

DRAFT IMPLEMENTATION PLAN EXCEPTIONAL LEARNING (TINO AKORANGA)

STRATEGIC GOAL 3: Providing an exceptional, responsive learning environment in which our staff and students' needs are met through high quality, learning centred education Success Measures: Our students and staff are the beneficiaries of the coordinated development of initiatives that simultaneously achieve strategic goals and enhance the autonomy, value and agency of our

Strategic Priorities Strategic Initiatives and Actions	Completion Date 30-Nov-25
1.2.2 the practice of the wider staff Sig. SH8, Win, HUG Sig. Sh8, Win, HuG Sig. Sh8, Win, HuG Sig. Sh8, Win, HuG Sig. Sh8, Win, HuG Sig. Sh8, Win, HuG Sig. Sh8, Win, HuG Sig. Sh8, Win, HuG Sig. Sh8, Win, HuG Sig. Sha, Sha, Sha, Sha, Sha, Sha, Sha, Sha,	
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Approaches to DEI, Neurodiversity and 2.4.2 • QA to overtly support the growth of cultural	
Differentiation to be folded into Tino Akoranga. Related PLD to be authored and directed by 3.5.2 responsive practices and strategies as described in Tino akoranga further embedding of within Faculty.	
Curriculum and Pedagogy Team 3.6.2 • QA to overtly support checking of schemes	
3.6.3 development as part of process Tino Akoranga to iterate to include Mahi Tahi • Working formed in 2024 to consider the needs of	
approach. This to be supported by PLD for staff and students and community in the context of the	
key stakeholders throughout the college. QA acting curriculum refresh and change package with a remit to	
as a further scaffold for Faculty leadership develop a framework for a wider junior curriculum Conduct a review in 2025	
full review of the junior curriculum in 2025 to • Neurodiversity approaches to be explored and linked	
secure literacy, numeracy and digital outcomes to Tino Akoranga and secured through PLD • Significant (5%) gains in acdemic output over the	
next 5 years in all measures (NCEA Level Achievement,	
Endorsements, UE, Scholarship, Value Added)	
Designing senior courses for 2024 and beyond 1.1.3 • Senior programmes ready to be delivered in 2026 HEJ HoFs, SIB, SHB, 2-Feb-24	30-Nov-27
Create plan of approach/structure/framework 1.2.2 (L2) and 2027 (L3) through recognised and deliberate through creating scace and nontruinity for 1.2.3 facults notation in time. HUG	
through creating space and opportunity for collaboration (PLD, Faculty Time) 2.3.2 faculty planning time • Successful deleivery of new courses in line with MoE	
Focus on learning not assessment 2.4.1 timelines. Ideal completion date is 2024, lack of detail	
Creative assessement focus - researching and collating a variety of assessment methods 3.5.2 and clarity from MoE in relation to change initiatives meaning that a 2025 completion is more realistic	
3.6.1	
3.6.2 3.6.3	
More effective communication and enagement with 1.2.1 • Current reporting systems reviewed WIN 2-Feb-24	15-Mar-25
parents/caregivers to support their tamariki's 1.2.3 • New Senior Reporting systems proposed and	25 1101 25
learning outcomes. 2.3.1 implemented by Term 1, 2024 • • Reporting - shift reporting to an engagement and 2.3.4 New Junior Reporting systems proposed and	
learning focus, interogating the value of live 2.4.2 implemented by Term 1, 2025	
reporting, the value of summative reporting and the current carent teacher interview construct Term 1, 2024 Term 2, 2024	
Review and develop reporting and feedback New Parent/teacher interview formats proposed and New Parent/teacher interview formats proposed and	
systems implemented in 2025.	
Closer connections between Atawhai leader and home	
A clear focus on teaching and learning as our main 1.1.3 • Systems researched, developed and implemented BIC FIE, LUP, EVE, 2-Feb-24	30-Nov-24
goal and supporting through coordinated, wrap 1.2.1 • Mäori and Pasifika learners NCEA results will be SCH, MAU, SLT above those of National results and those of similar	
Develop a cohesive structure to support Atawhai 1.2.4 schools	
leaders in using data to track students and engage 2.3.1 * '99 U.E Mentoring Programme Established and EOY with whânau 2.4.2 Report reviews progress. Start of a 5 year plant to	
Develop a programme that supports the teaching, 2.4.3 improve Māori and Pasifika learners NCEA results	
learning and mentoring of our Māori and Pasifika learners that are in need of additional support 4.7.1	
rearriers units are in record adultional support 4.7.2 4.7.2	
Investigate and design a programme with specific 2.3.2 • ELLs' needs reviewed by Faculty of EAP and JON YUN, LUY, SHX, 3-Feb-24	30-Nov-24
focus on English Language Learners' language 2.4.1 Language in line with corequisites and UE Literacy	su-Nov-24
needs, to meet NCEA literacy requirements (both for 2.4.2 requirements	
the co-requisites, as for UE Literacy) 3.6.2 • Plan established to create new ELLs-focused literacy pathway with relevant programmes to enable	
(2024 Anticipated to be 14% of student population) effective progression	
Collaborative approach developed between Faculty of EAP and Language and Faculty of English to share	
positives of different pedagogies	
Programmes retard and delivered through EAP Programmes retard and delivered through EAP	
Support needs and interventions communicated with Deans, International Student Coordinator and whanau	
(locally and overseas)	
ELLs' progress and achievements monitored within EAP and evaluated.	
Review our current Aspiring Scholars provision 1.2.1 • Review of current framework and practices HEJ BWN, WHT 3-Feb-24 moving towards developing a higher performing 1.2.3 conducted including alignment of Aspiring Scholars	20-Feb-25
Scholarship programme at the school 2.3.2 programme and future direction.	
3.6.2 • Aspiring Scholars programme visibly promoted	
externally and internally resulting in increased number of applicants for 2025.	
	20/02/2025
Review our current Scholarship provision moving 1.2.1 • Investigate the viability of; greater recognition of towards developing a higher performing Scholarship 1.2.3 scholarship staff contribution, scholarship staff	20/02/2025
programme at the school 2.3.2 support, scholarship student privileges, scholarship	
3.6.2 mentoring/Atahwai, 'in school event opportunities', Year 11 opportunities, racking systems, staff Year 10 opportunities, racking systems, staff	
responsibility and oversight	
Goal of 50 Scholarships for 2024	