LONG BAY COLLEGE
Care, create, excel

DRAFT IMPLEMENTATION PLAN
EXCEPTIONAL LEARNING (TINO AKORANGA)

STRATEGIC GOAL 3: Providing an exceptional, responsive learning environment in which our staff and students' needs are met through high quality, learning centred education

Success Measures: Our students and staff are the beneficiaries of the coordinated development of initiatives that simultaneously achieve strategic goals and enhance the autonomy, value and agency of our community

Strategic Priorities	Strategic Initiatives and Actions	National Education and Learning Priorities	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
Develop high quality, researched based, cohesive PLD which enhances all of our staffs' knowledge and expertise as active participants in learning	Deliver PLD that meets the needs of staff: • Tino Akoranga to iterate to include Mahi Tahi approach. This to be supported by PLD for staff and key stakeholders throughout the college. QA acting as a further scaffold for Faculty leadership • Tino Akoranga and Mahi Tahi to be authored and developed by DP Curriculum and DP PLD • Wider DEI, Neurodiversity and Differentiation topics to be reviewed, refined and an integrated approach considered • Approaches to DEI, Neurodiversity and Differentiation to be folded into Tino Akoranga. Related PLD to be authored and directed by Curriculum and Pedagogy Team	1.1.3 1.2.2 1.2.3 2.3.2 2.4.1 2.4.2 3.5.2 3.6.1 3.6.2 3.6.3	• Tino Akoranga approaches to be visibly embedded in the practice of the wider staff • Cultural responsive practices and strategies as described in Tino akoranga are embedded as a support of equity via mahi tahi initiative and supported in curriculum iteration in all Faculty programmes • SLT and HoFs to be demonstrative of supportive coaching approaches fostering Tino Akoranga in practice • QA to overtly support the growth of Ako and Mahara within Faculty •Neurodiversity approaches to be explored and linked to Tino Akoranga and secured through PLD. Tino Akoranga approaches to be visibly embedded in the practice of the wider staff • Significant (5%) gains in academic output over the next 5 years in all measures (NCEA Level Achivement, Endorsements, UE, Scholarship, Value Added)	HEJ	HoFs, SIB, SHB, WIN, HUG	2-Feb-24	30-Nov-25
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 (language and customs) • Support Staff to be provided with opportunities to enhance relevant skills and capabilities	1.2.2 1.2.4 3.5.1 3.5.2 3.5.3 3.6.3	• 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 • Te reo me te tikanga Māori - identify and implement a programme of learning which can be built into the PLD structure • Support staff engaged in meaningful, specific, training	WIN	SCH, BIC	2-Feb-24	30-Nov-24
	Curriculum Design: Wider DEI, Neurodiversity and Differentiation topics to be reviewed, refined and an integrated approach considered Approaches to DEI, Neurodiversity and Differentiation to be folded into Tino Akoranga. Related PLD to be authored and directed by Curriculum and Pedagogy Team Tino Akoranga to iterate to include Mahi Tahi approach. This to be supported by PLD for staff and key stakeholders throughout the college. QA acting as a further scaffold for Faculty leadership *Conduct a full review of the junior curriculum in 2025 to secure literacy, numeracy and digital outcomes*	1.1.3 1.2.2 1.2.3 2.3.2 2.4.1 2.4.2 3.5.2 3.6.1 3.6.2 3.6.3	Tino Akoranga approaches to be visibly embedded in the practice of the wider staff • SLT and HoFs to be demonstrative of supportive and highly engaged in coaching approaches fostering Tino Akoranga in practice (mahi tahi) • QA to overtly support the growth of cultural responsive practices and strategies as described in Tino akoranga further embedding of within Faculty. • QA to overtly support checking of schemes development as part of process • Working formed in 2024 to consider the needs of students and community in the context of the curriculum refresh and change package with a remit to develop a framework for a wider junior curriculum review in 2025 • Neurodiversity approaches to be explored and linked to Tino Akoranga and secured through PLD • Significant (5%) gains in academic output over the next 5 years in all measures (NCEA Level Achievement, Endorsements, UE, Scholarship, Value Added)	HEJ	SLT, HoFs, WIN, HUG	2-Feb-24	30-Nov-24
	Designing senior courses for 2024 and beyond • Create plan of approach/ structure/ framework through creating space and opportunity for collaboration (PLD, Faculty Time) • Focus on learning not assessment • Creative assessement focus - researching and collating a variety of assessment methods	1.1.3 1.2.2 1.2.3 2.3.2 2.4.1 2.4.2 3.5.2 3.6.1 3.6.2 3.6.3	• Senior programmes ready to be delivered in 2026 (L2) and 2027 (L3) through recognised and deliberate faculty planning time • Successful deleivery 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	HEJ	HoFs, SIB, SHB, HUG	2-Feb-24	30-Nov-27
	More effective communication and enagement with parents/caregivers to support their tamariki's learning outcomes. • Reporting - shift reporting to an engagement and learning focus, interogating 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	1.2.1 1.2.3 2.3.1 2.3.4 2.4.2	• Current reporting systems reviewed • New Senior Reporting systems proposed and implemented by Term 1, 2024 • New Junior Reporting systems proposed and implemented by Term 1, 2025 • Parent/teacher interview format reviewed by end of Term 1, 2024 • New Parent/teacher interview formats proposed and implemented in 2025.	WIN		2-Feb-24	15-Mar-25
	A clear focus on teaching and learning as our main goal and supporting through coordinated, wrap around support for at-risk learners • Develop a cohesive structure to support Atawhai leaders in using data to track students and engage with whānau • Develop a programme that supports the teaching, learning and mentoring of our Māori and Pasifika learners that are in need of additional support	1.1.3 1.2.1 1.2.3 1.2.4 2.3.1 2.4.2 2.4.3 3.5.1 4.7.1 4.7.2	• 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	BIC	FIE, LUP, EVE, SCH, MAU, SLT	2-Feb-24	30-Nov-24
	Investigate and design a programme with specific focus on English Language Learners' language needs, to meet NCEA literacy requirements (both for the co-requisites, as for UE Literacy) (2024 Anticipated to be 14% of student population)	2.3.2 2.4.1 2.4.2 3.6.2	• ELLs' needs reviewed by Faculty of EAP and Language in line with corequisites and UE Literacy requirements • Plan established to create new ELLs-focused literacy pathway with relevant programmes to enable effective progression • Collaborative approach developed between Faculty of EAP and Language and Faculty of English to share positives of different pedagogies • Programmes created 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.	JON	YUN, LUY, SHX,	3-Feb-24	30-Nov-24
	Review our current Aspiring Scholars provision moving towards developing a higher performing Scholarship programme at the school	1.2.1 1.2.3 2.3.2 3.6.2	• 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 increased number of applicants for 2025.	HEJ	BWN, WHT	3-Feb-24	20-Feb-25
	Review our current Scholarship provision moving towards developing a higher performing Scholarship programme at the school	1.2.1 1.2.3 2.3.2 3.6.2	• Investigate the viability of; greater recognition of scholarship staff contribution, scholarship staff support, scholarship student privileges, scholarship mentoring/Atahwai, 'in school event opportunities', Year 11 opportunities, tracking systems, staff responsibility and oversight • Goal of 50 Scholarships for 2024	WIN	THO	3-Feb-24	20/02/2025