: none"> • Link to Tino Biographies • Link to strategic initiatives • 40% Faculty Reflection time • Consideration of key events. <p>Work from home protocols have been available as required and suited to the individual. This year:</p> <ul style="list-style-type: none"> • Heads of Faculty (HoF) took advantage of this provision during the QA Process. • Business Manager and Data Systems personnel worked from home 1 day per week to take advantage of less interruptions. • Senior Leadership Team (SLT) as required and approved by the principal. • During Term 4 one of the Deputy Principals worked from home Thursday afternoons on timetabling of projects, examination supervision and 2024 timetabling • Marketing and Payroll staff worked remotely when recently overseas.
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2023 IMPLEMENTATION PLAN EOY REPORT:
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

Legend: ● On Track ● At Risk ● Critical ● Complete

Strategic Priorities	Strategic Initiatives and Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date	Complete	Status
Culture and curriculum to reflect local tikanga (cultures, mātāuranga knowledge) and te ao (world) Māori	<ul style="list-style-type: none"> Investigate and understand our place within the local Māori culture in relation to tikanga, mātāuranga (Māori knowledge) and te ao Māori (The world of Māori) (abbreviated to T.A.M.T.A) Build local connections with iwi and schools Access/build resources and systems for sharing and use 	<ul style="list-style-type: none"> 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) Whānauatanga - Connecting People (ii) Whakapapa/pōhikahu – sharing the stories of people and place (iii) Te āhau – Te Onono o Kahu (iv) School papaha (v) Guidance with our school waata to be finalized in 2023 (vi) Guidance with mana whenua content in planning our potential 2024 Year 9 Mātāuranga Māori programme (vii) Guidance with other initiatives within the school e.g. naming of buildings, carving (viii) Pūkapa kawa – guidance on tikanga with pōwhiri, poroporoaki, karaka and anything else to 'localise' and follow mana whenua kawa. (ix) Future initiatives - potential location and building new āhau 	Deputy Principal Teaching and Learning / human Resources	Heads of Faculty, Within School Lead - Te Ao Māori, Senior Leadership Team	2-Feb-22	30-Nov-24	On Track	<ul style="list-style-type: none"> (i) Whānauatanga - Connecting People. Greater headway needed in terms of formalising an arrangement with Ngāi Tahu. (ii) Whakapapa/pōhikahu – sharing the stories of people and place. Staff attended cultural induction led by Ngāi Tahu (The Principal, 3 Deputy Principals, Head of Social Sciences, Head of Te Ao Māori, Deputy BOT Chair). (iii) Staff (The Principal, Deputy Principal, Head of Social Sciences, Head of Te Ao Māori) attended a Onono o Kahu āhau initiative - Hiko of landmarks of cultural significance. Susanna and Māi Whanga guided the tour. 8 sites (Te Pipipi Pā (Pipipi Point Dr), Mātāhau ā Te ruru Pōwhiri (Kiamar Ridge Rd), Te Onono o Kahu (Long Bay Regional Park), Awarua Ngāhere (Awarua Reserve), Waiaki and Tūmā Pā (Waiaki Beach), Tāhoroa (Browns Bay), Te Whanga o Ngāi Chūmanang (Mātangi Bay), Rāhupara Pā (Jennedy Park). Consideration was given regarding all staff do this as part of start of year PLD but have put this on hold after advice given by Te Pūhake (MOE PLD Funded Facilitator) until further conversations are had with Ngāi Tahu. (iv) Te āhau – Te Onono o Kahu was confirmed as the appropriate Māori name for Long Bay College in consultation with Te Kāwanatanga ā Aotearoa and Te Pūhake. āhau being the recognised ancestor of the area. (v) School papaha - has been incorporated into school waata "Tāhoroa Te Whanga o Te Pūhake, te maunga (Mountains), Ōkura, te awa (River), Te Whare o te Puna Waiaki (Our school where which recognises a spring at Waiaki). (vi) Guidance with our school waata to be finalised in 2023 - waata is now complete and staff have embraced learning it and performed it during the academic Principing. In 2024 the waata will be sung at pōwhiri, visiting assembly and to welcome new staff. (vii) Guidance with mana whenua content in planning our potential 2024 Year 9 Mātāuranga Māori programme - 10 students indicated they were interested in participating in a pilot core class Mātāuranga Māori. 1 class to be created for 2024. The Mātāuranga Māori will occur in the extra English lessons the core classes have. 2 students have been selected for the Aspiring Scholars core class. These students will have the opportunity to join in with the Mātāuranga Māori class for the lesson each week. (viii) Guidance with other initiatives within the school e.g. naming of buildings, carving - Ongoing (ix) Pūkapa kawa – guidance on tikanga with pōwhiri, poroporoaki, karaka and anything else to 'localise' and follow mana whenua kawa. Focus of 2024
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		<ul style="list-style-type: none"> Evidenced in policy documents Meeting routinely 3i's visible and tangible across the kura 	Principal	BOT, SLT	27-Jan-22	30-Nov-23	Complete	<ul style="list-style-type: none"> Equal status for Mātāuranga Māori: The 3 i's are at the heart of our decision making and our strategic direction. We have undergone an induction with Ngāi Tahu but it would appear we are now being ushered back towards a wānanga ā hāhi who still require a three year commitment. To support and mentor our community we have brought onboard for 2023, Hone Heke Rankin as an advisor and PLD facilitator for the next two years; Taina Whitten Young as te reo Māori programme support; Heli Lloyd as a mentor for our rangatahi Māori; and Manu as Māori and Pacific Community Liaison. Various tikanga including karaka common place across the school now at meetings, assemblies etc. Policies continue to be developed in line with SchoolDocs best practice guidance. A Mātāuranga Māori course for our junior students is now an option for study in 2024 as a medical subject, this decision being made after community consultation and has over 40 learners in it for 2024, school waata currently being learned by teaching staff and will be performed for the first time publicly at our Principing.

Long Bay College Annual Report 2023

<p>Develop programmes to build a cohesive understanding of both bicultural and intercultural responsiveness and competencies as described in Tātaako</p>	<p>Develop a curriculum that is diverse, responsive, inclusive and representative of all students</p>	<ul style="list-style-type: none"> Staff are equipped to support Māori Ōrite honoring approaches in our kura and beyond Classroom practices are supportive of diversity, equity and inclusion Schemes of work are reviewed and amended to ensure that diversity, responsibility and representation are appropriate 100% of curriculum areas have clear scaffolds, resources and supports of practice that support Bicultural competency and culturally responsive practice. (11 Faculties at the college - includes learning supports). Ideal completion date is 2024, lack of detail and clarity from MoE in relation to change initiatives meaning that a 2025 completion is more realistic. 	<p>Deputy Principal - Curriculum</p>	<p>Heads of Faculty, Curriculum and Pedagogy strategic support, Within School Leader - Assessment</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>We are on track with current Ministry of Education timelines and we are well placed to pivot if required. Our Faculty Quality Assurance process (QA) updates signal that curriculum and pedagogy initiatives are on track and making progress. Final update was received for 2023 in week 7 and following review will be aligned with 2024 QA in week 8. Our 2024 approach iterating to include and support our Māhi Tahā initiative. This approach developing high impact teaching and learning approaches across subjects across the school. A supportive PLD plan for the staff involved in the initial roll out has been trialled and will be rolled out in Term 1, 2024.</p>
<p>Embed local curriculum into our programmes</p> <ul style="list-style-type: none"> Connect to/share NCEA big ideas across the school Writing effective schemes that include local curriculum Incorporate into Atawhai programme 	<p>Embed local curriculum into our programmes</p> <ul style="list-style-type: none"> Connect to/share NCEA big ideas across the school Writing effective schemes that include local curriculum Incorporate into Atawhai programme 	<ul style="list-style-type: none"> Audit our programmes for inclusion Schemes include T.M.A.T.A T.M.A.T.A are embedded in our teaching practice T.M.A.T.A are embedded in our Atawhai programmes Lesson and Scheme of work sequencing, learning intentions and success criteria are clearly visible and implemented across the junior school 100% of all schemes of work have embedded features supporting "big ideas" and best practice features as scaffolds for high quality teaching and learning. Ideal completion date is 2024, lack of detail and clarity from MoE in relation to change initiatives meaning that a 2025 completion is more realistic. 	<p>Deputy Principal - Curriculum</p>	<p>Deputy Principal, Heads of Faculty and Department SLT, Atawhai Working Group</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Scheme of work audit shows significant gains year on year from absent to, in use and in process to visible and in practice across most Faculties. The Māhi Tahā initiative and QA iteration into 2024 helping to secure formative assessment practices and the enacting of our curriculum. Māhi Tahā and QA approaches are on track for Term 1, 2024.</p>
<p>Investigate how we create a greater connection and place greater importance on and between our kura and Te Puna Waiake</p> <ul style="list-style-type: none"> Create and develop a plan for the wharehau in the short and long terms 	<p>Investigate how we create a greater connection and place greater importance on and between our kura and Te Puna Waiake</p> <ul style="list-style-type: none"> Create and develop a plan for the wharehau in the short and long terms 	<ul style="list-style-type: none"> Plan will be presented to SLT and BOT on future direction of wharehau School and Community surveyed and investigation of school wharehau completed by end of Term 2, 2023. 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Business Manager, Within School Leader - Te Ao Māori, Deputy Principal International</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Critical</p>	<p>This initiative will need to continue in 2024 as no progress has been made. Visit to Mahurangi College rescheduled for early 2024 to meet with Head of Māori. Greenbay High visit to organize. Survey to be created after visits to other schools as this may shape what is included.</p>
<p>Review and identify student (including Special Assessment Conditions) needs from Learning Support to ensure that learners are able to experience academic success</p>	<p>Review and identify student (including Special Assessment Conditions) needs from Learning Support to ensure that learners are able to experience academic success</p>	<ul style="list-style-type: none"> Students and staff are supported to deliver excellent outcomes for our learners requiring additional support Name for Learning Support finalised SAC Process Reviewed by end of Wk 5 T2 Staff Survey on SAC analysed Wk 5 T2 25 Y9 IEP Transition Completed (15 completed by end of Term 3) 30 Existing IEP Review and Completed (number to support sustainability) 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Heads of Faculty</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<p>Measures completed however recommending to stay on Strat plan with Handbook and Transition Plan as 2024 outcomes.</p> <ul style="list-style-type: none"> (1) Learners requiring additional support SAC (Special Assessment Conditions) Reviewed with NZQA and they are consistent with expectations Staff Survey SAC 31% did not know how to book or where to find list of students 18% raised concerns when a student was absent and rebooking IEP's (Individual Education Plans) valued by 100% Time and PLD (Professional Learning and Development) to consider for future System for Teacher Aides/Teachers to share info for individuals to be investigated. Currently seeking information about "winners" Appears we have stopped offering but other schools still do. Need to look at how to resource or alternative options. <p>Go - is one person holding key information. Below suggested course of action:</p> <ul style="list-style-type: none"> (1) Would create a Learning Support(LS) handbook like WRMS which will help with induction of new staff, existing staff, students and parents. Importantly this will also work as an audit of LS to ensure best practice. (2) Transition options of neurodiverse students needed. Current to students have completed tertiary courses and work experience but this has not led to continuous employment. Investigation into neurodiverse friendly business placements. Collaboration between Learning Support/Careers/Deputy Leadership Team (3) PLD for staff Neurodiverse and strategies to implement to support learners. This is a key focus for the 2024 PLD Plan.

	<p>Improve the visibility of Te ao Māori</p> <ul style="list-style-type: none"> • Artworks (carvings, sculptures) commissioned to highlight bicultural foundations and placed with prominence • Practices and events held that place significance and importance on Māori celebrations 	<ul style="list-style-type: none"> • We visibly and tangibly reflect a kura of Aotearoa • Whānau, Matariki and Te ōhanga o Te Rau Māori have more prominence • Kapa haka perform at Polyfest to consider kapa haka within curriculum time - Survey parents and students Term 2 • Group size: 14-22 since 2016. 12 students end of 2022. 2023 increase to 20 - 2024 increase to 25 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Within School Leader - Te Ao Māori, Head of Marketing, Board of Trustees, External partners</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Events have prominence and are delivered annually.</p> <ul style="list-style-type: none"> • Matariki was a success • Te ōhanga o Te Rau Māori had junior involvement only due to exams. Staff were surveyed and preferred the formative examinations to be this week. Time to deliver content and return of marking/feedback Friday was not utilised with Seniors. But senior attendance was low • Junior te rau Māori classes visited LBP to lead Māori games • Kapa haka performed at the Torbay Retirement Village and at the Library to young children and whānau. • Whānau and students cooked para (breave). Students had to order in te rau Māori which was taught during the Atahua session. • Student announcements were made over the speaker, social media posts and the flag was raised. • The moment of silence was observed and all staff and students joined in our school karakia. • Kāhau Ako Matariki Festival was a huge success. Hosted by Northcross Intermediate. • Kapa haka: With employment of new kapa haka teacher target of 2025 Polyfest is more realistic. New tutor preferring a before school practice and we discussed providing cereal and toast afterwards. • Artworks - Needing progress with list before progressing.
	<p>Investigate the development of whānau hui and Fonu groups and related connectivity with whānau</p>	<ul style="list-style-type: none"> • 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 26 families • Team reach, 28 Members to 35 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Māori and Pasifika Coordinator, Within School Leader - Te Ao Māori</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<p>End of year whānau hui was a success. Approx 80 people in attendance. The weather was kind, plentiful food, great company. Student Academic achievement, Leadership, Scholarships and Kapa haka were all recognised.</p> <p>2024 Calendar events have been planned.</p> <ul style="list-style-type: none"> • Whānau hui dates are focused around key events so the whānau can come in to support in terms of kai preparation for food stalls, poi making etc. • Our first hui will be on the night of the 19 Aotahi evening. Existing whānau and ākonga will provide childcare, games and kai for families attend the Aotahi evening. Followed by kai and whānau/ganga in the staffroom. • Team reach has 64 members (More than 37 Families). Phone calls inviting whānau having the greatest impact to hui nights.
	<p>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</p>	<ul style="list-style-type: none"> • Greater range of groups, clubs and activities • Clear process for new groups established • Kapa haka - number of participants from 12 in '22, to 20 2023 and '25 in '24 and performance to increase. • Other cultural/ethnic groups going to polyfest. 	<p>Assistant Principal - Clubs and Extra Curriculars</p>	<p>Club/Group Leads, Deputy Principal PLO, Deputy Principal International</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Process for starting new groups is clear and available to all staff in the Clubs and Activities notebook. Students have also been encouraged to reach out if they want to start a new group that meet their specific interest. A wide range of + 50 groups are currently represented across the school.</p> <p>LBC participated in the Kāhau Ako Cultural Day hosted at a local primary school in Term 3. LBC performed a Chinese Dragon dance, Japanese storytelling piece and Tongan dance. Participating in more frequent events such as this gives our students opportunity to grow their cultural pride and confidence in performing.</p> <p>Opportunity for future participation in Polyfest on the Diversity stage has been investigated. 5, 10 and 15min performance can be considered. Deputy Principal International has indicated that Chinese and Korean performances would be viable for 2024, and/or the possibility of creating a fusion performance. Long term it would be good to also incorporate Pasifika and Indian performances - further investigation is being done to find out viability of this for 2024 or 2025.</p> <p>Cultural Extra-Curricular Group strategic support role has been promoted with staff.</p>
	<p>Develop consciousness and visibility of DEI differences and acceptance</p> <ul style="list-style-type: none"> • Establish a clear process for funding and provision for groups 	<ul style="list-style-type: none"> • Delivery of catered programme of guest speakers (assemblies, staff PLO) • Termly focus for 2024 as part of PLO to be proposed. 1 session per year, linking in with atahua sessions / assemblies from 2024. 	<p>Deputy Principal Pastoral</p>	<p>WGL Equity and Inclusion</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>PLO plan developed and ready for delivery with focus on Neurodiversity in Term 1 2024 - this will be led by the Curriculum and Pedagogy Lead team through consultation with SENCo. This area was seen as the area of need for support from the teaching staff to support students, this links into our Tino Akoranga development.</p> <p>Programme of delivery with students to be developed further as part of review of Atahua in Term 2 of 2024. The links with Attitude Talks and InsideOut are in place as part of year level Assemblies.</p>
	<p>Celebrate diversity</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Annual and ongoing plan established and implemented • Deliver events that are reaffirming and celebratory of diverse groups within the kura • 7 whole school assemblies • 70+ year level assemblies • Involvement in 6 cross school kāhau ako initiatives • Guest speakers in 3 school assemblies and at least 1 per year level assembly 	<p>Deputy Principal</p>	<p>JOH, CHL, OUL, DON, Club/Group Leads</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>Complete</p>	<p>In term 4 we had a whole school assembly and a year level assembly for each level, recognised Huiwan language week and celebrated our Māori and Pasifika students with an event in November.</p> <p>We have met our goal of having 7/8 year level assemblies for four year levels and at least one for every year level. We had a whole school assembly with 2 having guest speakers.</p> <p>Progress is being made by BCY re signage at front of school to include "Te Kāretu o te Orero o Kahu"</p> <p>Events this year have included Cultural Festival, Arts Week, Te Wāhi o te Rau, National School Pride Week.</p>
	<p>Reflect on and recognise our own bias and views</p> <ul style="list-style-type: none"> • PLO for staff and students (Atahua) around unconscious bias, DEI, empathy and reflection 	<ul style="list-style-type: none"> • PLO plan established, delivered and evaluated 	<p>Deputy Principal Pastoral</p>	<p>BC, CHL, SCH</p>	<p>2-Feb-24</p>	<p>30-Nov-24</p>	<p>Yet to start</p>	<p>Yet to start</p>
	<p>Consider current support models for students of varying and wide ranging needs at the college</p> <ul style="list-style-type: none"> • Create all staff PLO DEI programme based on staff knowledge and needs 	<ul style="list-style-type: none"> • Review, report and make recommendations in relation to current support approaches and needs of staff • Bulletin plan in 2023 for 2024 - metrics to be established in 2023 	<p>Deputy Principal Pastoral</p>	<p>Head of Wellbeing, WGL Equity and Inclusion</p>	<p>2-Feb-23</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Through the PLO plan developed for 2024, and ready for delivery with focus on Neurodiversity in Term 1 2024 - lead by the Curriculum and Pedagogy Lead team through consultation with SENCo. This area was seen as an area of need for support from the teaching staff to support students, this links into Tino Akoranga.</p> <p>Within the Wellbeing Team support on an individual and group basis have been developed for 2024. Focusing on some key areas of support for students, this will be led by the guidance team, with input from the Pastoral Team. This will provide students with supports and strategies.</p> <p>Through the wellbeing team key areas of focus to support key learners were Self Esteem and Boundaries, along with Anger Management. This will provide between 6 and 8 students in each group with supports, strategies and on-going support over Term 1, 2024.</p>



2023 IMPLEMENTATION PLAN EOY REPORT:
EXCEPTIONAL LEARNING (TINO AKORANGA)

Strategic Priorities	Strategic Initiatives and Actions	Measures	Accountability	Responsibility	Planned Start Date	Planned Completion Date	Status	Commentary
<p>STRATEGIC GOAL 3: Providing an exceptional, responsive learning environment in which our staff and students' needs are met through high quality, learning centred education</p> <p>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</p> <p>Legend: On Track (Green), At Risk (Yellow), Critical (Red), Complete (Blue)</p>								
Develop a cohesive PD culture and plan which enhances all of our staff's knowledge and expertise as active participants in learning	<ul style="list-style-type: none"> Deliver PLD that meets the needs of staff Culturally Responsive Pedagogy Mana ōhira mō te mātauranga Māori Pedagogy: <ul style="list-style-type: none"> BIOD/Digital/SAMR/DDDD/Computational Thinking/CT Tiaki, Aho, Mahara 	<ul style="list-style-type: none"> Staff able to demonstrate and implement a greater and deeper understanding of the history, importance and relevance of Te Tino ō Wāhanga, Ka Hiko, Ka Hiko, Ka Hiko, Tikiake to support culturally responsive pedagogy Principles of Mana ōhira mō te mātauranga Māori are embedded within faculties All faculty unit plans address culturally responsive pedagogy to identify how Māori can achieve educational success as Māori Visible through QA (Quality Assurance) process, Action Planning and through the embedded practice of Tiaki, Aho and Mahara pedagogy 100% of all QA Action planning indicates the embedding of application of PLD. Staffing surveys of perception of quality of PLD indicative of a high value being placed on PLD programme Meaningful weekly sessions in whole school and Faculty PLD aligned to school strategic goals 2023 Professional Growth Cycle introduces Wāhanga (Te reo me te ōhanga Māori) EOY report reflects innovation 	Deputy Principal Curriculum	WGL, Te Ao Māori, Curriculum and Pedagogy strategic support, Professional Learning Team, Business Manager	2 Feb-22	30-Nov-24	On Track	<p>Staff feedback in 2023 indicating a very high level of regard for the resourcing and professional learning associated with Tino Akoranga. Our Quality Assurance, Professional Learning and Mana ōhira initiative new setting to build on reported gains and secure the development of high impact teaching and learning strategies across the school. Professional Learning focuses supporting non-graduate students and further integration of formative assessment strategies are in place for Term 1, 2024.</p>
Develop a cohesive PD culture and plan which enhances all of our staff's knowledge and expertise as active participants in learning	<ul style="list-style-type: none"> Te Tino ō Wāhanga Te reo me te ōhanga Māori (TRMŌM) - the language and customs Support Staff to be provided with opportunities to enhance relevant skills and capabilities 	<ul style="list-style-type: none"> Staff able to demonstrate and implement a greater and deeper understanding of the history, importance and relevance of Te Tino ō Wāhanga, Ka Hiko, Ka Hiko, Tikiake to support culturally responsive pedagogy TRMŌM - identify and implement a programme of learning which can be built into the PLD structure Support staff engaged in meaningful, specific, training 	Deputy Principal Teaching and Learning / Human Resources	Within School Leader - Te Ao Māori, Professional Learning Team, Business Manager	2 Feb-22	30-Nov-24	On Track	<ul style="list-style-type: none"> MCE (Ministry of Education) PLD Funded Hours/ Te Pūtea- 157 Hours used in total so far: <ul style="list-style-type: none"> 50hrs HoP's PLD and 1st 40hrs Wāhanga, 50hrs Te Wāhanga Wāhanga jointed with LDC staff and taught school wāhanga to staff and kapa haka - "Tāwhiri Wharangi Wāhanga" Te Wāhanga (20-week programme for kapa haka) focuses on leadership skills, qualities and personal development through a Te Ao Māori lens. LDC Youthworker supported the group as well. Individual meetings with Te Pūtea Leader and HoP's - biggest gain is staff feeling they have permission to implement their ideas. School Delivered PLD (Professional Learning and Development) We have engaged in a range of PLD over the past three years since the implementation of our Wednesday morning PLD sessions. Those sessions have included a range of learning relevant to culturally responsive practice and Tikiake cultural competencies, and New Zealand's bicultural partnership under Te Tino ō Wāhanga. This year staff completed an Innovate self-reflection survey, indicating their next steps for learning in the culturally responsive and culturally competent elements of their practice. This survey provided further detail regarding staff perceptions of their own abilities in these spaces. Anecdotal surveys have been opened into individual staff Professional Growth Cycles. In 2024 the current PLD programme will focus on: <ul style="list-style-type: none"> Our whānau, and Tiaki protocols for our classrooms Returning to Cultural Responsibility (CRP), Cultural Competency (CC) and the Tikiake Institutional Te reo Māori for the classroom Whānau protocols and Hui protocols PLD will make a conscious connection to CRP, CC, Tikiake and Tino Akoranga. Time built in for practicing one Te Reo practice.
Develop innovative, engaging, research based, student-centred programmes that best serve the needs of our learners and community	<ul style="list-style-type: none"> Curriculum Design: SAMR (Substitution, Augmentation, Modification, Redefinition), CT (Computational Thinking), DDDD (Designing and Delivering Digital Outcomes) 	<ul style="list-style-type: none"> Evidence of SAMR progression Statement of SAMR progression to be developed 100% staff understand SAMR model and methods of progression and use Evidence of teaching that supports high quality CT, DDDD Schemes for relevant faculties have course and structure in place to allow effective delivery of DDDD, with CT being a main focus in DTD Year 9 and 10 students all undertake CT and DDDD growth in the Progress Outcomes to PO Level 5 for CT and to PO Level 3 for DDDD Measured through QA process, Action Planning and to use embedded in practice 100% of faculties reporting on DDDD/CT as part of QA. Progression outcomes being reported on for key faculties, leading to data in QA 	Deputy Principal Pastoral	Professional Learning Lead Team, Deputy Principal Curriculum, Within School Leader - Digital	2 Feb-22	30-Nov-24	On Track	<p>Report provided to Deputy Principal Curriculum/ Deputy Principal - Pastoral and Principal, from the Within School Leader - Digital. This reviewed our Digital Progression Outcomes for Computational Thinking (CT) and Designing and Delivering Digital Outcomes (DDDD), where these are in place and areas of further development.</p> <p>100% of faculties reported on the use of CT and DDDD.</p> <p>From this reports, next steps around how delivery of key aspects of this area of the curriculum can be achieved and the logistics to make this happen will be reviewed as part of a whole school Junior Curriculum review meeting forward, alongside the Faculty Quality Assurance reports.</p> <p>Moving into 2024/25 this will fall under our curriculum review and Professional Learning Lead Team. This will also include how - Artificial Intelligence (AI) and large language models will influence curriculum design in the junior curriculum.</p>

Long Bay College Annual Report 2023

<p>Curriculum Design</p> <ul style="list-style-type: none"> Review of current lesson planning and current observation format, schemes of work, self and peer observation, research, SLT support, new staff induction and protocols, complete needs review, DEI review, Local Curriculum review RIP (Research Based Pedagogy), Culturally Responsive Practice (CRP) 	<ul style="list-style-type: none"> Explicit development of all areas that supports the development of teachers as instructional designers as determined by research based practice. Visible in both planned curriculum and culture in classroom practice 	<p>Deputy Principal Curriculum</p>	<p>Professional Learning Lead Team</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Teina Ataranga - the College guide to exceptional teaching and learning continues to roll out across the school. The resources and related Professional Learning a direct support for curriculum design and high quality, research-informed teaching and learning. Our Heads of Faculty report a high degree of readiness to meet the needs of the charge package in 2023, the capability to pivot being essential as Level 2 and Level 3 are pending updates from the Ministry. Literacy and Numeracy are specific research considerations in 2024 with Wihiri School leader allocation supporting the development of whole school approaches for 2025. Main Tah and QA supports have started ready for 2024 role out and are in progress.</p>
<p>Designing senior courses for 2024/25</p> <ul style="list-style-type: none"> Create plan of approach/structure framework through creating space and opportunity for collaboration (PLD, Faculty Time) Focus on learning not assessment Creative assessment focus - researching and utilising a variety of assessment methods 	<ul style="list-style-type: none"> Year 11 programme ready to be delivered in 2024 through reimagined and deliberate faculty planning Successful delivery of new courses in line with MoE timelines. Ideal completion date is 2024, last of detail and clarity from MoE in relation to charge initiatives meaning that a 2023 completion is more realistic 	<p>Deputy Principal Curriculum</p>	<p>DP Teaching and Learning, DP Special Projects, Heads of Faculty</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Our NCEA Level 1 ready to be delivered in 2024. Additional updates from MoE will be considered and integrated as 2024 progresses. Heads of Faculty indicating a clear readiness and capability to meet any further changes.</p>
<p>More effective communication and engagement with parents/teachers to support their student's learning outcomes.</p> <ul style="list-style-type: none"> Reporting - shift reporting to an engagement and learning focus, integrating the value of live reporting, the value of summative reporting and the current parent teacher interview construct Review and develop reporting and feedback systems Clear connections between Atahual leader and home 	<ul style="list-style-type: none"> Reporting systems reviewed New Reporting systems proposed and implemented Term 1, 2024 Parent/teacher interview format reviewed by end of Term 1, 2023 New Parent/teacher interview formats proposed and implemented by 2024. 	<p>Assistant Principal Reporting</p>	<p>Deputy Principal Pastoral, Data Systems, HOPs, Deans, Atahual Working Group</p>	<p>2-Feb-22</p>	<p>30-Nov-22</p>	<p>On Track</p>	<p>SENIOR REPORTING: Staff/Faculty consultation has been ongoing throughout the year to refine the new Senior reporting model to align with checkpointing processes. Parents/teacher feedback was gathered in Term 3 to further inform final reporting design. This consultation indicated that parents want more regular feedback and want to engage with reporting communication to support student learning. Senior Communication and Reporting NZ content was delivered on 18.02 to all teaching staff to specialist implementation phase. All teaching staff are now developing content basis for checkpoint feedback which will be an integral part of our new Senior reporting system.</p> <p>JUNIOR REPORTING: Reporting working group has met numerous times and Faculties have been consulted on possible Junior reporting formats. An Engagement format is the recommendation going forward. Junior parent feedback has been sought which will now inform next steps for 2024.</p> <p>INTERVIEWS: Atahual led parent/teacher interviews are a recommended format for 2024 in addition to our curriculum focused interview formats. These would serve as a useful process to strengthen partnerships with parents/teachers and pastoral connections and inform subject selection / pathways for the following year. Engaging parents in this process more intentionally would be one of the objectives. It is recommended these are implemented starting Term 3, 2024. The format of these interviews is in development.</p>
<p>A clear focus on leading 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 Atahual leaders in using data to track students and engage with whānau Develop a programme that supports the leading, learning and mentoring of our Māori and Pasifika learners that are in need of additional support 	<ul style="list-style-type: none"> Systems researched, developed and implemented Māori and Pasifika learners NCEA results will be shown these of National results and those of similar schools Mentoring Programme Established and EDV Report related program. Start of a 3 year plan to improve Māori and Pasifika learners NCEA results 	<p>Deputy Principal Teaching and Learning / Human Resources</p>	<p>Deputy Principal Data, Strategic Mentoring, Wihiri School Lead- Academic Teaching / Mentoring, Data Systems, Atahual working group, Deputy Principal Pastoral, Deans</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Tracking Sheets are now year level specific and are sent out fortnightly. The data can be sorted by ethnicity.</p> <p>Te Manawanui Review highlights:</p> <ul style="list-style-type: none"> Strengths: Collaborative team of staff. Clear understanding of the why. Threats/Weaknesses <ul style="list-style-type: none"> Time constraints on staff (Māori/Pasifika/Whānau Support person pulled in many directions), (Mentor who is also a Director), (Part time Limited Authority to Teach/Teacher Trainee) - practicum hindered meeting allocated students) Number of mentors and time to meet with students/whānau Students being engaged out for being Māori or Pasifika Opportunities <ul style="list-style-type: none"> Time in line worked well for Strategic Support Mentoring. One used the days to get through a series of mentoring meetings Utilising 19 Atahual night. Have a hui for 19 Māori and Pasifika whānau directly after with kai. Offer child care for families with Te Whānau leaders supporting Investigate why whānau does not attend initial meeting or Whānau hui Strategically investing time into Staff targeting all Māori and Pasifika students to pass <p>Projected 2024 student i/f for Te Manawanui:</p> <ul style="list-style-type: none"> 16 - 19 Māori or Pasifika boys 11 - 100 Māori or Pasifika girls <p>Resourcing request for extra staffing to be considered due to increase numbers of junior students and Part time to reno Māori teacher accepting a position elsewhere.</p> <p>Staff member appointed as WOL Māori and Pasifika Kaikahi for Y11-13. Following Te Manawanui process of mentoring students individually and recording sessions in kōwhiri.</p> <p>Create involvement of Atahual leaders to be a focus for 2024 as well.</p>
<p>Develop a high performing Scholarship programme at the school</p>	<ul style="list-style-type: none"> Review of current framework and practice conducted including alignment of Aspiring Scholars programme and future direction Aspiring Scholars programme visibly promoted externally and internally resulting in demand for 2 x Year 9 classes in 2024. Clearly defined recommendations as to structure and format of Scholarship in the school made by end of Term 1, 2023 Goal of 30 Scholarships in 2023 	<p>Assistant Principal Junior and Senior Acceleration</p>	<p>Deputy Principal Curriculum, NCEA, Scholarship Tutors, Aspiring Scholars teachers</p>	<p>3-Feb-22</p>	<p>20/02/2023</p>	<p>On Track</p>	<p>SCHOLARSHIP: Scholarship recognition event was held for 2022 award winners in Term 1. Structure supports for staff has been developed further in Term 1, as well as allowing for in-school event applications to support additional curricular time. Further work is needed for this to become embedded practice with all Scholarship staff. 2024 will allow for this to become embedded. Mechanisms for tracking student engagement in national has been developed this year. 157 x Scholarship student entries for 2023 across 20 subjects. Results will be cross-referenced against engagement in 2024 to inform next steps.</p> <p>ASPIRING SCHOLARS: Term 2 and 3 fortnightly Enrichment programme has now concluded. Survey was put out to 85 students to review their experience largely positive results and helpful feedback for 2024. University of Canterbury CMAI Real English, Science and Maths competition results were released at the end of last term and Excellence and Distinction certificates were distributed in Assembly. Future Problem Solving group (3 students) have qualified for Nationals, currently liaising with the team, their parents and coach. We aim to have a formal PPS Coaching group as LBC in 2023.</p>



2023 IMPLEMENTATION PLAN EOY REPORT:
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 with... community						On Track	All Risk	Critical	Complete
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	Status	Commentary	
Develop programmes to build a cohesive connection with our current, past and potential external stakeholders	<p>Develop connections to our Māori community</p> <ul style="list-style-type: none"> 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 Māori Identify and foster a positive relationship with a new kaumātua 	<ul style="list-style-type: none"> Whānau hui is lead and directed by whānau Visible student and staff noho marae opportunities Tangible relationships with iwi, marae, kaumātua and other stakeholders Whānau kōwhiri increases from 8 to 9 and increase diversity of countries (Poi, Sef, Sina, Aubrey) 	Deputy Principal	Within School Te Ao Māori, Within School Leader - Local Curriculum, Head of Social Science, Principal	2-Feb-22	30-Nov-24	On Track	<p>29 Nov 2023</p> <p>Whānau hui Kōwhiri - This committee supports the planning of the Whānau hui events. Most recent meeting attended by 3 parents with another planning to join. Board of Trustee member and Māori and Pasifika Community Liaison lead the group.</p> <p>Whānau hui - The whānau hui is designed to give Māori and Pasifika families the opportunity to shape the direction of the school</p> <ul style="list-style-type: none"> End of year Whānau hui was a success. Approx 80 people in attendance. The weather was kind, plentiful food, great company. Student Academic achievement, Leadership, Scholarships and kapa haka were all recognised. 2024 Māori and Pasifika calendar events have been planned. Whānau hui dates are focussed around key events so the whānau can come in to support in terms of kai preparation for food stalls, poi making etc. Our first hui for 2024 will be on the night of the year 9 atawhai evening. Existing whānau and ākonga will provide childcare, games and kai for families attend the atawhai evening. Followed by kai and whanaungatanga in the staffroom. Team reach has 64 members (More than 27 families). Phone calls inviting whānau having the greatest impact to hui nights. <p>Iwi connections - Conversations between Board of Trustee Deputy Chair and Te Pūheke Leader have occurred. Hoping for further progress early 2024. During 2023:</p> <ul style="list-style-type: none"> Meetings occurred with Te Kawerau ā Maki Cultural induction with Ngāi Māhuru completed Board of Trustee decided to pursue Ngāi Māhuru for iwi partnership Waiata - "Tāruaki heranga waka" created via a collaboration between students, Head of Te Ao Māori, head of Music and the presentation from Te Pūheke. Staff and kapa haka learnt the waiata and performed for the first time at the LRC Academic Fringing. <p>Harbour Sport Tama Ora programme connected with Te Herenga waka o Orewa for community service. They are currently evaluating their programme and plans for 2024.</p> <p>Te Whēti programme (10-week kaupapa (programme) for boys which focusses on leadership skills/qualities and personal development through a Te Ao Māori lens). Meaningful connections established between the students and leaders. Boys began sharing more towards the end. By week 8 group dynamics were at best. Many felt it was a safe space to talk. felt they learnt about handling stress and noise about themselves as individuals. They preferred the smaller groups (8) as they did not then have to wait for lots of people to take their turn to speak. Students did place academics over the sessions so if they had an assessment or did not feel the class they did not attend. Commented on needing the session times to rotate more so less effect on one class. All bar one student wanted it during lesson time. Attendance was consistent with 80% of group. Some students chose not to continue. All would recommend the programme to others. In 2024 the Year 9 students will be the focus with less regular check ins with students who attended in 2023.</p> <p>Box Fit - in partnership with Te Orewa Boffa Academy and LRC Māori & Pasifika Community Liaison.</p> <p>Purpose: To improve and contribute to support attendance and engagement of students at Long Bay College through a non-contact boxing fitness programme. The 2023 programme started in Term 2, with the focus on Tuakana-Teina, a concept from Te Ao Māori, which refers to the relationships between an older (tuakana) person and a younger (teina) person. A session often paired with a junior for different drills or teaching new drills together. Our sessions start in a circle formation with karakia (Whakataka Te Hou) and finishes with a karakia/whakatauki - more recently student involved and lead.</p> <p>Student voice highlights: Skills and knowledge learnt, Positive impact on listening, encouraging leadership, improving attendance on the day (not necessarily the rest of the week).</p> <ul style="list-style-type: none"> Girls group very consistent (Terms 2 and 3) and stay for breakfast afterwards. Majority have been consistent (Year 13-15), numbers dropped due to exams in Term 3, but gained new year 9's with extra social media posts and word of mouth. Attendees for Term 4 = 8 regulars Boys group = a little more inconsistent and only some stay for breakfast. Average number attending 15+ with the highest attendees of 23 students 	

<p>Develop effective relationships with our changing multicultural community</p> <ul style="list-style-type: none"> Develop leadership of additional staff to lead engagement with different ethnic groups Provide bilingual information evenings to involve whānau more in student learning 	<p>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</p> <ul style="list-style-type: none"> Staff leaders (especially those who are bilingual) trained effectively - 4-4 staff leaders, 2 meetings with ipāwhiri per term to discuss multicultural community needs and deliver staff training as required, both satisfaction with training and support, with engagement to constructive ideas for moving forwards Regular events held for a variety of ethnic groups - 4 in a termly basis, well promoted in the community Opportunities provided to celebrate cultures and diversity - initially at least 4 major cultural events across the year recognized and celebrated, as well as the Cultural Festival - well promoted in the community Opportunities provided to inform parents from overseas how the education system works here and how they can support their teenage children - one per term - well promoted in the community 	<p>2024</p>	<p>LUP, YUH, SHI, HEA</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<ul style="list-style-type: none"> SRK has now developed a communication network with both Domestic and international Chinese parents, she is involved in domestic interviews with all DPs for Chinese speaking families, then adds them to the Chinese parent WeChat group, which responds to questions from all Chinese parents, updates them with notifications and manages concerns. She also runs a Friday afternoon tea session with both Domestic and international parents. Local DLLs community survey currently being prepared to go out to local parents to inform us re. next steps as regards the information they would like moving forwards. SRK successfully leads a weekly drop-in session and wechat group for Chinese families. Greater involvement with local Long Bay Chinese Association (community events such as Dragonboat Festival, Mooncake Festival) 3 Cultural Festivals been held across the year (including Matariki) and Lunar New Year (plus recognition of Pacifica Language Weeks) Action Plan to be developed to encourage greater staff involvement and bilingual leadership moving forwards.
<p>Promote the quality of our work, externally</p> <ul style="list-style-type: none"> Be a visible local, regional, and national beacon of practice in relation to high quality professional learning and pedagogy Host professional learning conferences that are open to the wider secondary community to showcase our own practice and that of other schools Ensure that local, regional and national spaces are aware of our identity and direction in pastoral and pedagogy spaces 	<ul style="list-style-type: none"> Attend and present at local, regional and national conferences Increase media coverage Application for a Premier's Excellence Award in Education Ongoing formal recognition and publication of our work in regional and national publications. Successful selection for PMEA consideration, winning a PMEA. Winning the PMEA Supreme award. 	<p>Deputy Principal Curriculum</p>	<p>SLT, All WSL, Head of Wellbeing</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Presentations relating to Teu Akoranga in 2023 to the Australian Central Territory, Educational lead and at the Philosophy of Education Society of Australasia at the University of Auckland and the National Association of Australian and Deeper Pedagogical have been well reviewed. In social media spaces we have significantly grown interest on the LinkedIn platform - directly engaging with world leading experts and routinely receiving a verbiage of over 10,000 for posts. Recent posts reaching audiences of 70,000. Significant engagement evident locally, in Australia and the USA and UK. This interest supporting direct engagement with world leading educational researchers in NZ and overseas who have provided positive critique of our work. We are well placed for a PMEA application and submission in 2024 assuming the process takes place - it did not run in 2022 or 2023. Our Kahui also conference in March 2024, a further opportunity to showcase work to wider community. Our Mahi-Tahi and Neurodiversity P12 series' likely focuses of engagement outside of the school. Our PLD resourcing for 2024 is being treated into the 2024 of our teaching and learning guide and will be shared externally.</p>
<p>Develop house system to be a more effective tool in terms of instilling school values and external promotion of the school</p> <ul style="list-style-type: none"> Ensure an even representation of house initiatives across Leadership, Innovation, academics, The Arts, Sport, Service to community Initiatives launched early and more widely in the school year Introduce house leader mentor programme across multiple year groups to support authentic collaboration with community initiatives Improve communication and visibility of house system 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 	<ul style="list-style-type: none"> Clear processes for house leader selection and expectations 50 student house leaders, 2 per house per year level Establish calendar of events and record of participation Fortnightly events, participation to be recorded, with end goal of every student being involved in a House activity House leader mentor programme established and delivered to be in place for 2024 Share visibility and emphasis placed on the house system through physical displays, Atahua and house badges being worn Each of the 3 house logos to be visible in around key areas around the school All Junior students have house t-shirt for PE. Senior PE Students have House T-shirts. Badges are issued to all students and staff. Visibility journey to be carried out. Goal all students wearing badge. Student engagement surveys and engagement data to be developed and implemented during 2023 	<p>Deputy Principal Pastoral</p>	<p>Within School Leader - Community, Director of Sport, Assistant Principal</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>We have a clear processes for house leader selection and expectations is in place, which includes questions around multiple applications (interest, student council, sports council etc.) This is allowing for the ability to engage with a wider range of students. This promotion of the house leader's badges in the year proceeding - week 7 Term 3 through to start of Term 4.</p> <p>House events have been promoted and participation has been recorded by a group of house leaders and the within school leader (WSL) - Community. Houses are then allocated relevant points based on events and participation. The area of promotion of house events and visibility of the points / trophy will be developed further in 2024.</p> <p>House leader mentor programme - House leaders currently attend fortnightly meetings lead by WSL Community - this currently involves ongoing mentoring. Senior House Leaders mentor and support Junior House Leaders with projects and initiatives. Alongside this previous student leaders have provided sessions on leading to support the new house leaders.</p> <p>A living wall with the house birds is in place within the front office area of the school. More visibility and emphasis placed on the house system through physical displays, Atahua, although this is not having the traction that is required to have a truly visible house system and competition pride. Further signage proposed to the school around putting signage around the school relating to the various houses is in process. Alongside this is a review regarding possible changes in badges and rewards / points.</p> <p>Student engagement surveys and engagement data - This is something that both WSL and the House Leaders will be looking into along with the badges. Consultation with Sports Coordinator around regular sports house challenges is also in the works - possibly looking into ensuring house leader selection for 2024 includes students who are also in the sports council that can support this initiative.</p> <p>The house system to present but needs more visibility and engagement moving forward.</p> <p>In 2024 we will be completing a re-set of the house system to increase visibility and with the size of the role moving forward we are looking to invest in 2 key staff leading and driving this forward.</p>

<p>Establishing and Developing Alumni Relationships</p> <ul style="list-style-type: none"> Establishment of Alumni and Sponsorship coordinator role Developing a database and subsequent communication channels Exploring and establishing sponsorship and legacy programmes and fundraising for projects Introducing all areas of the school to the Alumni Day celebrations 	<ul style="list-style-type: none"> Alumni numbers engaged Financial value (Income) of Alumni programmes 50th Year Celebration coordinator 2023: Term 1 - appoint Alumni Co-ordinator Term 2 - establish strategic plan for Alumni including membership numbers (completion now end of term 4) Term 3 - Alumni website presence Term 4 - Alumni event 	<p>Business Manager, Deputy Principal Teaching and Learning / Human Resources</p>	<p>Alumni Coordinator, Head of Marketing, Director of Sports, Assistant Principal, Heads of Faculty</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Alumni Social Media numbers - Alumni Facebook - 1000+, Alumni LinkedIn - 500+ Financial Value - focus to date has been gaining traction and engagement, financial value proportions will follow 50th celebrations - the Alumni website will provide a channel for ongoing engagement with Alumni, 50th celebrations profile will increase as we move closer to 2025 Appointment - Term 1 appointed to Alumni role and is working through setting up Alumni structure starting from a zero base. Strategic Plan - to be developed in term 2 2024, now have greater insight regarding engagement numbers and can set measurable targets Website - Term 4 website proposal to Senior Leadership Team, backend of website is ready, working on adding engaging content. Alumni Event - Alumni Coordinator has engaged with staff across the school, aiming to incorporate Alumni in more activities and events within the regular school calendar. This includes further developing existing Alumni events, specifically the Alumni Sports Day, which will be expanded in 2024 to engage a wider section of our Alumni. Alumni sports shirt design created in collaboration with SAC. Colours based on the alternative sports strip.</p>
<p>Establishing and developing relationships with local businesses with potential for investment</p>	<ul style="list-style-type: none"> Securing sponsorship and scholarship opportunities Possible Boarding House partnership (possibility at risk) 2023: Term 1 - appoint Sponsorship Co-ordinator Term 2 - establish Sponsorship structure develop budget Term 3 - website/notices etc to incorporate sponsors 	<p>Business Manager</p>	<p>Promotions & Marketing, Sponsorship & Alumni</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Securing Sponsors - Networks are coming on board as our first major sponsor: Sponsorship Coordinator is in discussions with number of other potential sponsors. Boarding House - will work with Deputy Principal International to draft a submission to the Ministry to get a firm position regarding the viability of using Field 2 in a PPP arrangement Appointment: Sponsorship & Alumni Coordinator appointed Sponsorship structure - Professional marketing collateral for our sponsorship program has been developed. Website/Notices - Sponsorship Coordinator has been liaising with our website vendor, Wavelength newsletter banner has been implemented with sponsors committed for Nov 23, Dec 23 & Feb 24. New Electronic sign to be commissioned over Summer Break. This will serve as a community communication channel and offer an opportunity to recognise our sponsors. Templates are currently in development for this purpose.</p>
<p>Develop new International Strategic Plan to reestablish IBC as a first class destination for international students through the rebuilding of relationships and partnerships with International agents, partner schools and organisation overseas</p> <ul style="list-style-type: none"> Review current agent lists Reassess marketing strategies (local and offshore) Build on partner school relations and activities to create a potential pipeline of future international students Develop partnership with Massey University in terms of collaborative care, opportunities, end of year programme, pathway programmes and marketing fairs Explore other ways to use MEC expertise expand our Outdoor Education partnership New marketing materials reflect upgraded opportunities to attract students in a post-pandemic world 	<ul style="list-style-type: none"> Ability to attract and retain students now that borders have reopened - Reach 8.5 FTE target Shared vision across the Team, everyone working to the same end - International Strategic Plan (terms the agenda template for all international meetings, combined with the Code of Practice Partner satisfaction feedback through surveys - at least 80% satisfaction in agent surveys Engagement in online programme, summer programme & Scholarship activities for selected places from Partnership schools - all available places filled Engagement in Massey-based activities (Month Show cluster group, students & agents) - at least 70% engagement from identified schools Waiting list for MEC based activities, with students wanting to enjoy outdoor activities and learn more about NZ natural environment Positive feedback re. new marketing of partnerships & enhanced opportunities - at least 80% satisfaction from partner schools 	<p>JON</p>	<p>International, IAP</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<ul style="list-style-type: none"> Marketing presence now renewed in all priority stakeholder countries: JON/DON/INA/INO now visited all stakeholder countries to further relations with agents, parents and students, strong presence on the marketing front at a crucial time as we move on from Covid main focal points in International (Academics, Student Experience and Care) now reflected clearly in International Staffing Structure and team priorities, as well as promoted extensively on marketing trips partnership schools now being developed in key stakeholder countries: China (Duzhou, Shanghai and Kunming), Vietnam (Hanoi), Japan (Osaka) - Exceeded 8.5 FTE target IBC now has a proactive and leading role in the North Shore International Cluster group, developing many shared initiatives which benefit students (International Sports Day, ICTS programme, International list at Massey University, End of Year Programme, and Massey Marketing Day) Collaboration grown extensively with MEC, Massey University and Harbour Sports, with positive and tangible outcomes (Observer Antarctica Outdoor Education Programme, Career, English programme, ICTS and End of Year Programme) Student Experience is enhanced with more international activities led by student ambassadors and International Student Coordinators and JON (Basketball, EquiX, Summer Programme, Volunteer opportunities, Ski Trip) In the process of developing updated marketing materials (ENS and JON, with DNS promoting on the WeChat official account) - ongoing Positive ERO verification process based on current practices and processes, showing Code compliance and alignment of International Strategic Plan with School Strategic Plan. Annual Self Review and NZQA reflect positively on progress this year, with surveys currently out to corroborate findings. All BAU aspects of International and most overseas markets now up and running again. November review of International Strategic Plan showed that we are on track moving forwards. Additional Annual Review shows growth and new pressure points to work with
<p>Enhance the parental engagement experience for whānau</p> <ul style="list-style-type: none"> Links to the reporting initiatives (see exceptional learning) Deliver PFD that meets the needs of parents/caregivers in relation to parenting and supporting teenage children in 2023 and beyond 	<ul style="list-style-type: none"> Appropriate opportunities and support provided for our caregiver community and our community engage with them Offer at least 4 x PFD opportunities for parents in 2023. 	<p>Assistant Principal Community Events</p>	<p>Wellbeing, Deputy Principal Pastoral, Deans</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>Complete</p>	<ul style="list-style-type: none"> 4 x Sessions have been planned and offered to parents/caregivers this year: Term 1 - 'The Teen Brain' event facilitated by Nathan Wallis Term 2 - 'Old Does Anxiety' facilitated by Clinical Psychologist Dr Mary Millar took place on 21/06 Term 3 - 'On-line Safety' facilitated by NetSafe took place on Mon 28/08 Term 4 - 'Raising Resilient Teens', led by the Parenting Place took place on Wed 12/11 <p>Planning of possible sessions for 2024 are now underway. Branding the sessions is also under development with the aim to create greater anticipation each term.</p> <p>Parent feedback so far has been largely positive, a survey will go out later this term to gather further feedback from parents/caregivers to inform 2024 sessions.</p>

Long Bay College Annual Report 2023

<p>Prioritising the school value of community and the service aim of our school</p>	<p>Relay For Life and Duffell Day (Cancer Society) to become the main focus for Service at LBC</p> <ul style="list-style-type: none"> Grow student, staff and community involvement 	<ul style="list-style-type: none"> Profile of service and community opportunities at LBC increased Increased numbers of involvement, events and money raised Mini Relay for Life 2023 - 450 students, 130 staff Relay for Life 2023 - 770 students, +15 staff 	<p>Deputy Principal Pastoral</p>	<p>Within School Leaders + Community</p>	<p>2-Feb-22</p>	<p>30-Nov-24</p>	<p>On Track</p>	<p>Over 2023 we have increased the funds raised for the Cancer Society through our Relay for Life. This has gone from \$12,233 in 2021, \$12,700 in 2022, to \$15,500 in 2023. With a goal of \$20,000 in 2024. Alongside this, the number of students and staff taking part in all the initiatives is increasing, with the Prefects, House Leaders leading, promoting and supporting. With a growing number of other students supporting. This has involved the Mini Relay for Life (at the start of Athletics Day), the Auckland Relay for Life, Duffell Day, bake sales and students own fundraising ideas. We have surpassed our student and staff goals for the Mini Relay for Life with 59 and 11 respectively for 2023, and at time of writing 2024, 109 students and 14 staff. An area of growth we are working on is the Auckland Relay, where we have still not reached our goals and is an area of focus moving forward.</p>
<p>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</p>	<ul style="list-style-type: none"> Students engaged at Years 11, 12 and 13 - at least 60 students engaged from across participating Year groups, with 80% retention & success rate 	<p>JON</p>	<p>DOE Team, TUX</p>	<p>2-Feb-22</p>	<p>30-Nov-23</p>	<p>Complete</p>	<p>29/11/23 Awards evening held and well attended by students and parents. Excellent results for our first full year working on the Duke:</p> <ul style="list-style-type: none"> 🥇 Silver Award (Paige Clark) - one year commitment 🥈 Bronze Awards - 6 months' commitment 🥉 Bronze Participants (not yet completed). <p>Students are from Years 10-13. Working towards 60 participants (42 for start of 2023) but with 80% retention rate. Outstanding commitment from Anthony Turford for his ongoing support of the students. TUX works regularly with students to maintain their motivation, and MSEC provides adventurous journey opportunity. Paige Clark has already started to work towards her Gold Award.</p>	
<p>Investigating and recommending the viability of individual service projects within each Atawhai group</p>	<ul style="list-style-type: none"> Plan established and ready to roll out in 2024 	<p>Deputy Principal Pastoral</p>	<p>WSL Community</p>	<p>1-Mar-22</p>	<p>30-Nov-23</p>	<p>At Risk</p>	<p>Through 2023 we have looked at the idea of service (giving back to our community), through our Atawhai Programme. Looking at when and how to do this has been the main focus. In Term 2, 2024 we are looking to trial this with our Year 10 and 12 Year Groups. Looking at how students can lead initiatives - and a focus on this as they move through 2024 and onwards. The aim would be for the Atawhai group to come up with a service initiative, or be supported in selecting one and the each student to look at linking this service through groups such as the Student Volunteer Army Service Award or Duke of Edinburgh. Further development of this is required in Term 3 2024.</p>	

Evaluation and analysis of student progress and achievement

An evaluation and analysis on the school's student progress and achievement, assessed against expectations across the curriculum, and including students whose needs have not yet been well met.

Evaluation and analysis of the school's students' progress and achievement

This evaluation and analysis is similar to what schools already do to support governance and leadership activities. This was also required previously through [National Administration Guidelines](#) (NAG) 1b and 2d. Therefore, you should be able to use your existing data collection and reporting systems to do this evaluation.

This evaluation and analysis shows how all your students have progressed and achieved over the last year. This is different from your statement of variance which reports on the progress your school has made against the targets set out in your annual implementation plan.

The key audience for this continues to be your community so it must be written in a way that they will understand.

If changes to evaluation approaches are needed as part of implementing the updated national curriculum we will communicate these to schools as soon as possible through the Ministry website. Support will be available through your local Ministry office and through your ERO Evaluation Partner.

For information on how to do an evaluation and analysis, check out pages 35 – 39 in our [Leading Local Curriculum Guide – Strategic planning guide](#). Note that this document was written for secondary schools however the section on evaluation can apply to all schools.

Your **evaluation and analysis** must:

- include how your school's students have performed **across the national curricula**.

This means your school considers the impact of your local curriculum, as a whole, on the performance of your students (as you would have done previously under NAG 1b and 2d).

While this does not mean each learning area requires its own individual evaluation and analysis, your school needs to be considering how you know students have made expected progress across the learning areas.

The approach to evaluation and analysis is flexible and will reflect the needs of your school's local community; as a starting point, your school could consider the curriculum and assessment priorities that have been laid out in their strategic and annual planning.

Your school will need to draw on good quality assessment information from a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum. This will be a mix of qualitative and quantitative information. For example, your school might include case studies from learners and whānau, progress in relation to curriculum levels, trends reflected in standardised assessment (such as for literacy and numeracy across the curriculum), NCEA achievement, wellbeing feedback, participation, aStend attendance.

- include information relating to **groups of students whose needs have not yet been well met.**
- protect your student's **personal information** – this is required under the Privacy Act 2020 – make sure you read our guidance on this on our webpage [Publishing your documents online – Ministry of Education](#). There are also some [e-learning modules on the Privacy Commissioner website](#) that you might find useful.
- use simple words (free from jargon where possible) and sentence structures to make information more understandable for your community. This is a new requirement to ensure ākonga, whānau and communities have the information they need to effectively participate in their school's planning and reporting process.
 - Digital.govt.nz have range of resources on writing in plain language including:
 - [Plain Language](#)
 - [Plain English](#)
 - [Simple sentences](#)
 - [Tone and voice](#)
 - [Content design](#)
 - Ensure you use inclusive language
 - [Inclusive language – digital.govt](#)
 - Ensure your language does not promote deficit stereotypes e.g. use “working towards” rather than “not achieving”

Further support can be found here:

- [Measuring progress across the curriculum / Assessment and reporting guide / Home - Assessment \(tki.org.nz\)](#)
- [Help for Boards \(nzstaresourcecentre.org.nz\)](#)
- [Report time! / Reporting to parents & whānau / Home - Assessment \(tki.org.nz\)](#)

Initiatives
Analysis of Variance considerations informing strategic direction and approaches.
Junior and Senior Assessment Calendars
Our Quality Assurance (QA) data supports reflection, iteration and development of our senior courses. The regular and ongoing support of our middle leaders by our Senior Team scaffolding that process. This acting as a significant driver of our staff and organizational capability and capacity to drive, analyse and evaluate student progress and achievement.
Data
2023 Analysis of Variance (Statement of Variance).docx – pages 7 to 11

<p>NCEA data is directly considered by our wider staff as part of QA. Student performance in achievement and unit standard for all NCEA courses is collated and considered. That data analysis and evaluation further supported by comparison to schools in equivalent equity bands, national average and performance in prior years.</p> <p>Data providing for analysis of priority learners and consideration of gender and ethnicity variance in the students on courses. Variances between teachers involved in the delivery of those factors also described.</p> <p>Junior and Senior assessment calendar data supporting responsive interventions, inform curriculum design, discussion and support by SLT of Faculty and subsequent reporting in QA.</p>
<p>Commentary on data</p> <p>Level 1 In 2023, we had 299 Year 11 students achieve NCEA Level 1. The achievement rate is well in excess of the national and decile averages. The total endorsements at Level 1 decreased on 2022 by 3.2% from 2021 to 59.2%. Our Year 11 students' achievement of Level 1 Literacy (94.0%) and Numeracy (94.3%) exceeds the national and Few Socioeconomic Barriers (School Equity Index Band).</p> <p>Level 2 The NCEA Level 2 qualification was achieved by 91.0% of our students. This is the lowest rate in the last 5 years, while still significantly above the national and FSB band rates. The overall endorsement rate at Level 2 is down slightly from the last year with 48.0% compared to 49.6% in 2022.</p> <p>Level 3 87.2% of our Year 13 students gained NCEA level 3 in 2023 which is significantly above both the national and FSB band rates. Of the 203 students included in NZQA stats, 184 were entered for 60+ level 3 credits and 177 passed level 3. The excellence endorsement rate has decreased. The overall endorsement in 2023 was 43.5%, the lowest since 2019 (38.1%). Year 13 students may work towards the University Entrance (UE) qualification. In 2022, 143 year 13 students gained this qualification.</p> <p>Junior and Senior assessment calendar data allows for responsive tracking of all students. This supporting changes in programme and approach for individuals and groups at the College were needed as well as informing our wider consideration of the efficacy of our programmes of study.</p> <p>Course of study review in QA directly informing Faculty and school wide inquiry focused on improving student outcomes across the school. Development and delivery of strategic action plans our historic practice.</p>
<p>Outcomes</p> <p>In 2024, all Faculty are developing Action plans that:</p> <p>Support curriculum design</p> <ul style="list-style-type: none"> • High academic achievement • Explicit consideration of whole school teaching and learning philosophy, tino akoranga. (Namely, the role of formative assessment and science of learning approaches that place a high value of cognitive science-based approaches and our support of literacy and numeracy).
<p>Our approaches deliberately mindful of our responsibilities relating to Te Tiriti O Waitangi, this includes the visibility of the Tātaiako in practice, cultural competency, considerate of Mātauranga Māori, and culturally responsive practice considerate of Mana Ōrite.</p>

Report on how the school has given effect to Te Tiriti o Waitangi

- Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives. You should describe here anything your board has done to work towards this objective that hasn't already been reported on in other sections of the annual report such as the statement of variance or evaluation of student progress and achievement.
- Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:
 - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - achieving equitable outcomes for Māori students.
- You must include progress that your school has made towards making instruction available in tikanga and te reo Māori.
- If you haven't already covered all parts of 127(1)(d) in your statement of variance, then you should report on them here.
- If your statement of variance doesn't cover all you have done to give effect to Te Tiriti o Waitangi then you should report on it here.

Initiatives
<p>PLD</p> <p>Long Bay College has engaged in a range of PLD over the past three years since the implementation of our Wednesday morning PLD sessions. Those sessions have included a range of learning relevant to culturally responsive practice and cultural competency. We have also engaged with learning via Teacher Only Days that has focused on the Tātaiako cultural competencies, and New Zealand's bicultural partnership under Te Tiriti o Waitangi.</p> <p>In 2023 Long Bay College staff completed an Aromātai self-reflection survey, indicating their next steps for learning in the culturally responsive and culturally competent elements of their practice. This survey provides use with further detail regarding staff perceptions of their own abilities in these spaces.</p> <p>As we move into 2024, ensuring alignment with our wider school educational philosophy, Tino Akoranga, becomes important for ensuring the mutual reinforcement of learning and avoiding split attention. As such, the plan below considers a way forward, combining our learnings from the last few years and carefully articulating the alignment that exists. The sessions below are also responsive to the findings of the 2023 Aromātai, which was communicated to staff as a goal on initial completion in T2, 2023. Throughout all session below include a conscious connection to CRP, CC, Tātaiako and Tino Akoranga.</p> <p>Our wharehui, and Tikanga protocols for our classrooms</p> <p>What is the history of Te Puna Waiake (our school wharehui)? What are the Tikanga protocols that we should be aware of. What is the rationale for those protocols? How might we integrate this into our current class Tikanga?</p> <ul style="list-style-type: none"> • Returning to Cultural Responsivity, and Cultural Competency. What is cultural responsivity? What is cultural competence? How do they relate to Tino Akoranga? • Returning to the Tātaiako What are the Tātaiako, and how do they relate to my practice, our faculty's practice, and our work as a kura? How do they relate to Tino Akoranga? • Simple Te Reo for Long Bay College staff. What are some of the basic phrases we can use in the classroom, and in our daily life? How can we move beyond greetings? • Unpacking Weeks 2-5 How can our learning be integrated into our classroom Tikanga? How can our learning be integrated into our teaching and learning approaches, such as formative assessment? • Pōwhiri protocols and Hui protocols What are the important protocols for Pōwhiri and Hui? What are the reasons for those protocols? How might we apply these in our practice? • Further unpacking of weeks 2-7 (In faculties, using scaffolds). How can our learning be integrated into our classroom Tikanga? How can our learning be integrated into our teaching and learning approaches, such as formative assessment? What are our next steps? <p>A focus for staff PLD early Term 4 will be to learn our school Haka. Junior students will be supported to learn this well during Term 4 Projects.</p>

MOE PLD Funded Hours – 300 Hours over 24-month period. 167 Hours used in 2023

- MOE Facilitator – Te Pūheke (Cultural Flow) connects communities with Te Ao Māori to develop authentic cultural understanding.
- Iwi Partnership was investigated in 2023. Key staff met with Te Kawerau ā Maki and completed a Cultural Induction with Ngati Manuhiri. 2024 hopes to finalise a formal partnership to ensure other areas of the Strategic Plan are achieved.
- PLD with HoF's supporting the development of Faculty Te Tiriti o Waitangi Action Plans
- PLD full staff understanding importance of Tūrangawaewae our place.
- Supporting the development of a Mātauranga Māori Junior Course.
- Te Whetū Programme led by Haki Lloyd.
- Co-writing our school Waiata and teaching staff the significance of the lyrics, kura pepeha within and link to our school values.
- 2024 continued focus will be Te Whetū and Iwi Partnerships

Waiata – Tāmaki Herenga Waka E

Written in collaboration by Huia King (Te Pūheke: MOE PLD Funded Hours) and LBC Head of Music. The Head of Te Reo Māori had worked with students to ensure their ideas were included in the lyrics. Te Pūheke supported by providing insight into the local area to create a pepeha for the kura and this is shared within the waiata.

Staff learnt the waiata during PLD in term 3 and 4 and performed it publicly for the first time at the Academic Prizegiving. Staff now sing it in tautoko (support) at Pōwhiri and key events. During 2024 Kapa haka continue to learn and our school choir will add it to their repertoire.

Te Whetū Programme

Te Whetū is a 10-week kaupapa (programme) for boys which focusses on leadership skills/qualities and personal development through a Te Ao Māori lens. Te Whare tapa Whā is the framework which is utilised to facilitate this growth with the aim of having all pillars full or close to full by the end of the kaupapa. At the end of this kaupapa our rangatahi will have acquired a kete with tools to manage challenges, they'll have a greater understanding of who they are, understand what's a healthy vs unhealthy relationship and overall have a foundation to be able to be the best versions of themselves. All groups who completed the programme in 2023 said it was a safe space to talk. They felt they learnt about handling stress and more about themselves as individuals.

In 2024 the programme has targeted Year 9 boys and includes termly catch ups with students who had completed the programme previously.

Tama Ora (Harbour Sport Initiative)

During 2023 Harbour Sport continued their Tama Ora pilot programme that commenced at Long Bay College in 2022. This involved regular hui with Year 10 and 11 taitama, who whakapapa Māori and/or Pasifika. The initiative focused on healthy lifestyles which aimed to tautoko the boys with leadership skills, employment opportunities, nutrition, and physical activities, all of which are delivered from an Ao Māori view. Students were also upskilled in Whakapapa, Karakia, Tikanga and Taonga Tākaro. On average 16-19 boys would attend. Focus for each term:

Term 1 Ki o-Rahi

- The learning of the game culminated in 4 North Harbour schools playing against each other in a competition.

Term 2: Careers (ICE – Inspire Create Engage) and Matariki

- ICE presented 2 x information sessions for ākongā, about the internships they offer. A Year 12 student followed up with ICE and completed a holiday internship at a law firm in the July school holidays.
- The last session of the term involved learning about the importance of planting as part of maramataka and Matariki. Restore Hibiscus and Bays and the Long Bay Park Ranger supported the group with equipment and 20 Harakeke so the group could plant along the fenceline in the North east corner of the school. The plan is to have ākongā tending to the plants so that when big enough they can be used as learning resource for raranga / weaving etc.

Term 3: Atua Matua / Taonga Tākaro

- hui focused on learning about Atua Māori and their connection to the taiao / environment.

Mātauranga Māori Core Class

During enrolment in 2023 students had the opportunity to identify if they would like to participate in this programme of study. 58 students and whānau indicated they were interested with 1 core class established for 2024 as a pilot for this year to be considered for wider implementation when the junior curriculum is reviewed in 2025. 2 students were selected for our Aspiring Scholars programme and have the opportunity to attend the sessions yet remain in their core class.

Mātauranga Māori focuses on developing student understanding of Māori knowledge. This course is a one period a week, timetabled class and focuses on foundational Māori values such as tangata whenuatanga (affirming Māori world view), manaakitanga (care and respect for each other), and kaitiakitanga (sustainability and guardianship of our environment). Students will learn about pūrākau / oral histories and visit our local tohu whenua / landmarks to understand who was here before us and how they interacted with this land. Students will learn skills and knowledge of Māori technology past, and how it is relevant and valuable in the present and into the future. Learning is both inside and outside the classroom, including visits to a Marae and Long Bay Park

Te Manawanui

Statistics inform us that Māori and Pasifika students are highly under-represented at university. As part of a strategic initiative aimed at improving academic outcomes for Māori and Pasifika ākongā, our Year 9 Māori and Pasifika ākongā have been identified through the school roll and have been placed in a mentoring program that has been set up to support ākongā achievement with the goal of attaining University Entrance (UE). While not every student plans to go to university, attaining UE provides our students with options should their plans change.

The basis of the first meeting will be to establish a relationship between the mentor, the ākongā and the whānau, to find out what the ākongā is feeling about their learning, what they like and dislike about their classes, what the ākongā feels the mentor can do to support their learning, help with course selection, and to offer support with any other issues or opportunities that arise. Essentially the mentor will offer support, and advocate for ākongā.

In 2023 each mentor had an allocation of 13 students. The matching of students and mentors is carefully considered.

2023 Mentors were:

- Strategic Support: Improving outcomes for Māori and Pasifika Students who also leads and delivers the programme.
- Māori and Pasifika Coordinator
- Māori and Pasifika Community Liaison
- Te reo Māori Teacher Trainee

Student numbers for 2024 are 46 Year 9 and 48 Year 10 ākonga. With the increase in numbers an additional strategic support role has been created 'Improving Outcomes for Junior Māori and Pasifika Students'. Outcomes of the role are:

- Supporting the Māori and Pasifika Te Manawanui Programme.
- Mentoring junior Māori and Pasifika students.
- Increased academic performance and cultural involvement of junior Māori and Pasifika students.
- Improved attendance of junior Māori and Pasifika students
- Celebrating Māori/Pasifika success as Māori/Pasifika.
- Students gaining a sense of belonging at Long Bay College
- Developing stronger community relationships with Whānau

Māori and Pasifika Community Liaison

Māori and Pasifika Community Liaison was appointed in 2023 and continues in 2024.

Key responsibilities are:

- Build productive relationships with our Māori and Pasifika families and the school.
- Build productive relationships with our Māori and Pasifika students and the school.
- Actively promote Māori and Pasifika student successes.
- Truancy Support.
- Academic mentoring for Māori and Pasifika students. Working alongside the 'Strategic Support – Improving outcomes for Māori and Pasifika students to promote, model and support Māori and Pasifika students to experience success.
- Develop leadership roles for Māori and Pasifika students.
- Assist teachers become familiar with Pasifika cultural backgrounds and aspirations.

The person who currently holds this role is a key member of Kapa haka, co leads the Box Fit initiative and organises the Whānau Hui Komiti that sits within our Whānau hui shaping the direction of our hui. This person is integral to the student group Te Waha Wai.

Māori and Pasifika Kaiārahi – Oneroa Kāhui Ako Within School Lead

For 2024 a new role was created to support our senior students proactively from the start of the year.

Outcomes of the role are:

- Academic Mentoring for Y11-13 Māori and Pasifika ākonga.
- Increased NCEA performance.
- Increased visibility across the school of Māori and Pasifika ākonga and collaborating with kaiako for improved outcomes.

- Support and deliver better outcomes for Māori, Pasifika students by weekly tracking.
- Collating opportunities for financial support e.g., Scholarships, grants etc.
- Students gaining a sense of belonging at Long Bay College.
- Developing stronger community relationships with Whānau.

Te Ao Māori - Oneroa Kāhui Ako Within School Lead

In 2024 a Kaiako was appointed to teach te reo Māori to our senior Level 2 and 3 students. The person took on the role of Kapa haka Tutor alongside the within school role which raises the profile of Te Ao Māori for ākonga across the school.

The Outputs of the role are:

- Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand
- Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi
- Practise and develop the use of te reo and tikanga Māori. Ensure a cross section of ākonga involved in Te Waha Wai
- Investigate and understand our place within the local Māori culture in relation to tikanga, mātauranga and te ao Māori
- Input in Assemblies to upskill students in all things Māori – whakamana ākonga (to empower students) Māori to take a lead in this
- Co-Lead Te Waha Wai
- Lead logistics of external groups e.g., Tama Ora
- Leading Matariki and Te Wiki o te reo Māori celebrations
- Increased engagement of Māori and Pasifika Whānau hui / Fono
- Co-representing the school at the Māori hui with the Kāhui Ako

Box Fit

To improve and contribute to support attendance and engagement of students at Long Bay College through a non-contact boxing fitness programme.

In partnership with Te Oneroa BoxFit Academy, our Māori & Pasifika Community Liaison weekly box fit sessions for both Tāne (boys); Wāhine (girls) and the occasional sports teams as individual groups. The programme started in Term 2 2023, with the focus on Tuakana-Teina, a concept from te ao Māori, which refers to the relationships between an older (tuakana) person and a younger (teina) person. A senior student was often paired with a junior for different drills or teaching new drills together. Sessions start in a circle formation with karakia (Whakataka Te Hau) and finishes with a karakia/whakatauki – more recently student involved and lead.

Student voice collected from 5 Māori boys highlighted:

Skills and Knowledge learnt

Positive impact on listening

Encouraging leaders

2 students reported that while it did not necessarily improve their overall attendance it was improved on that day of the week.

For 2024 the Wāhine group has 51 TeamReach Members and 57 Tane members.

Te Manukura

In 2019 Drina Paratene, Kaumātua Rawiri Wharemate, Macy Paipa (Former Cultural Prefect) and members of SLT shaped a role to promote Māori Leadership within our rangatahi. The role of tangata

whenua student rep carries the title of Te Manukura (highly esteemed leader) and the unique role is to be recognised and respected within the wider school. The role of Te Manukura is underpinned by whakamanatanga [empowerment]. To empower the student through leadership opportunities primarily focused on leading Māori initiatives such as Matariki, Te Wiki o te Reo Māori and being a role model for other ākonga Māori. Te Manukura shares Māori perspectives on other cultural/school matters where and when relevant and necessary.

In 2024 Jacob Karanga is Te Manukura. He leads Kapa haka and has played a significant role at key events including our Pōwhiri and Tiriti o Waitangi assembly. Jacob is included in the Māori and Pasifika staff meetings and is a key contributor in this space.

Te Waha Wai

Māori and Pasifika student group who raise the profile of cultural events and give their voice to support the strategic development of the school.

Whānau Hui

Our Whānau hui TeamReach has 69 members and 20 are in regular attendance each meeting. A smaller number of parents make up an inner Whānau Komiti who help shape the direction of our meetings and events. Currently there are 6 -7 members in the komiti which is led by a BOT member and our Māori and Pasifika Community Liaison.

Our Whānau Hui has shifted focus for 2024 with support of key events being the emphasis of the meetings. Ākonga and whānau joined in to supervise students and siblings during the year 9 Atawhai evening, then again to prepare kai for the Cultural Day food festival. Staff who have key roles supporting Māori and Pasifika students attend the Whānau Hui.

Māori and Pasifika Prizegiving

This will be formalised in 2024 with special awards created to suit Māori and Pasifika values and service. For 2023 this was held at Long Bay Regional Park as part of our end of year celebrations.

Level 2 Te Reo Māori

In 2023 two Ākonga/students sat Level 2 te reo Māori via Te Aho o Te Kura Pounamu (Te Kura distance education) assisted by a full immersion teacher trainee for limited sessions throughout the year. Both students gained 6 credits Panui kia mohio ki te reo o te ao torotoro (1 gained Excellence and Achieved).

In 2024 Level 2 and Level 3 Te Reo Māori are being taught as a full immersion course by our new Kaiako. The class consists of one Year 13 studying Level 3, and seven ākonga/students studying Level 2 Te Reo Māori (one is a Year 11 ākonga). Only two Level 2 ākonga/students completed Level 1 Te reo Māori, the other five did not. Five of the eight ākonga/students are Māori.

Level 1 Te Reo Māori included Eight Ākonga/students (six kōtiro/girls and two tama/boys)

Our 2023 data resulted in 25% achieving 6/18 credits, 37.5% achieving 12/18 credits, 37.5% achieving the full 18/18 credits offered. Our overall results were: Not Submitted 8%, Not Achieved 17%, Achieved 58%, Achieved with Merit 17%, Achieved with Excellence 0%.

The internal results were higher than the external. (Internal = 81% at Achieved or higher, External = 63% at Achieved or higher). Of the internal standards our tūhinga results (writing portfolio), were

higher than kōrero results (speaking portfolio). We achieved one Merit endorsement for 2023 Level 1 Te Reo Māori.

Six of our ākonga were Māori and Pasifika – they along with our other two ākonga formed our small class. The Kaupapa Māori approach in our school's Māori whare (Te Puna Waiake) provided a warm, supportive, and caring space, much like a whānau. High expectations were explicit, and the prior knowledge and cultural capital these ākonga brought to our class were valued. This had a positive impact on the learning that took place when they attended (and may have encouraged more attendance for those who struggled with this). The connection and relationships established with whānau also had a positive impact for these ākonga. We acknowledged that our Pasifika whanaunga/kin respond positively to similar approaches for our ākonga Māori and share similar cultural values. Three of our ākonga were tagged as 'neuro-diverse' according to our school records. These approaches had a positive impact so that ākonga were able to achieve, particularly in the internal assessments.

Areas of focus for 2024:

- Continue to increase numbers – in 2024 we are pleased to be offering Levels 1, 2 and 3 Te reo Māori classes with kaiako, without using Te Kura.
- We now offer a full year 10 programme which we hope will better prepare our ākonga in foundational language for the Level 1 course.
- We are lucky to have the expertise of an additional kaiako/teacher this year and look to the possibility of offering Te Ao Haka as an NCEA subject for 2025.
- Our future goal is with increased numbers more kaiako will be employed and Māori Studies can become its own faculty.
- Continue strategies for improving NCEA results include:
 - Greater exposure to a breadth of vocabulary.
 - More opportunities and emphasis on kōrero / speaking.
 - Using schoolwide systems consistently e.g. assessment calendar, tracking, and checkpoints to raise Merit and Excellence endorsements, and reduce Not Achieved / Not Submitted submissions.
 - Expose ākonga to role models and careers.
- The 2024 Level 1 course has 12 students.

Year 9 and Year 10 Te Reo Māori

A range of activities is included in these courses to support pānui (reading) / tuhituhi (writing), kōrero (speaking), whakarongo (listening) in Te reo Māori. Use of IRDPX (input, recognition, discrimination, production, extension) as a language teaching strategy is interwoven through the teaching and learning and a range of rauemi / resources are incorporated to stimulate and encourage engagement in literacy learning. Ngā Whāinga Ako (Learning Intentions) and Ngā Paearu Angitu (Success Criteria) are reflected in the course.

Foundational Uara Māori / Māori values are implicit in our classroom culture and schemes, and explicit in our teaching and learning – wānanga (robust dialogue), whanaungatanga (respectful relationships), manaakitanga (showing integrity and respect of ahurea Māori / Māori culture), Tangata Whenuatanga (affirming ākonga Māori as Māori), Ako (taking responsibility for our learning and learning from each other).

Year 9 Te Reo Māori is a semester course and in 2024 Year 10 has reverted back to a full year course to support improved outcomes in senior programmes.

In 2023 we have the 30 ākonga/students in Year 9 Te reo Māori and 22 ākonga/students in the year 10 class.

In 2024 we have the 22 ākonga/students in Year 9 Te reo Māori. The reduction may reflect offering the Mātauranga Māori core class. With 47 ākonga/students in two separate year 10 classes we expect to see a rise in the Level 1 Te Reo Māori course in 2025.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p>We have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Long Bay College staff.</p> <p>Our EEO programme includes:</p> <ul style="list-style-type: none"> • developing a policy statement and establishing objectives • appointing an EEO representative • consulting with staff to hear any concerns • creating an employee database (with informed consent for any EEO data collected) • encouraging staff to participate in training and career development • programme monitoring through staff meetings and board reports • reviewing employment and personnel policies and processes.
How do you practise impartial selection of suitably qualified persons for appointment?	All of our appointments are made on merit with the best candidate to serve our communities needs being appointed. Gender, ethnicity, sexual orientation, religion and other possible discriminatory factors are not considered as part of the selection process.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<p>We promote equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).</p> <p>This is to ensure that we:</p>

	<ul style="list-style-type: none"> • treat current and prospective staff fairly • make decisions based on relevant merit • work to eliminate bias and discrimination • Fulfil our obligations towards Te Tiriti o Waitangi
How have you enhanced the abilities of individual employees?	<p>All of our staff have access to both extensive, weekly, in-house Professional Learning and Development opportunities and are also supported by a significant budget for external PLD opportunities. We conduct a workplace survey for our staff to aid decision making and strategy to support the workforce. We also have an internal 'middle leadership development programme' run in conjunction with the Springboard Trust and the University of Auckland for up to 6 members of staff per year.</p>
How are you recognising the employment requirements of women?	<ul style="list-style-type: none"> • developing a policy statement and establishing objectives • appointing an EEO representative • consulting with staff to hear any concerns • creating an employee database (with informed consent for any EEO data collected) • encouraging staff to participate in training and career development • programme monitoring through staff meetings and board reports • reviewing employment and personnel policies and processes.
How are you recognising the employment requirements of persons with disabilities?	<ul style="list-style-type: none"> • developing a policy statement and establishing objectives • appointing an EEO representative • consulting with staff to hear any concerns • creating an employee database (with informed consent for any EEO data collected) • encouraging staff to participate in training and career development • programme monitoring through staff meetings and board reports • reviewing employment and personnel policies and processes.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Statement of compliance with employment policy (BIC)

Long Bay College is dedicated to staffing the school with the best possible leadership, teaching, and support personnel available.

Long Bay College board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020 and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board:

- Takes all steps, as far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees.
- Considers staff health and wellbeing (hauora) and work-life balance and considers applications for flexible working arrangements.
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- Promotes high levels of staff performance through:
 - Performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees).
 - Acknowledgement of staff achievements.
 - Salary units and management allowances and non-contact time.
- Deals effectively and fairly with any concerns through the concerns and complaints and protected disclosure procedures.

The board meets reporting and administrative requirements by:

- Referring to the school's Equal Employment Opportunities policy in its annual report on the extent of its compliance as a good employer
- Ensuring that systems are in place for keeping employee files safe and secure.
- All staff and volunteers have been Police Vetted. Dates are recorded in kamar and an alert ensures these are completed every 3 years.
- Teachers are registered and hold a current practising certificates, or have a limited authority to teach, and are therefore police vetted.
- Confirm that any provisionally certificated teachers have received appropriate induction and mentoring.
- The school annually assesses the principal against professional standards, and regularly assesses the performance of teachers
- Procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and board delegation for appointment committees.
- Supporting policies for induction, staff conduct, and professional development are being implemented

- Long Bay College complies with the Equal Employment Opportunities (EEO) policy and a statement on EEO is included in the annual report (including any issues from the previous year).
- All procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing.
- Staff authorised to apply restraint receive appropriate training and support



Statement of Kiwisport funding

To Whom it May Concern

In 2023 Long Bay College received \$40,346.27 + GST in Kiwisport funding to support our sports programme.

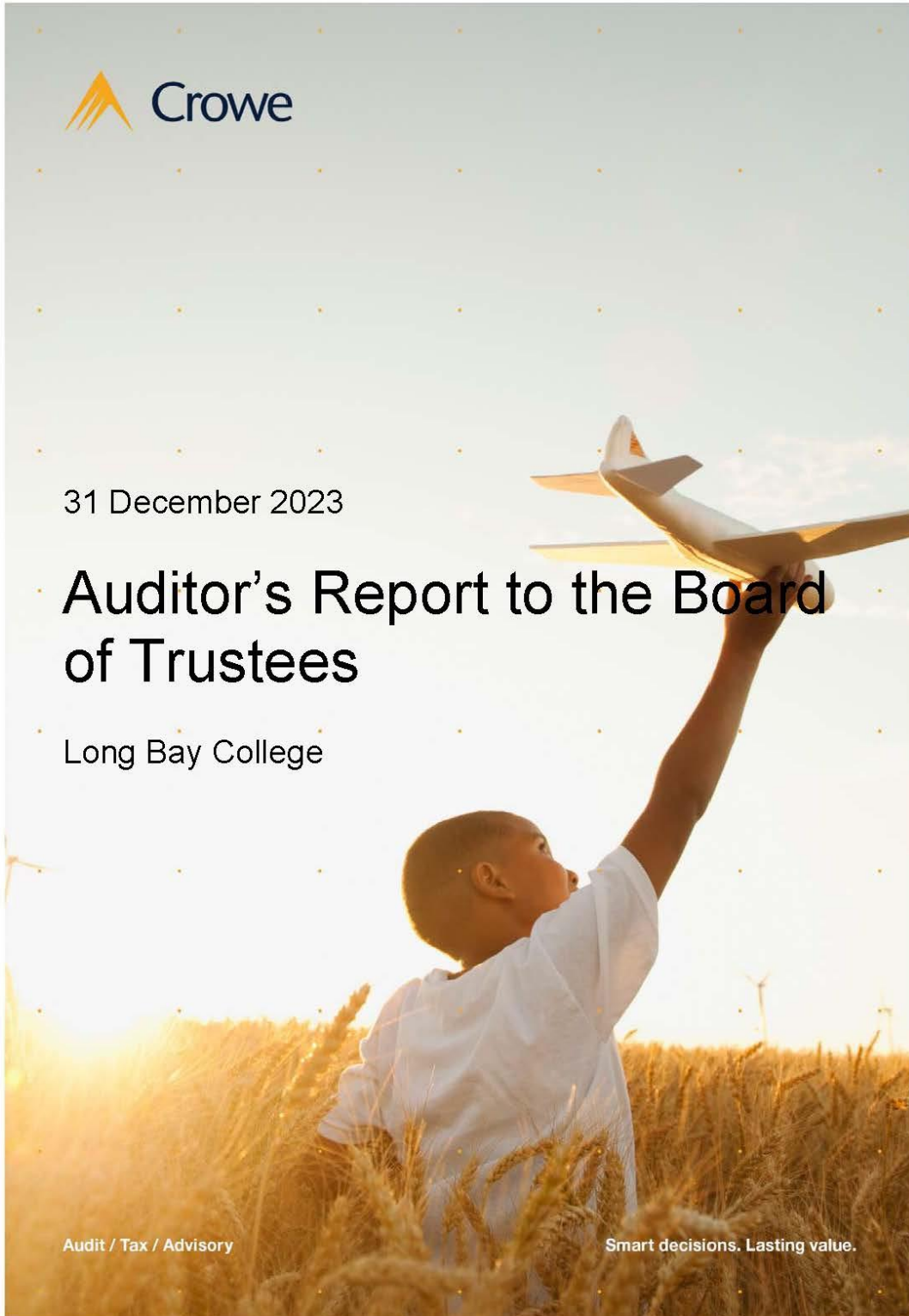
The funding was applied to subsidise the wages of our Sports Co-ordinators.

Kind regards

A handwritten signature in black ink, appearing to read "Richard Beechey", is written over a white background.

Richard Beechey
Business Manager

Independent Auditor's report





Contents

1. Results of the Audit Process	4
1.1 Scope and purpose of audit engagement	4
1.2 Responsibilities of the Board	4
1.3 Independence statement	4
1.4 Materiality	4
1.5 Outcomes from audit of key annual report risk areas	5
1.6 Observations and recommendations arising from the audit	6
1.7 Update on prior year observations and recommendations	8
1.8 Confidentiality	8
2. Other matters to be communicated	9
3. Summary of adjusted and unadjusted audit differences	9
3.1 Adjusted audit differences	9
3.2 Unadjusted audit differences	9



Crowe New Zealand Audit Partnership
Level 17, 88 Shortland Street,
Auckland Central, Auckland 1010
C/- Crowe Mail Centre, Private Bag 90106
Invercargill 9840
Main +64 9 303 4586
Fax +64 9 309 1198
www.crowe.nz

3 September 2024

The Board
Long Bay College
PO Box 89007
Torbay
Auckland 0742

Dear Board Members

RE: Annual Financial Statement Audit for the Year Ended 31 December 2023

We have recently completed our financial statement audit of Long Bay College (the "School") for the year ended 31 December 2023, and we have pleasure in providing our report on the results of the audit process.

If you require further information on the matters raised in this report please do not hesitate to make contact.

We would like to take this opportunity to thank management and staff for the courtesy and assistance extended to us throughout the audit process.

Yours sincerely
Crowe New Zealand Audit Partnership

A handwritten signature in blue ink, appearing to read "B. Lyon", with a long horizontal stroke extending to the right.

Brendan Lyon
Partner¹

T +64 9 300 1944
M +64 27 291 3722
E Brendan.Lyon@crowe.nz

¹ The title "Partner" conveys that the person is a senior member within their respective division and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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1. Results of the Audit Process

1.1 Scope and purpose of audit engagement

We have completed our audit of the School's annual financial statements for the year ended 31 December 2023 and issued our audit opinion. Based on our audit procedures we can confirm the annual financial statements presents fairly, in all material respects, the financial position of the School as at 31 December 2023 and its financial performance and cash flows for the year then ended.

Obtaining reasonable assurance that the financial statements are free of material misstatement, involved us making an assessment of the risk of material misstatement, whether due to fraud or error, and then applying audit procedures, using our professional judgment, to mitigate that risk. While we considered internal control relevant to the preparation of your annual financial statements, our audit procedures mainly comprised substantive tests (i.e. transactional and confirmation type testing).

Our audit procedures are designed primarily for the purpose of expressing an opinion on your annual financial statements. We do not examine every transaction, due to the scope of the audit engagement; there is an unavoidable risk that some misstatements or errors may remain undiscovered. Our report does not include all possible improvements to your internal controls, which a more extensive review might satisfy.

1.2 Responsibilities of the Board

The Board is responsible for the preparation and fair presentation of the financial statements which fairly reflect the financial position of the School as at 31 December 2023 and the financial performance for the year ended on that date.

To meet this objective, the Board is ultimately responsible for the maintenance of proper accounting records and an adequate system of internal controls to minimise the risk of material financial statement misstatement.

1.3 Independence statement

Members of the Audit Team and Partners of Crowe have confirmed their independence from the School for the year ended 31 December 2023.

1.4 Materiality

Materiality is defined as the magnitude of omission or misstatement individually, or in aggregate that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person would have been changed or influenced by such omissions or misstatement. It is a matter of professional judgment and is influenced by quantitative and qualitative factors.

For the 31 December 2023 audit the materiality level was set at \$597,000. We consider that the cumulative and individual effect of all balances and movements above materiality to be significant.

1.5 Outcomes from audit of key annual report risk areas

Key audit and accounting issues arising during the year relate to those areas of audit focus as listed below:

Audit Risk	Audit Response
<p>Fraud in revenue recognition</p> <ul style="list-style-type: none"> Locally raised funds are a specific audit risk identified by the Office of the Auditor General. This revenue stream is susceptible to fraud risks over completeness of revenue. There are specific accounting judgements in the application of the School's accounting policies for key revenue streams. 	<ul style="list-style-type: none"> We reviewed the reliability of the accounting controls and systems for each significant revenue stream. We compared an external confirmation of government grants paid to the School to the revenue recorded in the School's financial statements. We prepared an independent expectation of the School's revenue for the year and compared against actual revenue recorded. Explanations were sought for differences in excess of our tolerable variance. <p>No indication of material misstatement regarding the recognition of revenue as a result of our procedures.</p>
<p>Management override of controls</p> <ul style="list-style-type: none"> The risk of management overriding controls exists in all entities and is a mandatory significant risk to be addressed by the auditor. Material misstatement of financial statements due to fraud often involve the manipulation of the financial reporting process by recording inappropriate or unauthorised journal entries, bias in accounting estimates and the existence of significant transactions outside the normal course of business. 	<ul style="list-style-type: none"> Professional scepticism was maintained while undertaking audit procedures on subjective balances in the School's financial statements, including the provision for cyclical maintenance. Journals posted into the general ledger were selected on a sample basis and traced back to supporting documents to verify that they were appropriate. <p>No indication of bias with regard to accounting estimates was noted during our audit. From our sample of journal entries posted during the year, we noted no evidence of material misstatement.</p>
<p>Probity of expenditure</p> <p>The probity of expenditure is a specific requirement of the Office of the Auditor General and considers the appropriate use of public funds.</p>	<ul style="list-style-type: none"> We maintained alertness for, and an awareness of, issues and risks with effectiveness and efficiency, waste, and a lack of probity or financial prudence We tested on a sample basis areas of sensitive expenditure and assessed whether individual staff members had been provided with actual or perceived private benefits. Ensured all selected expenses met probity guidelines set by the Ministry of Education and the Office of the Auditor General. <p>No evidence of material probity concerns was identified as a result of our procedures.</p>
<p>Cyclical Maintenance</p> <p>The cyclical maintenance provision does not contain all obligations of the school and does not reflect management's best estimate.</p>	<ul style="list-style-type: none"> Reviewed the school's cyclical maintenance calculation and ensured that the provision was made in accordance with the school's 10 Year Property Plan (10YPP) Obtain an understanding of the process taken to prepare the 10YPP and ensured that a person with suitable experience has prepared the plan. <p>No evidence of material misstatement of the school's cyclical maintenance provision was found as a result of our procedures.</p>

1.6 Observations and recommendations arising from the audit

1.6.1 Expenditure on principal professional development or wellbeing that can be seen to confer a personal benefit

Observation

For 2023 and 2024, principals can access funding of up to \$6,000 per annum for professional coaching and support for their leadership role. The purpose of the funding is to ensure secondary principals' leadership development and wellbeing.

The \$6,000 is paid through the school's operational funding but tagged to be spent for the purposes of professional coaching and support for principals.

The Ministry of Education (the Ministry) has provided guidance on its website - Secondary principals – Education in New Zealand. This requires each school to use its funding in accordance with its policies relating to professional development and sensitive expenditure.

As noted in Circular 2020/10: Principal Concurrence any additional payment or benefit paid to a principal including 'sensitive payments', that can be described as payments that provide, have the potential to provide, or have the perceived potential to provide, a private benefit to an individual staff member, need to be approved by the Ministry of Education before the payment/benefit is made.

We note that if the Ministry declines an application for concurrence for a payment, that payment may be unlawful.

Any additional benefits provided to the principal might also attract Fringe Benefit Tax.

Recommendation

We recommend that the Board considers what is appropriate spending for the \$6,000 and contacts the Ministry of Education to request concurrence for this payment and obtains advice on whether Fringe Benefit Tax could be payable (if required).

School's Management Response

If any payments from the Principal's Professional Coaching and Wellbeing fund provide, have the potential to provide, or are perceived to provide a private benefit to an individual staff member, approval from the Ministry of Education will be sought before the payment or benefit is made.

1.6.2 Reassessment of cyclical maintenance provision

Observation

We noted from our review that the cyclical maintenance provision that the calculation was based on the School's property maintenance plan that was issued in 2020. We noted that the calculation of the provision is reviewed and approved by project manager. However, we have not been able to evidence that costs estimates include inflation adjustment from 2020 to 2023. As a result, there is a risk that the estimated costs used in the calculation and hence the provision may be understated. We have estimated the impact of about \$61k understatement in the provision. This amount is not considered material to be adjusted in the financial statements.

Impact

The cyclical maintenance provision may be understated.

Recommendation

We recommend that the school revisit the cyclical maintenance provision to ensure that the impact of inflation on the estimated costs and the provision has been considered and evidence this in the calculation.

School's Management Response

As 2024 marks the final year of our current 10-Year Property Plan (10 YPP), and our current Cyclical Maintenance allowance has been fully allocated, we will be developing a new Cyclical Maintenance program based on current pricing secured during the 10 YPP development.

1.6.3 Payroll Process

Observation

We consider the main risk to the accuracy of payroll payments is transactions being incorrectly processed, because of either fraud or error. The EdPay system relies on schools checking the accuracy of the payroll transactions processed by the school, as this information is not checked centrally.

Guidance on the controls within EdPay that should be operating at schools is available on the EdPay website (School internal processes and controls – payroll). To review and approve pay changes the following transaction histories should be saved, checked, and signed, ideally after transactions have been processed and prior to payment:

- timesheet history
- leave history
- activity history.

The final fortnightly payroll (SUE) report should also be reviewed to ensure the amounts paid are as expected.

We would expect this review to include consideration of whether all those paid in the period were employed by the school, whether the amounts paid are as expected, and where amounts have changed since the previous period, whether those changes are expected and have been authorised.

To ensure controls are effective schools also need to ensure that:

- there is segregation of duties between the processing and approval of payroll transactions;
- access to EdPay is controlled;
- payroll transactions are approved in line with delegations; and
- approvals are appropriately documented.

This means that, while an initial review of the transaction history reports and the fortnightly draft payroll (SUE) report might be carried out by the payroll administrator, to check the accuracy of data entry, the final fortnightly payroll (SUE) report and activity history reports should be reviewed by someone independent of the staff who have access to EdPay.

Refresh of EdPay's guidance on controls

The current guidance to schools on controls (referred to above) notes that the online activity history for Masterfile changes, such as bank account and other changes to personal details within EdPay, is still in development. The guidance does suggest some interim procedures, consisting of taking screen shots of changes and having those approved. However, as this does not provide a list of all changes made, we do not consider this to be an effective control.

Impact

The above could result in unauthorised or erroneous changes being made to payroll data which could go undetected and payroll payments made by the school may be in appropriate.

Recommendation

We recommend that the Board ask management for assurance that appropriate controls are in place at the school over payroll transactions, and that these controls are considered against the updated payroll guidance once it is published by EdPay.

School's Management Response

Following EdPay's publication of the updated payroll guidance, we will review our existing controls to ensure they are fit for purpose and will report to the Board accordingly.

Our uncorrected and corrected audit differences are included in section 3 of this report for the consideration of the Board.

1.7 Update on prior year observations and recommendations

In our audit for the year ended 31 December 2022 we identified a number of matters for the attention of the Trustees together with recommendations for management to consider. We consider the following matters to have been sufficiently addressed.

Prior Year Recommendation	Current Year Observation
<p>Netting off of expenses and revenue</p> <p>Observation</p> <p>During our review of the locally raised fund balances, we noted that the expenses paid for photocopying has been netted off against payments received (revenue) for the photocopying. Under Paragraph 49 of PBE IPSAS 1 financial reporting standards for not-for-profit entities, it states that income should not be offset against expenses.</p> <p>Impact</p> <p>The net off of income and expenses could result in the financial statements being materially misstated as a result of not providing users with all required and relevant information.</p> <p>Recommendation</p> <p>The school should create separate accounting code for all income and expenditure, including photocopying and ensure that these are separately disclosed in the financial statements as is required by the accounting standards.</p>	<p>Crowe noted this has been addressed in the current year.</p>

1.8 Confidentiality

This report is strictly confidential and although it has been made available to management to facilitate discussions, it may not be taken as altering our responsibility to report to the Board of the School directly.

The contents of this report should not be disclosed to third parties without our prior written consent.

2. Other matters to be communicated

In compliance with International Auditing Standards, we have an obligation to communicate certain aspects of our audit to you. The critical areas have been detailed in the previous sections, and the other matters that require communication are summarised as:

Matter to be communicated	Crowe comments
Significant accounting policies adopted or changed	There have been no significant accounting policies adopted or changed during the year.
Management judgements and estimates	Other than what has been disclosed in section 1.5 no material accounting judgements identified.
Disagreement with management over the application of accounting principles, scope of the audit and disclosures	There have been no disagreements with management during the audit.
Any instances of fraud or non-compliance with legislative, regulatory or contractual requirements	No instances of fraud or non-compliance were detected during the audit.
Material uncertainty related to going concern	No matters of material uncertainty related to going concern were noted.

3. Summary of adjusted and unadjusted audit differences

3.1 Adjusted audit differences

As a result of our audit procedures, the following adjusting journals were posted for the year ended 31 December 2023:

#	Description	\$				
		Balance Sheet		Income Statement		Profit Impact
		DR	CR	DR	CR	
1	Inflationary impact on cyclical provision	-	61,295	61,295	-	(61,295)
2	Reclassifying PPE from Furniture and Equipment to ICT per client	88,400	88,400	-	-	-
TOTAL		88,400	149,695	61,295	-	(61,295)

We have communicated all amendments to financial statement disclosures that were identified during the audit and all have been updated in the financial statements.

3.2 Unadjusted audit differences

In performing our audit for the year ended 31 December 2023, we have not identified any uncorrected adjustments or errors that could, in our judgement, either individually or in aggregate have a significant effect on the financial statements.

Kiwisport funding

In 2023 Long Bay College received \$40,346.27 + GST in Kiwisport funding to support our sports programme.

The funding was applied to subsidise the wages of our Sports Co-ordinators.

Special and contestable funding

Initiatives
<p>Numeracy and Literacy Support Initiative: The initiative was funded by the Ministry of Education to accelerate learning in Literacy and Numeracy for students who are at risk of not meeting the relevant qualification. Two relievers were employed to meet with small groups of Year 10 and 11 students who had been identified as at risk through attendance and achievement.</p> <p>Sessions:</p> <ul style="list-style-type: none">• Release time for Tutor and Head of Faculty (or nominated staff member) met to align class content and individual student needs.• Tutoring - Two cycles of 12 hours (10 hours contact with students and 2 hours Planning and Reporting).• Top up intensive Sessions - 7 days of tutoring plus 1 day of planning/reporting. <p>Key responsibilities of the Literacy and Numeracy tutors were:</p> <ul style="list-style-type: none">• To tutor Literacy or Numeracy to small groups of students.<ul style="list-style-type: none">○ Lessons are planned and subject content imparted effectively.○ A purposeful working atmosphere is maintained.○ Active participation and student interest evident.○ Expectations for each student are clearly expressed, realistic and challenging.○ Emphasis is given to assisting students to learn for themselves.○ Teaching strategies are reviewed regularly to improve effectiveness.• To plan programme delivery, taking into account available data/information on individual prior achievement and learning needs.<ul style="list-style-type: none">○ Teaching strategies and learning objectives are appropriate to the level and ability of the group as well as individual needs of students.○ Strategies include teaching methods, learning activities, instructional materials and other resources.○ Programmes reflect individual and group learning needs.• To assess your students' work regularly and provide constructive feedback to promote better learning.<ul style="list-style-type: none">○ Assessment requirements effectively implemented.○ Assessments properly recorded and filed.○ Constructive feedback given to each student after marking assessments.• To identify students who are not engaging in the sessions and take positive action to help them achieve.<ul style="list-style-type: none">○ Use a variety of teaching techniques and encouragement to meet individual learning needs.○ Regular consultation about students with Programme Leaders and Deans○ Expectations for each student clearly expressed, realistic and challenging.○ Provide relevant information so that Deans can have meaningful contact with whānau and record in KAMAR.

- To report meaningfully to relevant DPs on the progress of each student
 - Report on each individual student in a format that is suitable to be shared with students, whānau and teachers.
 - Summative report to be presented to Programme Leaders on conclusion of each tutoring cycle

- To offer professional opinion and contribute to staff discussions on school matters.
 - To share ideas and information.
 - To work cooperatively and supportively with other staff.

Data

Numeracy Tutoring:

50 students engaged over two cycles

34 in cycle 1 and 43 in cycle 2 with 27 students involved in both cycles

47 students gained L1 Numeracy in 2023

Literacy Tutoring:

26 students engaged in one cycle

All 26 students gained L1 Literacy in 2023

Only one cycle was completed due to staff member moving to a full teaching role within the school

Each cycle was 10 weeks – 1 session per week.

Outcomes

The students involved in these tutoring sessions were supported to achieve an important part of their NCEA qualification as well as increase their confidence through working in a small group setting with experienced teachers.

Statement of compliance with employment policy

Long Bay College is dedicated to staffing the school with the best possible leadership, teaching, and support personnel available.

Long Bay College board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020 and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board:

- Takes all steps, as far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees.
- Considers staff health and wellbeing (hauora) and work-life balance and considers applications for flexible working arrangements.
- Ensures that all employees maintain proper standards of integrity and conduct, and a concern for the safety and wellbeing of students, colleagues, and public interest.
- Promotes high levels of staff performance through:
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- The school annually assesses the principal against professional standards, and regularly assesses the performance of teachers.
-
- Procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and board delegation for appointment committees.
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- Long Bay College complies with the Equal Employment Opportunities (EEO) policy and a statement on EEO is included in the annual report (including any issues from the previous year).
- All procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing.
- Staff authorised to apply restraint receive appropriate training and support