

## WHHS IMPLEMENTATION PLAN 2024

WHHS acknowledges that many of the goals, targets and strategies are interrelated in achieving the various objectives of the NELP's

<b>NELP - LEARNERS AT THE CENTRE</b>															
Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying Objective 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures															
<b>Strategic Goals 2024 - 2026</b>	<b>Target 2024</b>	<b>Core Strategies for Achieving Goals</b>	<b>Monitoring and Review</b>												
Western Heights High School seeks to be a safe, affirming, and inclusive place for everyone.	1. To reduce the number of major and crisis incidents by at least 10% by the end of 2024.  2023 End of year baseline data: Majors - 771 Crisis - 6	<ul style="list-style-type: none"> <li>● Develop and embed a clear &amp; transparent 'Consequences for behavior' plan based on Minor, Major &amp; Crisis Behaviours.</li> <li>● Continue to embed reward system for positive behavior through weekly year level assemblies and develop a tiered reward structure for staff and students</li> <li>● Track and update staff regularly with Core value card stats from each year level.</li> <li>● Senior &amp; Junior Dean to host core values rewards lunch on a termly basis.</li> </ul>	Termly												
We help our students to achieve their personal best.	1. Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.  <b>2024 DATA:</b> No. of Target students: <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Target</th> <th style="padding: 5px;">9</th> <th style="padding: 5px;">10</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Reading</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">76</td> </tr> <tr> <td style="padding: 5px;">Writing</td> <td style="padding: 5px;">33</td> <td style="padding: 5px;">51</td> </tr> <tr> <td style="padding: 5px;">Numeracy</td> <td style="padding: 5px;">56</td> <td style="padding: 5px;">58</td> </tr> </tbody> </table>	Target	9	10	Reading	11	76	Writing	33	51	Numeracy	56	58	All Year 9 and 10 students will be tested using an assessment schedule in Reading. Numeracy and Writing. <ul style="list-style-type: none"> <li>● Use of Junior Dean and Year 9 and 10 Level Deans for Academic Monitoring of Junior students.</li> <li>● Target students will be selected based on the Term 1 data. These students will be tested again in Terms 2 and 3. All students will be tested in Term 4.</li> <li>● These target students will fall between 3B and 3P in Year 9 and 4B and 4P in year 10.</li> <li>● Students below these levels will be referred to the Learning Support Co-ordinators and be supported through the tiered system of learning support referrals including the literacy team.</li> <li>● Kahui Ako Within School Leaders - Junior Transitions will help to coordinate data collection and analysis of the data. This is from both within WHHS and collecting from feeder schools.</li> <li>● The school will continue to advertise for a Numeracy coordinator to help with the testing, and implement strategies to raise levels.</li> <li>● Professional Learning Groups will be set up to discuss and implement a variety of strategies to raise engagement and accelerate Literacy/Numeracy of Target students.</li> <li>● A cross-curricular Numeracy and Literacy approach aimed at helping students prepare for the co-requisites to be introduced.</li> </ul>	Termly
Target	9	10													
Reading	11	76													
Writing	33	51													
Numeracy	56	58													
We support our students and their whānau in reaching their aspirations.	1. Every student will use the MyMahi tool to develop a pathway for further education, employment or training.  (Engagement tracked by MyMahi)	<ul style="list-style-type: none"> <li>● Provide extended House Group time to explore aspirations and pathways in lead up to goal setting day. Parent teacher interviews will also be provided to engage with whanau.</li> <li>● Provide staff with MyMahi PLD with new features that benefit student aspirations.</li> <li>● Continue to encourage student activity with MyMahi usage through competitions and spot prize draws.</li> <li>● Embed this practice within the senior and junior school with termly challenges/ focus using the MyMahi tool.</li> </ul>	Twice per year												

		<ul style="list-style-type: none"> <li>Planning sheet for pathway options in relation to subject selection with support from HTG teachers to be completed by all students in Years 9-12.</li> </ul>	
We are relationship driven.	To consult with all groups including <ol style="list-style-type: none"> <li>Families/Whanau</li> <li>Students/Akongā</li> <li>Iwi</li> <li>Pasifika</li> </ol>	<ul style="list-style-type: none"> <li>Use of google suite tools to engage with stakeholders</li> <li>Rongohia te Hau survey for stakeholders, Staff and Students to inform and improve teacher pedagogy.</li> <li>Collaborating and consulting with Iwi kanohi ki te kanohi twice per year.</li> <li>Student voice to be collected by prefect sub committees to see what events students would like on the Events calendar:             <ul style="list-style-type: none"> <li>Academic</li> <li>Culture</li> <li>Sport</li> <li>Arts</li> </ul> </li> </ul>	Termly

<b>NELP - BARRIER FREE ACCESS</b>			
Objective 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs			
Objective 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy			
<b>Strategic Goals 2024 - 2026</b>	<b>Target 2024</b>	<b>Core Strategies for Achieving Goals</b>	<b>Monitoring and Review</b>
We identify and reduce barriers that impact on participation, engagement, learning and achievement	<ol style="list-style-type: none"> <li>Attendance Target: 90%</li> <li>To increase regular attendance by 15% from 36.8 to 51.85</li> </ol> <p>2023 Data: Attendance taken from every day matters: 77.8% Regular Attendance: 36.85%</p>	<ul style="list-style-type: none"> <li>Focus on strict application and monitoring of WHHS attendance procedures.</li> <li>Dean structure introduced to target and improve attendance at each year level. This will be tiered with year level deans and a senior and junior school dean.</li> <li>Attendance is a standing item at dean/house tutor meetings.</li> <li>New role created to assist attendance team and attendance officer to collect truants and return them to class or to the duty dean as appropriate.</li> <li>Consequence system for truancy and punctuality to be embedded in the school.</li> <li>Government's new attendance measures and self assessment tool to be used to hone WHHS procedures.</li> <li>Interview tool refined for use by Deans/Attendance team.</li> <li>Community liaison to inform SLT of specific barriers to student attendance and to access support and resources to mitigate barriers where possible.</li> </ul>	<p>Attendance - monthly reporting to Board</p> <p>Attendance review - annually</p>
Our students are proficient in literacy, numeracy and in the use of	<ol style="list-style-type: none"> <li><b>Senior Achievement:</b> 100% of NCEA Level 1 students (who have been enrolled at WHHS for at</li> </ol>	<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Matakoa/ Supported Learning Unit to incorporate alternative Literacy/Numeracy credits which are available in 2024-5.</li> </ul> </li> </ol>	<p><b>Senior:</b> Annually</p> <p><b>Junior:</b> Monitoring twice per term and annual review</p>

<p>digital technologies.</p>	<p>least two terms in 2024 will gain literacy and numeracy)  Level 1 End of year data for 2023:  LIT 82.1%  NUM: 80.7%</p> <p>2. <b>Junior Achievement:</b>  Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.</p> <p>3. Digital Technologies are provided to increase digital fluency</p>	<ul style="list-style-type: none"> <li>● Awarua Pathways will be trialed and possibly introduced into Year 11 study sessions as a digital platform for experiencing the level of testing required for the co-requisites.</li> <li>● Workshops for Year 11 target students (those identified as 4b at the end of 2023) will be held prior to the first assessment opportunity.</li> <li>● Workshops will be held for all students that have not achieved the co-requisites prior to the second assessment opportunity.</li> </ul> <p>2.</p> <p>All Year 9 and 10 students will be tested using an assessment schedule in Reading, Numeracy and Writing.</p> <ul style="list-style-type: none"> <li>● Year 10 and Year 9 extension students will do the co-requisite standards in Numeracy and Literacy. They have two opportunities to do this.</li> <li>● A cross-curricular numeracy and literacy approach aimed at helping Year 9 and 10 students prepare for the co-requisites is to be introduced.</li> <li>● Use of Junior Dean and Year 9 and 10 Level Deans for Academic Monitoring of Junior students.</li> <li>● Target students will be selected based on the Term 1 data. These students will be tested again in Terms 2 and 3. All students will be tested in Term 4.</li> <li>● These target students will fall between 3B and 3P in Year 9. and 4B and 4P in year 10.</li> <li>● Students below these levels will be referred to the Learning Support Co-ordinators and be supported through the tiered system of learning support referrals.</li> <li>● Kahui Ako Within School Leaders - Junior Transitions will help to coordinate data collection and analysis of the data. This is from both within WHHS and collecting from feeder schools.</li> <li>● The school will advertise for a Numeracy coordinator to help with the testing, and strategies to raise levels.</li> <li>● Professional Learning Groups will be set up to discuss a variety of strategies to raise engagement and accelerate Literacy/Numeracy of Target students.</li> </ul> <p>3.</p> <ul style="list-style-type: none"> <li>● Resource further ICT/digital devices to increase accessibility, learning and use by students.</li> </ul>	
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<p>Every student experiences success in NCEA.</p>	<p>Table is for all students:</p> <table border="1" data-bbox="359 212 774 846"> <thead> <tr> <th>Year Level:</th> <th>Target of Roll Achieving for 2024:</th> </tr> </thead> <tbody> <tr> <td>Year 11</td> <td>80%</td> </tr> <tr> <td>Year 12</td> <td>90%</td> </tr> <tr> <td>Year 13</td> <td>75%</td> </tr> <tr> <td>Literacy Year 11</td> <td>90%</td> </tr> <tr> <td>Numeracy Year 11</td> <td>90%</td> </tr> <tr> <td>University Entrance</td> <td>50%</td> </tr> </tbody> </table>	Year Level:	Target of Roll Achieving for 2024:	Year 11	80%	Year 12	90%	Year 13	75%	Literacy Year 11	90%	Numeracy Year 11	90%	University Entrance	50%	<ul style="list-style-type: none"> <li>Regular scheduled meetings with Senior Dean to make sure that students at risk of not gaining a qualification are identified. Block courses to be made available for those in this area.</li> <li>Traffic Light Data will be provided to House Tutor Group teachers to help them monitor the academic achievement of their students.</li> <li>Identification of Year 11 target students using the end of 2023 asTTle data in order to identify students who may struggle with co-requisites. Use of the Literacy Team and Academic mentor to help prepare them.</li> <li>For those most at risk of not achieving co-requisite exams, Deans to put in place plans that will see them gain their credits through alternative standards this year.</li> <li>Staff wide approach to try to have Year 10 students ready for co-requisite exams by Term 3.</li> <li>Study Leave to be available for students with predominantly external programmes.</li> </ul>	<p>Monitoring with monthly reporting to the Board. Reviewed - Annually in achievement review.</p>
Year Level:	Target of Roll Achieving for 2024:																
Year 11	80%																
Year 12	90%																
Year 13	75%																
Literacy Year 11	90%																
Numeracy Year 11	90%																
University Entrance	50%																
<p>Every student meets our school-wide goal of 90% attendance.</p>	<ol style="list-style-type: none"> <li>Attendance Target: 90%</li> <li>To increase regular attendance by 15% from 36.8 to 51.85</li> </ol> <p>2023 Data: Attendance taken from every day matters: 77.8% Regular Attendance: 36.85%</p>	<ul style="list-style-type: none"> <li>Focus on shifting students in the 81-89% group up to regular attendance.</li> <li>Further review into barriers to student attendance using interview tools.</li> <li>Review into how new Dean roles and structures are supporting attendance.</li> <li>Dean network to have a focus on improving attendance, with attendance a standing item at all Dean's meetings.</li> <li>The use of attendance codes is monitored closely to ensure that they are accurate.</li> <li>The importance of timely marking of attendance registers emphasised to staff so that accurate notifications can be sent early each day.</li> <li>WHHS attendance procedures provided to staff and how to guides will be made available to ensure timely and correct entries are made. This is to be reinforced through the Deans system.</li> <li>New role created to assist attendance team and attendance officer to collect truants and return them to class or to the duty dean as appropriate.</li> <li>Consequence system for truancy and punctuality to be embedded in the school.</li> </ul>	<p>Attendance - monthly reporting to Board Attendance review - Annually</p>														
<p>We celebrate with our students as they achieve.</p>	<ol style="list-style-type: none"> <li>Every student's success or achievement is acknowledged or recognised.</li> </ol>	<ul style="list-style-type: none"> <li>Taumata Rau - every student achieving their personal summit will be recognised (eg at regular achievement assemblies, Te Panui) for success in: <ul style="list-style-type: none"> <li>Academic</li> <li>Co-curricular</li> <li>Attendance</li> <li>Learning success and advancement</li> </ul> </li> <li>Celebrate student achievements through the communications team and publicly acknowledge students for their efforts on multiple platforms (share with the community)</li> <li>Appoint a communications staff member to share student successes and stories to our community. To be done in collaboration with the communications team.</li> </ul>	<p>Annually</p>														

		<ul style="list-style-type: none"> <li>● increase the visible acknowledgement of students' successes and representation through (badges, ties, noticeboard, certificates)</li> </ul>	
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<p style="text-align: center;"><b>NELP - QUALITY TEACHING AND LEADERSHIP</b></p> <p style="text-align: center;">Objective 5: Meaningfully incorporate Te reo Māori and Tikanga Māori into the everyday life of the place of learning Objective 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>			
Strategic Goals 2024 - 2026	Target 2024	Core Strategies for Achieving Goals	Monitoring and Review
We celebrate and accurately use Te Reo and Tikanga Māori in our daily interactions.	<ol style="list-style-type: none"> <li>1. Increase staff use of Te Ao Maori in teaching and learning.</li> <li>2. Increased Te Reo use and references throughout the school and in planning.</li> <li>3. To continue to develop school waiata, haka and correct pronunciation.</li> </ol>	<ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>● Staff to learn the updated waiata and school haka.</li> <li>● Develop a new CR &amp; RP lesson observation form for Staff that is inclusive of Te reo Māori.</li> <li>● Encourage use of Te Reo in planning and teaching.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>● Signage, Murals, and Carvings to be incorporated into the new build, painting of the school and SIP project footpath.</li> <li>● Year 13 student mural to be resourced, designed and completed.</li> </ul> </li> <li>3. <ul style="list-style-type: none"> <li>● School Waiata and Whare Kāhui haka to be taught through House coordinator, House leaders &amp; Prefects, for School Waiata &amp; Haka competition in Term 3.</li> </ul> </li> </ol>	Annually
We support our staff in their professional growth.	<ol style="list-style-type: none"> <li>1. Provide PLD in the three focus areas of: <ol style="list-style-type: none"> <li>a. Culturally Responsive and Relational Pedagogy</li> <li>b. Assessment for Learning</li> <li>c. Positive Behaviour for Learning</li> <li>d. Support all staff to increase their capacity in use of Te Reo.</li> <li>e. Trauma informed care</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. <ol style="list-style-type: none"> <li>a. <ul style="list-style-type: none"> <li>● CR &amp; RP team to conduct annual RTH process to track growth in staff pedagogy and use data to plan future PLD for teacher growth with Integrated pedagogies.</li> <li>● Establish PLG groups that focus on the schools key focus areas CR &amp; RP, AFL &amp; PB4L to develop teacher pedagogy and increase student agency. This is to also layer interventions and increase student practice of key skills.</li> </ul> </li> <li>b. Assessment For Learning <ul style="list-style-type: none"> <li>● AFL PLD to be led in Faculties</li> <li>● AFL strategies to be visible in teacher planning and available to see in shared google drive</li> <li>● Professional learning groups PLD and time to be utilised to layer data informed, deliberate acts of teaching. This is to increase student acceleration in reading, writing and math.</li> <li>● Target students to be monitored termly.</li> </ul> </li> <li>c. Pb4L:</li> </ol> </li> </ol>	Annually

		<ul style="list-style-type: none"> <li>● Work with SLT &amp; Pb4L team to develop and present a 'Consequences for behavior' plan based on Minor, Majors &amp; Crisis Behaviours.</li> <li>● Work With Pb4L Team and staff to promote a tiered reward structure for staff and students to easily follow.</li> </ul> <p>d. Increasing capacity and use of Te Reo</p> <ul style="list-style-type: none"> <li>● Support staff's Te reo Māori growth by providing release time to attend Te Ahu o Te reo Māori and continue to build staff library with Te reo Māori resources to support learning the language.</li> </ul> <p>e. Trauma informed practice:</p> <ul style="list-style-type: none"> <li>● Trauma informed practice PLD will be provided to support the learning support areas of the school</li> </ul>	
Our self-review processes help us continually improve our practice.	Complete all set reviews	<ol style="list-style-type: none"> <li>1. Regular review: <ol style="list-style-type: none"> <li>a. Achievement review</li> <li>b. PB4L review</li> <li>c. Attendance review</li> </ol> </li> <li>2. Strategic Review: <ol style="list-style-type: none"> <li>a. CR &amp; RP Strengthening Pedagogical Practice at WHHS</li> <li>b. AFL (PLG - literacy and numeracy)</li> </ol> </li> <li>3. Emergent Review: <ol style="list-style-type: none"> <li>a. New Deans structure</li> <li>b. Sports (Director)</li> <li>c. Peer support</li> </ol> </li> <li>4. Cycle of review: <ol style="list-style-type: none"> <li>a. Faculty and Special Projects/Units reporting to the board.</li> <li>b. Governance framework review will be in line with the triennial plan.</li> </ol> </li> </ol>	Annually
We support and develop the people that support and develop our students.	<p>To increase staff capability in:</p> <ol style="list-style-type: none"> <li>1. Culturally Responsive and Relational Pedagogy</li> <li>2. Assessment for Learning (Leadership and use of data in classroom practice)</li> <li>3. Positive Behaviour for Learning.</li> <li>4. Support staff to increase their capacity in use of Te reo Māori</li> </ol>	<ol style="list-style-type: none"> <li>1. CR &amp; RP: Continue to embed CR &amp; RP pedagogy into schoolwide practice and measure staff shift towards fully integrated pedagogies. This will be supported through the PLG'S, annual RtH process &amp; Targeted Evidence 2 accelerate hui to support faculties and staff</li> <li>2. AFL <ol style="list-style-type: none"> <li>a. Provide PLD and dedicate time to embed AFL into junior planning and grow practices through the use of PLG.</li> <li>b. Grow and embed AFL practices in the Learning Support Areas of the school. This will focus on using data to inform practice, planning, IEP's, making the curriculum more accessible for diverse learners. Set up systems and procedures to support reflective practice. <ol style="list-style-type: none"> <li>i. This will be supported by the commencement of twice termly learning support hui.</li> </ol> </li> </ol> </li> <li>3. PB4L <ol style="list-style-type: none"> <li>a. Provide internal PLD to all staff in PB4L: <ol style="list-style-type: none"> <li>i. Processes</li> <li>ii. Recognitions</li> <li>iii. How it is implemented in new Deans structure</li> </ol> </li> </ol> </li> </ol>	Annually

		<p>4. Support staff's reo Māori growth by providing release time to attend Te Ahu o Te reo Māori and continue to build a staff library of reo Māori resources to support learning the language.</p> <p>5. TOD and callback days dedicated to PLD focus areas.</p>	
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<b>NELP - FUTURE OF LEARNING AND WORK</b>			
Objective 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work			
<b>Strategic Goals 2024 - 2026</b>	<b>Target 2024</b>	<b>Core Strategies for Achieving Goals</b>	<b>Monitoring and Review</b>
Our students have the skills to be work ready.	<p>Increase opportunities for students to participate in programs that will have them work ready</p> <p>Measured through participation rates.</p>	<ol style="list-style-type: none"> <li>1. Look to extend programmes and networks that will have students work ready (Trades, Gateway, Construction Academy, Police Academy Programme, Puhoro, Career Navigator and Te Ao Haka).</li> <li>2. Embed the use of MyMahi throughout the school to increase student awareness of potential pathways.</li> <li>3. Provide dedicated times for students to access and engage with the MyMahi tool.</li> <li>4. Introduce an engineering club to support increased student aspirations and skills within local industries.</li> </ol>	Annually
We collaborate with industries, employers and tertiary providers in offering multiple pathways for our students.	<p>Grow our existing networks and create an electronic directory of industries, employers and tertiary providers that the school works with.</p> <p>Increase providers by 10%</p>	<ol style="list-style-type: none"> <li>1. Continue to grow our list of available providers and networks that support Gateway, Trades and employment pathways.</li> <li>2. Provide extra support and collaboration with at risk students by resourcing and employing an academic mentor that has dedicated hours to support careers.</li> </ol>	Trades and Gateway monthly reporting to the Board. Annual review
We encourage our students to aim high and ignore stereotypes.	Students are aware of career/pathway opportunities and have developed a plan for their future.	<ol style="list-style-type: none"> <li>1. Guest speakers from different vocations are to be invited into school to showcase their profession, their journey and the pathway to get there. (Graeme Dingle and others).</li> <li>2. Celebrate success (see above).</li> <li>3. Embed the use of MyMahi and allocate time accordingly during HTG. Have incentives for student participation.</li> <li>4. Goal setting day with MyMahi focus incorporated to provide structure for discussion.</li> </ol>	Annually

**KAHUI AKO ACHIEVEMENT CHALLENGE - HAUORA AND WELLBEING**

Objective 8: To embed the principles of Whare Tapa Rima in the attitudes and behaviours of staff, students and whānau

Strategic Goals 2024 - 2026	Target 2024	Core Strategies for Achieving Goals	Monitoring and Review
Our students are physically well.	<ol style="list-style-type: none"> <li>1. Increase participation in sport from 42% to 47%+</li> <li>2. Increase co-curricular participation from 55% to 65%</li> </ol>	<ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>● Introduce “Active As” student-led initiative which is to focus on increasing students participation in physical activity and the benefits that come from it. This will be in collaboration with Sport BOP and New Zealand Secondary Sports Council.</li> <li>● Develop a sporting code, timeline of seasons and training for our school community. To provide increased clarity and expectations.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>● Resource new and emerging events: <ul style="list-style-type: none"> <li>○ Heights Creative</li> <li>○ Matariki</li> <li>○ Pasifika Festival</li> <li>○ E sports</li> <li>○ Waka Ama</li> <li>○ Other</li> </ul> </li> <li>● New house competition structure:</li> <li>● House coordinator to produce a House Events calendar and schedule 2 events per term that coincides with end of year House points and house competition cups.</li> </ul> </li> </ol>	Annually
Our students are mentally and emotionally well.		<ul style="list-style-type: none"> <li>● Introduce a student led Peer Support programme for all Year 9 students as they enter WHHS. Student leaders to receive training in the previous year.</li> <li>● Keeping our kids safer online presentation and resources to be provided to the school community.</li> <li>● Secure PLD for the guidance team.</li> </ul>	Annually
Our students are connected and caring and will form positive relationships.		Provision of: <ul style="list-style-type: none"> <li>● Peer support programme to be implemented by current Year 13 leaders and a Year 12 Peer support camp planned for EOY to further develop senior cohorts capacity in leading peer support in 2025.</li> <li>● House activities / Prefect organised events</li> <li>● Co-curricular activities</li> <li>● Community service opportunities</li> <li>● Student lead initiatives and activities (Breakfast Club, Homework Club)</li> <li>● School Groups (LGBTQIA+, Interact, Enviro Club etc)</li> </ul>	Encompassed in other areas



<p>Our students have a strong sense of personal identity and lead meaningful lives.</p>	<p>1. Students can express who they are, what their strengths are and have aspirations for the future</p>	<ul style="list-style-type: none"> <li>● Marau Haukāinga units visible in classrooms.</li> <li>● Te Taumata o Ngati Whakaue Iho Ake - He Pataka Korero. TIC of junior Curriculum to ensure HPK continues to be embedded within existing units of work.</li> <li>● Use of MyMahi and pathway planning to identify strengths, goals and aspirations.</li> </ul>	<p>Annually</p>
<p>Our students are environmentally aware.</p>	<p>1. Students will demonstrate pride in their surroundings and environment</p> <p>(Measure: Decrease General waste - feedback Kapai Kai)</p>	<ul style="list-style-type: none"> <li>● PB4L Tidy kiwi Support student lead initiative with a tidy kiwi campaign at school that focuses on reducing rubbish waste.</li> </ul>	<p>Annually</p>
<p>Wellbeing For Staff.</p>	<p>At least 3 staff wellbeing events/recognitions per Term:</p> <p>1 x Board 1 x Senior Leadership 1 x Wellbeing Committee</p>	<ul style="list-style-type: none"> <li>● Whare Tapa wha recognition system in place for staff who take positive action in supporting their own wellbeing.</li> <li>● Wellbeing Committee to utilise staff voice and implement actions within the scope of the staff wellbeing budget. One action/initiative per term minimum.</li> </ul>	<p>Annually</p>