CASCADING GOALS AND ACTION PLANS

Handouts and supporting documents for our Quality assurance (QA) process and strategic action planning

QA Overview

What is the purpose of Quality Assurance (QA)?

QA is one of the College's most important process. It is a driver of college improvement and of the delivery of our strategic plan. Reviewing recent and historic achievement data are key parts of the process and allow for the development of shared understanding between SLT and HOFs of "next step" and "action planning" for Faculty.

QA specifically:

- Reviews how a faculty is aligned to the Long Bay College strategic plan.
- Identifies and supports the fostering of high academic achievement, exceptional learning, and leadership practice and Te Tiriti principles.
- Support HOFs, their leadership teams and SLT in responding to barriers to improvement in faculty.
- Review courses of study and considers the overlap with faculty staff appraisal.
- Supports the Head of Faculty in authoring and supporting "Action Plans" for each Faculty.

Critical to the development of QA as an approach has been a shift from a once yearly meeting to an ongoing, iterative process that is grounded to generate cognitively portable outcomes. Next steps that can be shared and understood easily by SLT, other HoFs and the staff of a faculty. That portability being made manifest in action planning. The scaffolding and design thinking informing this approach being significantly based on the "problem solving templates described by Robinson (2018). As expertise and familiarity with the process grew, we moved to four consistent themes for action development for every Faculty in the school.

These themes aligned to the Colleges strategic plan and include:

- Te Tiriti o Waitangi
- High Academic Achievement
- Exceptional Learning
- Leadership Culture

The QA Document:

1. 2022 Staffing Summary (Confidential to SLT and the HoF): Who are your staff, what are they teaching – are there any concerns as relate to appraisal?
2. Faculty Profile. Who is taking your subject(s), how does this compare to the wider school profile? –This data is provided for you.
3. 2021 Action Plan review. Reflection and consideration of Action plans from 2020. Please provide commentary on each specific action plans progress with links to iterative action plans, progress to date and next steps.
4. 2021 Faculty Achievement data and variance discussion. Please complete for all individual courses offered in your faculty, providing commentary relating to data. Data has been provided for you.
5. Junior Curriculum Commentary. Please provide commentary relating to this area and feedback regarding specific aspects of this part of the curriculum.
6. Scholarship Commentary. Please provide reflection and commentary relating to these areas of provision.
7. Non-Academic Achievement Commentary. Please provide reflection and commentary relating to these areas of provision.
8. 2022 Action Plan Proposals: All Faculties to produce four action plans, aligned with the following foci:
    a. Te Tiriti O Waitangi

       b.   High Academic Achievement
       c.   Exceptional Learning
       d.   Leadership Culture

Previous action plans can be folded into the new action plans as appropriate.

9. 2021 Moderation Feedback. Please review your Moderation reports from 2020.Feeding back as requested.
10. Curriculum Audit.
11. Performance Management Audit.
12. Assessment and reporting Audit.

All audits should provide additional detail where appropriate and completion dates for any "No" answers.)

Priority learners are defined as students in need of acceleration who are historically not experiencing success.

Based on our 2021 School data please give specific consideration to the engagement and learning of less able boys, Māori and Pasifika student in any relevant Action Planning in your Faculty QA document.

LONG BAY COLLEGE
Care, create, excel

QA Timeline for 2022

Term 1	Event	Action for HoFs
W1	QA Outline sent out	Review QA overview ahead of W2 HoF Meeting
2	HoF Lead Team Meeting – Outline of QA. Achievement data sent out	Bring any queries to Hof Meeting and/or discuss with line manager/HEJ/WIN Begin working on QA
3		Review Achievement data
4		Review achievement data. Prepare approach to problem solving template in W4 faculty meeting
5	W5 Faculty Meeting -'Problem Solving Template' Friday W5 -HOF AP Development Session	Work through problem solving templates with faculties. Identify key areas of focus and next steps following on from W5 Faculty Meeting. Attend HOF AP development session and develop APs collectively
6		Continue work on QA Get feedback on QA from senior leader
7	QA Draft due Monday W7	Submit QA Draft Review QA Draft feedback as available
8		Review QA Draft feedback. Discuss QA draft feedback with senior leader Recraft QA as required
9	Final QA submission –Wednesday W9	Submit QA Review QA feedback as available
10	HoF Lead Team meeting	Review QA feedback with senior leader.
11	QA Meetings with HEA and DP Curriculum	Attend QA Meeting
Term 2	Event	Action for HoFs
W3	T2 QA Checkpoint sent out	Begin working on T2 QA checkpoint
6	T2 QA Checkpoint due -Friday W6	Submit T2 QA Checkpoint
7	QA feedback	Review T2 Checkpoint feedback
8	QA feedback	Review T2 Checkpoint feedback
Term 3	Event	Action for HoFs
W3	T3 QA Checkpoint sent out	Begin working on T3 QA checkpoint
6	T3 QA Checkpoint due -Friday W6	Submit T3 QA Checkpoint
7	QA feedback	Review T3 Checkpoint feedback
8	QA feedback	Review T3 Checkpoint feedback
Term 4	Event	Action for HoFs
W3	T3 QA Checkpoint sent out	Begin working on T3 QA checkpoint
6	T3 QA Checkpoint due -Friday W6	Submit T3 QA Checkpoint
7	QA feedback	Review T3 Checkpoint feedback.
8	QA feedback	Review T3 Checkpoint feedback. Consider areas of focus for 2023.

Summary of changes to QA for 2022

Staffing summary:
- PLD needs and development have been split into two separate sections to ensure both parts of the question are clearly answered.
- Variance between staff members of NAME outcomes from course analysis moved to this section in response to HOF consultation

Strategic plan:
- This will need to be added once the new strategic plan has been finalised. For now, a place holder box has been added.

Faculty profile:
- Added in a separate question about course retention. This is to ensure that this question is clearly answered.

Action plan reviews:
- Request to link 'progress to date' to T2, T3 and T4 checkpoints.

Faculty achievement data review:
- Specific requests to be mindful of deficit theorising
- Request to describe supportive strategies in response to variabilities in year group (in line with approach described in HoF meeting PLD on Deficit theorising).
- Adaptation of language following HoF Consultation

Junior Curriculum commentary:
- Data analysis request removed – without KAMAR functionality this remains challenging.
- Requests for information on how 'Development of subject knowledge and skills supportive of senior study', 'Academic rigour', 'Tikanga, Ako and Mahara', 'Mana Ōrite', 'Mātauranga Māori', 'BYOD Rollout', 'Projects' and '3DO' are supported within the junior programme and areas for planned improvement.
- Reformatted following HOF consultation

Scholarship:
- Specific questions added to shape commentary.

Non-Academic Achievement:
- Specific questions added to shape commentary.

Action plans:
Significant changes to this section.
- All Faculties to produce four action plans, aligned with the following foci:
  - Te Tiriti
  - High Academic Achievement
  - Exceptional Learning
  - Leadership Culture
- Alignment of Action Plans to ensure cognitive portability, school-wide alignment and to be supportive of collective PLD.
- Action Plans template – reformatted for greater clarity and neatness.
- Previous action plans can be folded into the new action plans.
- Time proposed for HoF Group to meet and discuss approached to Action Plans early in 2022 (please refer to proposed QA timeline and supports - below)
- Faculties to work through problem solving template to help shape Action Plans to build collective buy-in and accountability.

Senior Leader – QA Support Guide

The purpose of this document is to provide a guide to supporting Heads of Faculty through the 2022 QA process. Your role is to support the Head of Faculty in their understanding of the QA approach, completing quality data analysis and building high quality Action Plans for 2022. Below there is a week-by-week breakdown of the process, suggested Senior Leader Supports and possible questions to ask Heads of Faculty during the process. Both SLT support and HoF should have access to the QA document throughout the drafting of the document.

Term 1	Event	Suggested Senior Leader Support and possible questions.
W1	QA Outline sent out	Discuss QA overview with HoF • Do you understand the changes? • Do you have any questions about the changes? • How do you see you and your faculty using this approach?
2	HoF Meeting – Outline of QA.	Discuss QA overview with HoF • Do you understand the changes? • Do you have any questions about the changes? • How do you see you and your faculty using this approach?
3		Review achievement data as available with HOF
4	Achievement data sent out	Review achievement data with HoF • What subjects/standards stand out? • What conversations need to be had with CLs? How will you approach those conversations? • What approach will you take with the 'Problem Solving Template' in W5 faculty meeting?
5	W5 Faculty Meeting - 'Problem Solving Template' Friday W5 - HOF AP Development Session	Discuss how the 'Problem Solving template' went in the W5 Faculty Meeting and the approach for the W5 HoF AP Development session. • What issues and approaches were identified? • What do you still need to ascertain? • What will be your focus in the Friday AP Development session? Begin to review APs
6		Review QA and APs • How is your QA progressing? • What do you still need to find out? • How could this be re-phrased to be more mindful of deficit theorising? • How could this AP be made more measurable? • What further detail does this AP need? • How can you involve your wider faculty to a greater degree? • Have you made direct connections between the AP themes and your faculty's action plans? • Is this the best approach? What else could you do? • Do you require any further support?
7	QA Draft due Monday W7	Review QA Draft feedback with HoF as available. Questions here will be dependent on the nature of the feedback.
8		Review QA Draft feedback with HoF. Questions here will be dependent on the nature of the feedback.
9	Final QA submission – Wednesday W9	Review QA feedback with HoF as available. Questions here will be dependent on the nature of the feedback.

10		Review QA feedback with HoF as available. Questions here will be dependent on the nature of the feedback.
11	QA Meetings with HEA, DP Curriculum	Attend QA Meeting. Support the HoF in their ongoing approach to QA 2022 • What are our next steps? • What support can I give you here?

Term 2	Event	Suggested Senior Leader Support and possible questions.
2		Check-in regarding Action Plans • How are your action plans progressing?
3	T2 QA Checkpoint sent out	Check-in with HoF about QA Checkpoint • What do you plan to include? • What do you need to find out to support your checkpoint?
6	T2 QA Checkpoint due - Friday W6	Check-in ahead of T2 QA Checkpoint Submission • How are you progressing towards your checkpoint? • What further detail can you give? • Have you explained the how and the why here?
7	QA feedback	Review T2 QA Checkpoint feedback with HoF as available. Questions here will be dependent on the nature of the feedback.
8	QA feedback	Review T2 QA Checkpoint feedback with HoF as available. Questions here will be dependent on the nature of the feedback.

Term 3	Event	Action
2		Check-in regarding Action Plans • How are your action plans progressing?
3	T3 QA Checkpoint sent out	Check-in with HoF about QA Checkpoint • What do you plan to include? • What do you need to find out to support your checkpoint?
6	T3 QA Checkpoint due - Friday W6	Check-in ahead of T3 QA Checkpoint Submission • How are you progressing towards your checkpoint? • What further detail can you give? • Have you explained the how and the why here?
7	QA feedback	Review T3 QA Checkpoint feedback with HoF as available. Questions here will be dependent on the nature of the feedback.
8	QA feedback	Review T3 QA Checkpoint feedback with HoF as available. Questions here will be dependent on the nature of the feedback.

Term 4	Event	Action
2		Check-in regarding Action Plans • How are your action plans progressing?
3	T4 QA Checkpoint sent out	Check-in with HoF about QA Checkpoint • What do you plan to include? • What do you need to find out to support your checkpoint?
6	T4 QA Checkpoint due - Friday W6	Check-in ahead of T4 QA Checkpoint Submission • How are you progressing towards your checkpoint? • What further detail can you give? • Have you explained the how and the why here?
7	QA feedback	Review T4 QA Checkpoint feedback with HoF as available. Questions here will be dependent on the nature of the feedback.
8	QA feedback	Review T4 QA Checkpoint feedback with HoF as available. Questions here will be dependent on the nature of the feedback. It would be helpful however to do some thinking about 2023: • What learning have you had from this process in 2022? • What are you considering for 2023?

QA Data file Summary

To support you with the development of our Faculty Quality Assurance (QA) document all courses have been provided with data sets exported from the statistics section of Faculty mark books in KAMAR. These include for each course:

- An SGE file
    - This file contains a breakdown of student data by standard, by teacher, ethnicity, and gender.
    - It also contains comparison data relative to previous years, national averages, and Decile ten achievement for specific standards.
- A spread file
    - This file shows the spread of credit totals achieved by specific teachers on a course.
- A comparison files
    - This file provides a large amount of comparison data. It includes:
        - Overview with national statistics and comparisons to previous years achievement data.
        - Gender comparison.
        - Ethnicity comparison.
        - Credits attempted vs Credits achieved.
        - Attendance vs Credits achieved.
        - Pastoral incidents vs Credits achieved

QA files are supplied with Faculty Profile information, the average number of credits achieved by students in the course (and historic data, where available) and the % Merit and Excellence endorsement rates (and historic data , where available).

Comparison data for credit averages for courses and endorsement data is also made available to Heads of Faculty. Additional data queries should be made to DP Curriculum and the Systems Manager.

Action Plan Showcases: Faculty of Social Sciences

Action Plan for Te Tiriti O Waitangi partnership	
This action plan considers • Mana Ōrite • Mātauranga Māori • Te Reo Māori • Te Ao Māori • Equity	
Initiative	**What will success look like?**
AP 1.1: Mātauranga Māori development – subject associations What: Engage with subject associations and groups to strengthen our understanding of Mātauranga Māori How: Heads of subjects work with subject associations (GEO, HST, MDS, TSM, CLS, PSY and SSC) to ascertain what resources, explanations and other supports have been produced to support our understanding. Integrate learning into schemes of work for L1 for 2023. Future sequencing for L2 and L3 to be identified – working into change package schemes of work for 2024 and beyond	We have a clearer understanding of what Mātauranga Māori is defined as within our senior subjects, across New Zealand. We can identify where these ideas sit in terms of our own LBC schemes of work and curriculum development. This understanding is evident in schemes of work for L1 for 2023 and their sequence for future levels is identified. These learnings and schemes are in the faculty OneNote and have been shared in faculty meetings during the year.
AP 1.2: Engage with iwi and whanau and providers to strengthen our understanding of Mātauranga Māori What: Strengthen our knowledge of localised Mātauranga Māori based on iwi and whanau and provider knowledge, ready to add to our schemes of work and curriculum development. How: Identify people and groups who may be able to assist us in the development of localised Mātauranga Māori. This approach will need to happen in early T2.	We have been able to strengthen our knowledge of localised Mātauranga Māori based on iwi and whanau and provider knowledge, ready to add to our schemes of work and curriculum development. This understanding is evident in schemes of work for L1 for 2023 and their sequence for future levels is identified. These learnings and schemes are in the faculty OneNote and have been shared in faculty meetings during the year.
AP 1.3: Aligning Mana Ōrite with best practice restorative approaches at LBC and faculty Tikanga What: Define and develop our approach to Mana Ōrite in Social Sciences at LBC Align Mana Ōrite with best practice restorative approaches at LBC and faculty Tikanga How: considering how we can adapt our approaches to be keep whanaungatanga at the centre and be warmer and more celebratory, foster student ownership and personal excellence.	We have established and defined our approach to Mana Ōrite in Social Sciences at LBC. Mana Ōrite is present in our schemes of work, responsive routines, espoused tikanga for our classes (presentations, wall displays, discussions) and is visible via observations. Now during T3 as we engage with behaviour across the college

Action Plan for High Academic Achievement	
This action plan considers • 14 credits minimum • Increased rates of merit and excellence • Scholarship • Retention into courses year on year.	
Initiative	**What will success look like?**
AP 2.1: Scholarship programme What: An increase on the number of scholarships achieved in 2021. Greater involvement of all staff in scholarship programme. How: We will run a more cohesive, organised scholarship programme. T1 combined approach to strengthen learning base and scholarship skills such as critical analysis, evaluation, engaging with sources. T2-4: split approach, students completing learning supportive of success in individual scholarship subjects. Staff will be approached to run sessions, either in the T1 across faculty programme, or during the T2-3 within discipline programme (see AP4).	An increase on the number of scholarships achieved in 2021. An increase on scholarships in 2022, beyond the 8 achieved in 2021. Ideally this is 4 in CLA, GEO and HST and 2 in MDS. Students in Y12 engaged in Scholarship from HST and GEO Greater involvement of all staff in scholarship programme.
AP 2.2 Scaffolding thinking and literacy across all courses What: Develop and consolidate scaffolds for thinking and literacy across all courses Why: Across consultation and in course reviews there is a repeated pattern of students not achieving personal excellence (particularly to M level) because of the lack of development of their answers. This can be addressed by a cross-faculty approach to supporting explanation through thinking, vocabulary and writing scaffolds. How: Identify what thinking, vocabulary and writing scaffolds are currently in place across the faculty (junior and senior courses) – done through ongoing conversations with HODS as part of HOF/HOD meetings as well as in faculty meeting time (T2) Identify best practice for scaffolds and engage in professional learning to support shared understanding and adoption of best practice (T2/3). Professional learning carried out within faculty meetings, as well as sharing practice within faculty – bring your own scaffolds to share and critique, sharing back following school and subject association engagement (see AP4). HOF/AHOF to carry out further professional reading to identify research backed practice to share with faculty via Teams, subject meetings and faculty meetings. Contextualise best practice within courses, review how it could work and where it could fit. Seek to embed this practice into schemes of work and assessments (T2/3) Examine how these approaches have been embedded and their success. Consider next steps for 2023 (T4) Done through targeted review sessions in meeting times. Structured review scaffolds to support and gain meaningful feedback and thought.	A decrease in N grades across all standards Fewer students not gaining grades An increase in M and E grades across all standards – known through grade auditing by WIN/HODs/teachers Fewer students not gaining grades due to weak explanations, limited vocabulary or lack of ideas development. – known through grade auditing by HOF/HODs/teachers
AP 2.3: Checkpoints and Feedback/feedforward What: Continue the gains of 2021 in relation to checkpointing. Develop stronger culture of checkpoint interventions. Create greater shared understanding of checkpoint reasoning and expectations. Strengthen HOD oversight of checkpointing within subjects. Review how we checkpoint, what we checkpoint, when we checkpoint and what feedback we give. How: Regular checkpoint reminders and highlighting quality practice in faculty meetings Checkpoint audits bi-termly by HOF/AHOF Checkpoints as part of conversations between HOF/AHOF in scheduled meetings, focused on both completion in that subject area, as well as ongoing review and adaptation of how checkpoints are being used effectively and what changes could occur. Discussion and sharing of practice in faculty meetings Faculty consensus reached on best practice and what quality feedback involves, shared and owned by the end of T3, ready to start 2023.	100% checkpoint completion each term Consistent pastoral logging Checkpoints for 2022 entered in a timely fashion, within a week of checkpoint date. Follow-up interventions logged in KAMAR as they are done, or within a week. – checked by HOF/AHOF/HODS Faculty consensus reached on checkpoint and feedback best practice reached by the end of T3, ready to start 2023.
AP: 2.4 Retention What: Social Science is marketed to students and the community in a way that supports ongoing engagement and enrolment in our courses. How: Targeted use of open evenings, open days and pathways evenings – Make Social Science look amazing: educationally valuable, exciting and interesting and supportive of developing important skills and knowledge for life and future careers. Targeted use of the subject information meeting for staff, making sure that Atawhai leaders know how valuable our subject area is and the pathways it can lead to Student celebration: honours boards, scholarship success boards, highlighting awesome work and progress – T3 focus now Subject taster weeks (2) in Y10 Social Science ahead of T3 subject selections.	An increase across all classes and levels on 2022 rates. Students taking Social Science because they want to, not because they need to choose an option. Students feeling confident to take a subject into next level as they feel supported and capable of success.

Action Plan for Exceptional Learning	
This action plan considers • Research-backed pedagogy • Adaptive and collective practice • Tikanga, Ako and Mahara • Student Well being	
Initiative	**What will success look like?**
3.1 Strengthen Ako practices What: Development of the following: Predicting misconceptions Exemplars and modelling Questioning Providing feedback How HOF/AHOF and others when appropriate to present ideas in faculty meetings with facilitated discussion items. Engagement with literature, aligned with ELP readings used to support whole school PLD. This will look like literature being pruned for palatability, then made available on the faculty PLD shelf, in the Faculty OneNote/Team and discussed in meetings. Sharing in faculty meetings of successes/challenges of that undertaking.	High-quality, research based ako practice observable across the faculty Teachers able to articulate and share what these practices look like, how they are threaded into their practice and the adaptive routines that they use to make those practices happen This will be supported in the discussions and sharing back in faculty meetings throughout the year
3.2 Strengthen Mahara practices: What: Development of the following: Retrieval Working with cognitive load Dual coding Connecting with schema Igniting attention How: Present ideas in faculty meetings with facilitated discussion items. Engagement with literature, aligned with ELP readings used to support whole school PLD. This will look like literature being pruned for palatability, then made available on the faculty PLD shelf, in the Faculty OneNote/Team and discussed in meetings. Sharing in faculty meetings of successes/challenges of that undertaking.	High-quality, research based ako practice observable across the faculty Teachers able to articulate and share what these practices look like, how they are threaded into their practice and the adaptive routines that they use to make those practices happen This will be supported in the discussions and sharing back in faculty meetings throughout the year
3.3 Strengthen Tikanga practices: What: Development of the following: High expectations for all learners Whanaungatanga Digital Tikanga Linking with Mana Ōrite Supporting pro-social learning behaviours How: Engaging in faculty PLD around High expectations, Whanaungatanga, digital tikanga and Mana Ōrite and supporting pro-social learning behaviours (faculty meeting time) to unpack best practice. Led by WIN, supported by MOR and others where appropriate. (see also AP1 – Mana Orite) Comparing these approaches against our old 'shared classroom Tikanga' guides. Structured, facilitated discussion to compare and consider how to best integrate these approaches. Updating these guides to reflect new learnings and way forwards.	Faculty Shared classroom Tikanga reflects: High expectations for all learners Whanaungatanga Digital Tikanga Linking with Mana Ōrite Supporting pro-social behaviours for learning Before the start of Term 3. – now during T3 as we engage with behaviour across the college

Action Plan for Leadership and culture	
This action plan considers • Building staff capability and capacity • Building a culture of accountability and being open to learning • Supporting staff wellbeing	
Initiative	**What will success look like?**

4.1 Developing leadership culture within the faculty
What:
HODS setting subject goals and managing deadlines, moderation, checkpointing and withdrawals – clear expectations communicated and follow-through occurring promptly.
 	
How:
Regular leadership meetings – scheduled and underway already in T1
	More distributed leadership within the faculty.
	This looks like:
	    High expectations for leaders and all members of our faculty
	    Accountability – holding each other accountable for expectations.
	    HODs are actively setting goals and seeking out opportunities for growth for their subject and their team.
	    Business as usual for deadlines, moderation, checkpointing and withdrawals

4.2 Building subject capacity within the faculty What: Teachers more confident to teach all levels of their subject area How: Upskilling during the year Ongoing development of subject knowledge Conversations as part of HOF/HOD meetings and conversations as to how this can work and required supports: Time within faculty meetings given over to senior subjects to support this development. HODs delegating parts of these processes to their teams, while at the same time maintaining oversight Teachers able to support with moderation, marking and scholarship: Conversations as part of HOF/HOD meetings and conversations as to how this can work and required supports	4.2A: Teachers more confident to teach and moderate all levels of their subject area Teachers able to support with scholarship Faculty contributing to scholarship in either during the start of year T1 programme (see AP1) or later in the subject specific programme. Non HOD subject teachers contributing to the scholarship programme of their senior subject and supported to do this via HOF/AHOF/HOD conversations and attending sessions.
4.3: Building a culture of genuine professional growth within the faculty What: Teachers identifying and working towards genuine growth goals in their classrooms and senior subjects (refer to AP 1, 2 and 3): How: Time turned over in faculty time and alignment with PLD to support this Ongoing conversations and sharing about this growth and development within faculty time and other professional spaces. Identification of PLD opportunities outside of the college and engagement with these opportunities.	Faculty are genuinely engaged with growing themselves as teachers and finetuning their practice to support student outcomes and themselves as practitioners.
4.4 External engagement What: All subjects engaging with other schools to support course development and refinement of approaches. All subjects engaging with subject associations to support course development and refinement of approaches to standards, teaching and scholarship. Why: we need to look outwards to support our solution to the complex achievement problems we are facing. This will vary from subject to subject, however this outward looking approach will support ongoing progress and development. How: targeted questions for each subject area to find answers to. Suggested schools and introductions made for each subject area.	Information gathered (from school visits/communication and subject associations) and shared back to the faculty (via faculty meeting) on learnings from each subject area. This learning used to inform next steps.

Action Plan Showcases: Faculty of English

Action Plan for Te Tiriti O Waitangi partnership
This action plan considers • Mana Ōrite • Mātauranga Māori • Te Reo Māori • Te Ao Māori • Equity

Initiative	What will success look like?
AP 1.1: Engage in Professional Learning to Support use of Te Reo in the classroom.	Wall displays updated to include increased use of Te Reo Māori. Teachers using Te Reo Māori with increased confidence (aim to use daily) Confidence of staff and level of understanding of key principles of Te tiriti improved through professional learning (school PLD and additional reading) Whakatauki included at the start of each unit to bring focus to key learning and aims.
AP 1.2: Support understanding of Te Ao Māori in the classroom with a focus in the Junior curriculum	Inclusion of select Māori texts in 90852 in Y10 with a clear focus on historical and cultural context of selected texts. Units of work updated (focus on 10ENG) to reflect improved Māori cultural knowledge and understanding. This includes tasks and resources to build student knowledge of relevant historical and cultural contexts to be aligned with mana ōrite. Comprehensive list of texts to be developed and shared with staff to support positive representation of Māori and Māori world view. These will recognise and challenge stereotypes and support equity. Resources supporting teaching of historical contexts alongside selected texts developed and shared in Faculty Teams
AP 1.3: Engage in professional reading to support alternative assessment and teaching practices to be more reflective of Mātauranga Māori in Junior English Curriculum. This includes group activities, student generated questions to guide learning at outset of unit, co-constructing assessment criteria and student goals to support students' self-reflection.	Provisional activities/ideas trialled in selected classes to check for success (feedback to be gathered from staff and students) Year 9 Oral storytelling unit completed. This includes development of students' understanding of cultural practice and gathering student and staff voice

Action Plan for High Academic Achievement	
This action plan considers • 14 credits minimum • Increased rates of merit and excellence • Scholarship • Retention into courses year on year.	
Initiative	**What will success look like?**
AP 2.1: Junior schemes of work to be developed to support teacher capability and well- being, as well as student achievement	Detailed units of work for each Junior unit to be developed and shared with Faculty These units will support teaching of key content and skills within the Junior Curriculum, in preparation for NCEA and Literacy Co-requisite Consistency between teachers in skills and content being developed Higher achievement and confidence of Year 9 and 10 students in writing accuracy, and in development of ideas will be visible Long term goal of improving quality of writing at Level 1 and 2.
AP 2.2: Increase resources in notebook to support lesson sequencing, reinforce high expectations of student work for Junior and Senior courses (exemplars, teaching notes…)	Increased staff confidence in sequencing lessons to support development of key skills Staff will be confident in their ability to describe grade boundaries of internals for relevant courses Written and verbal student feedback supports progress to higher grade. This is supported by our own grade boundary descriptors that accompany each assessment.
AP 2.3: Delivery of Scholarship Programme to be shared across faculty and retention of students from the start to the end of the year is a focus	The majority of English staff will contribute to delivering Scholarship sessions. Others will attend sessions to build understanding and confidence in what the exam entail. This will support raising awareness of scholarship and allow teachers to build reading of scholarship level texts from Years 9-13. A variety of teachers involved will lead to greater engagement of students as they are interested in sharing new voices and perspectives. Higher teacher participation in Scholarship will lead to more classroom discussions supportive of Scholarship content.
AP 2.4: Consistent use of checkpoints and follow up for all Senior assessments to support quality work submissions and support for missed checkpoints. Follow up by a classroom teacher include referring students to catch-up clinics and contacting home.	Detailed feedback for checkpoints will support student achievement for final submission of internal assessments Checkpoint timing has been moved to approx. 10 days before the final submission date to allow teachers time for more detailed, targeted feedback before returning to students for revision. Common exemplars and marking panel notes with clear grade boundary descriptors also support targeted and effective feedback. All teachers will enter missed checkpoints in Kamar All teachers will follow pastoral procedures for missed checkpoints- email home, pastoral entry, log student name on weekly catch-up clinic list See Faculty Checkpoints and catch-up clinic expectations here: Catch-Up Clinics (Web view). This has been emailed to staff as a reminder and is also available in our Faculty Handbook.
AP 2.5: Tracking student achievement in L2ENG and L1ENG to support quality work being submitted and to identify areas of support needed for individuals or across the cohort. Excel spreadsheet will track submissions, results, identified gaps in learning that are impacting achievement, and support needed.	Students in need of additional support in writing assessments will be identified early in the year based on achievement in first writing piece. (L1 Formal Writing, L2 Opinion Writing checkpoint) Targeted Writing Support workshops will be offered in lunch hours at key points in the year. **(This will now be offered in ongoing catch-up clinics)** Faculty time will be dedicated to developing strategies to support teachers and students in developing skills in identified areas of weakness. Students' progress will continue to be tracked during the year to identify those who need further support.

Action Plan for Exceptional Learning	
This action plan considers • Research-backed pedagogy • Adaptive and collective practice • Tikanga, Ako and Mahara • Student Well being	
Initiative	**What will success look like?**
AP 3.1: Gain better understanding of the new NCEA L1 Literacy co-requisite in order to develop clear and skills progression in Years 9 to 10	All staff will understand the requirements of the new Lit Co-req Skills required to achieve the co-req will be broken down Clear progression of how skills are built will be evident in Y9 and Y10 courses.
AP 3.2: Develop more consistency across classes relating to classroom routines to support development of key skills.	Consistency in class routines to support student achievement is evident in Junior classes. This relates to skills being covered, tasks being assigned, and resources shared with students, and Do Nows that are responsive to student needs and aim to develop key content and skills (Ako and Mahara) Units of work developed to show clearer links with the exceptional learning principles (with focus on questioning and checking for understanding (Ako and Mahara) **(This is a part of our teaching, but will not be formalised in unit plans at the moment)** Observations, conversations with teachers, and class notebooks will be evidence of consistency Teacher feedback and results will indicate higher levels of student achievement
AP 3.3: Collaborate with other Faculties to develop consistency in terminology and scaffolds used to support accuracy and quality of writing . Faculties include Social Science, Health and PE, Science, Business.	TAY will gain understanding of scaffolds used by other Faculties to support students' writing Increased consistency with use of writing scaffolds and supporting students' use of basic punctuation across Faculties. Where Faculties would like to develop quality of students' written answers, TAY will support with writing scaffolds and other resources to develop and encourage accurate and detailed writing. This is an exploratory initiative to see where gaps exist and where supports can be put in place to support whole literacy school achievement. Student voice will show increased confidence in using consistent writing scaffolds (e.g. SEAL). Student voice will show an understanding that writing in all. Writing in all subjects should be accurate and developed
AP 3.4: Investigate other feedback strategies to support Mahara. This includes reconsidering the type and frequency of feedback given to students.	Different forms of feedback will support retention of key skills and content. Students will understand feedback given and can apply to their own work with more confidence Students will be able to articulate and record how they can improve their work, as well as apply the feedback to their work

Action Plan for Leadership and culture	
This action plan considers • Building staff capability and capacity • Building a culture of accountability and being open to learning • Supporting staff wellbeing	
Initiative	**What will success look like?**
AP 4.1: Developing teachers' confidence to teach all courses	Teachers will be confident and have the curriculum knowledge to teach ENL to ENE from Y9 to Y13
AP 4.2: Classroom teachers share better understanding of scholarship English and recognise how they contribute towards Scholarship English	The majority of teachers will contribute to delivery of Scholarship sessions **(Some)** Staff not delivering Scholarship will attend sessions to build understanding of Level of discussion, texts covered, and expectations of the exam in general.
AP 4.3: Teachers share knowledge and best practice, contributing to the development of the faculty and individual leadership	All staff involved in sharing best practice during faculty meetings with the aim to upskill and develop capability. Each term, faculty time dedicated to collaborative planning and/or resource development to support challenges faced by teachers in their teaching practice Supportive observations to support professional learning and sharing of best practice
AP 4.4: Staff leading teams working towards strategic initiatives	Creation of working groups focused on new NCEA Level 1 plan and resource development, current grade boundary descriptors, and developing strategies to prepare for Level 1 lit co-req. These groups will have time throughout the year to develop strategies and resources to support Faculty achievement in these areas.

Action Plan Showcases: Faculty of Science

Action Plan for Te Tiriti O Waitangi partnership	
This action plan considers • Mana Ōrite • Mātauranga Māori • Te Reo Māori • Te Ao Māori • Equity	
Initiative	**What will success look like?**
1.1 Engage with subject associations and groups to strengthen our understanding of Mātauranga Māori	All staff will have a clear understanding and can articulate what Mātauranga Māori means in the context of the separate sciences at Long Bay College. All staff can identify where these ideas sit within the curriculum and in our schemes in Science. -All staff are actively engaged in PLD around Mātauranga Māori (all aspects above) and can describe their PG within their PGC.
1.2 Define and develop our approach to Mana Ōrite within the faculty.	All staff will have a clear understanding and can articulate what Mana Ōrite means for our tikanga within the science faculty. All staff are actively engaged in PLD around Mana Ōrite (relationships, teaching to the North East) and can describe their PG within their PGC.

Action Plan for High Academic Achievement	
This action plan considers • 14 credits minimum • Increased rates of merit and excellence • Scholarship • Retention into courses year on year.	
Initiative	**What will success look like?**
2.1 Build on M and E endorsement successes	Endorsement rates will equal or better D10 for all courses. All classes comparable achievement rates for internals All classes have comparable achievement rates for school exams. Students know what 'level' they are working at and what endorsement they are in line for / aiming for – personal excellence.
2.2 Build on scholarship successes	We will have increased commitment each week for students doing science scholarships than in previous years. We will gain more scholarships across the faculty than last year (9). More students will attend the scholarship exams than last year.
2.3 Male achievement	Males are performing equally as well as females, at all grade boundaries for all internals and external
2.4 Improve retention of our Māori and Pasifika students from year 10 into year 11 separate sciences	Māori and Pasifika students will see themselves as capable and will select single sciences for their pathway through the school.

Action Plan for Exceptional Learning	
This action plan considers • Research-backed pedagogy • Adaptive and collective practice • Tikanga, Ako and Mahara • Student Well being	
Initiative	**What will success look like?**
3.1 Strengthen ako, tikanga and mahara practices within the Science faculty.	All staff can clearly articulate what these practices look like within science and they have developed adaptive routines to support within their practice. Science PLD time is aligned with school wide PLD Staff share good practice after trailing initiatives within the school wide PLD showcases and within faculty time. Strengthening these practices will directly link into AP 2 described above.

Action Plan for Leadership and culture	
This action plan considers • Building staff capability and capacity • Building a culture of accountability and being open to learning • Supporting staff wellbeing	
Initiative	**What will success look like?**
4.1 Leadership culture has grown in the last few years and now needs strengthening.	All staff can articulate their career goal / pathway and see opportunities for this to occur within the science faculty and across the wider school Staff feel supported in their aspirations and have the confidence to take on extra responsibility. Staff have actively sought and taken on responsibilities across the school to enable them to progress their careers.
4.2 Embedding tikanga within departmental meetings around best practice. We have made significant gains in this area over the last few years and now we need to solidify them.	Marking and moderating deadlines are all met. HOD and staff are proactive in analysing internal results straight away and use these to plan ahead for the next internal. Target students identified early in the year and strategies put in place to address. Routine across all departments Verification of tasks before standard is started Exemplar analysis before the standard is taught – clear grade boundaries analysed and staff all clear on HOW to teach to the E Having good practice of HOW to teach – using staff who consistently gain better grades for standards to share good practice. Patterns of underachieving classes addressed in a supportive but transparent manner. Comparable achievement rates amongst all classes.

Action Plan Showcases: Faculty of Mathematics

Action Plan for Te Tiriti O Waitangi partnership	
This action plan considers • Mana Ōrite • Mātauranga Māori • Te Reo Māori • Te Ao Māori • Equity	
Initiative	**What will success look like?**
AP 1.1: Engage in Professional Learning to Support use of Te Reo in the classroom.	Professional learning opportunities completed by a range of staff. Faculty has knowledge of what Mātauranga Māori is and why it is important and how it is visible and lived in the Maths faculty and its programmes. -evident in schemes of work -increased retention in subjects -increased engagement -increased student/teacher/family relationships -less not submitting of work Professional readings will have been shared with faculty, discussed and reflected on "what have we learnt" and "what we do next' Professional learning opportunities and needs of individual staff will have been identified. Greater confidence in the use of Te Reo Māori and cultural competency in classroom practice.
1.2 Define and develop our approach to Mātauranga Māori and Mana Ōrite within the faculty with specific mapping into courses of study and pedagogy.	**1.2 A) Embed in schemes of work** Visible mapping of what Mātauranga Māori and Mana Ōrite in Junior mathematics and its progression into the senior courses Imbedding into the junior course in preparation for the NCEA and curriculum changes. Develop resources with the aim to embed cultural practices and contexts into our curriculum. -each course has at least 1 topic that has contextual links **1.2 B) Increased confidence** of staff and level of understanding of key principles of Te tiriti improved through professional learning - All staff will have a clear understanding and can articulate what Mana Ōrite means for our tikanga within the faculty.

Action Plan for High Academic Achievement	
This action plan considers • 14 credits minimum • Increased rates of merit and excellence • Scholarship • Retention into courses year on year.	
Initiative	**What will success look like?**
2.1 Staff to engage in additional professional Development/procedures to identifying, support and tracking at risk and priority learners	2.1A) Teachers have identified and used strategies to support priority and at-risk learners with regular sharing and development of strategies across the faculty over the course of the year. Majority of learners how are identified in term 1 as being at risk are no longer at risk by term 3. 2.1B) High degree of engagement and use of checkpointing, pastoral entries and notes by Faculty staff. Special assessment conditions for students are used and supported –Faculty leadership to check in each term with learning support to ensure maths staff are supporting special assessment conditions, with a view to this being established Faculty practice by the end of the year.
2.2 Consistent use of feedback and feedforward at checkpoints and in general practice.	High quality feedback given in a timely manner, Student act on feedback to support increased levels of achievement All staff routinely and consistently apply the follow up procedures regarding checkpoints -Kamar entries logged, parents contacted and follow up initiatives. Higher rates of achievement More merit and excellence's from internals.
2.3 Support high levels of math based enrichment and personal excellence by ensuring visibility for these students in the Faculty. Promoting and showcasing high levels of excellence in the Maths faculty Promoting 'personal excellence for global success'	2.3 A) Faculty wide understanding of what 'personal excellence in mathematics looks like" and how it is supported. Students/parents are well informed of pathways and make informed subject choices with support from teachers. Faculty staff promoting enrichment activities. Increased number of students engaged in maths competitions and scholarship High quality and high levels of engagement with academic tutoring 2.3 B) School tutoring a beacon of support Parents well informed of the free tutoring available at school Greater participation in maths competitions – -at least half of the aspiring scholars and all the MTR students. Greater participation in scholarship More Scholarships - all the MTR students tracked and entered into either Stats or Calc Scholarship. -growing numbers of year 12 students showing interest in the scholarship workshops 2.3 C) Greater retention in senior Mathematics With a specific focus on Senior stats (aim to increase numbers of classes by 1 at each level) and improved success within the MTH programme (reduction in % of NA and increase in % of M and E in each standard)

Action Plan for Exceptional Learning	
This action plan considers • Research-backed pedagogy • Adaptive and collective practice • Tikanga, Ako and Mahara • Student Well being	
Initiative	**What will success look like?**
3.1 Staff to engage in additional professional learning and development to support: -Team teaching -NCEA knowledge	3.1 A) Team teaching excellence All teachers confident in the team-teaching space -Sharing best practice -walk-throughs identify engagement, and a positive learning experience - Clear and visible approaches supporting team teaching, course design and effective planning for learning -walk-throughs identify a team-teaching approach that shows team work and cooperation. The modern learning classes have posters and class work on the walls -classroom environment looks like a maths class and students can see the learning and successes in the classroom, all resources used and referred to during teaching and learning activities. 3.1 B) Increase staff knowledge of achievement criteria for all standards taught -Knowledge of standards -achievement requirements -Reduced requirements for further assessment -link to greater achievements [more merits and excellences]
3.2 Adaptive and collective practice -Course design sequencing and planning and a Local curriculum for maths staff -Assessment adaption and modification	3.2 A) Courses and teaching adapted to meet the needs of the student Units of work and schemes of work to follow best practice model. This supports local curriculum for maths staff by developing: - Clear and consistent schemes Junior courses have units of work ready for non-specialist teaching staff to teach -clear sequencing -assessment for learning highlighted as best practice -group work and individual learning integrated Senior courses have units of work ready for new maths teachers to pick up use -clear sequencing -assessment for learning highlighted as best practice -group work and individual learning integrated -teacher informed of achievement criteria prior to teaching Courses have adequate planning and sequencing to support teachers All teachers have a resourced scaffold to frame lessons around Teaching resources organised and located appropriately The development of capability to deliver high quality curriculum design. -Being mindful of cognitive load / classroom environment ["team teaching"] and working and long-term memory -Knowing ways in which our students learn and remember (embedding principles of Mahara) -Course design is informed using achievement data and fits the needs of the students choosing to do the subject. -course material is updated with a range of contexts each year [TiC's]
	3.2B) Markers reports -At the end of the topic the assessment material is reviewed with a markers report [highlighting gaps and strengths of students and staff are supported with next steps to see what could be done differently to improve student outcomes] - Faculty leadership looking at data and best practice within each unit of learning so this can be shared faculty wide -teacher workshops set up to share reports with subject/course team to support improved student outcomes. Reduced reliance on bought in workbooks as schemes are developed with improved teaching and learning resources developed by staff. Reduction in further assessment opportunities due to improved success on first attempt. -focus on supporting students to know what is required and have tasks/assessments that fit the needs of the students. - teachers informed of common student misconceptions within units of learning and information is used to support teaching and learning across all year levels.
3.3 Staff developing and implementing adaptive routines using exceptional learning principles within their classrooms of Tikanga	Positive classroom environments in which students understand our expectations of behaviour, engagement and learning. Good Behaviour is demonstrated, acknowledged, and celebrated. Students contribute positively to the classroom tikanga to support an increase of effective learning time.

Action Plan for Leadership and culture	
This action plan considers • Building staff capability and capacity • Building a culture of accountability and being open to learning • Supporting staff wellbeing	
Initiative	**What will success look like?**
4.1 Maths Faculty Tikanga Reinforcement of roles in the faculty Supporting staff wellbeing	A positive department that moves in same direction and is open, honest and supportive. Team ownership of initiatives and ideas is evident. This being supported by -regular meetings where AHOFs feedback to HOF on their areas of responsibility -Department meetings run smoothly with consistent routines and agendas available to staff prior to meeting -team receive consistent and clear information and answers to questions -Department has growth -Department has a culture of accountability The mathematics Tikanga goals being meet and staff well being in balance.
4.2 Improved focus on staff sharing knowledge, learnings and best practice in faculty meetings and informal discussions with the aim to develop staff capacity and capability	The promotion of sharing best practice during faculty meeting increased -staff sharing adaptive routines -staff sharing a strategies that has help support students in their classes, -staff sharing resource they have created -staff sharing effective lesson sequences
4.3 Continued growth: Tuakana/Teina roles within the faculty to develop professional learning conversations	Consistency within the department regarding "Growth Cycles" Developing approaches for high quality mentoring in the Faculty – development of other staff to act as Tuakana.