

WHHS IMPLEMENTATION PLAN 2026

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

LEARNERS AT THE CENTRE															
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															
Strategic Goals 2024 - 2026	Target 2026	Core Strategies for Achieving Goals	Monitoring and Review												
Western Heights High School seeks to be a safe, affirming, and inclusive place for everyone.	<p>1. To reduce the number of major and crisis incidents by at least 5% by the end of 2026.</p> <p>2025 End of year Baseline; Majors (PB4L) - 317 Crisis - 2</p> <p>2024 End of year baseline data; Majors (PB4L) - 579 Crisis - 7</p>	<ul style="list-style-type: none"> ● Present pastoral/ behavioural data to staff to assist with next steps in mitigating behavioural incidents. ● Tiered reward structure to be embedded alongside core values reward system ● Continued regular year level assemblies will be timetabled to communicate school values, successes and expectations. 	Termly												
We help our students to achieve their personal best.	<p>1. Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.</p> <p>2026 DATA: No. of Target students:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px 5px;">Target</th> <th style="padding: 2px 5px;">9</th> <th style="padding: 2px 5px;">10</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px 5px;">Reading</td> <td style="padding: 2px 5px;">37</td> <td style="padding: 2px 5px;">56</td> </tr> <tr> <td style="padding: 2px 5px;">Writing</td> <td style="padding: 2px 5px;">41</td> <td style="padding: 2px 5px;">21</td> </tr> <tr> <td style="padding: 2px 5px;">Numeracy</td> <td style="padding: 2px 5px;">28</td> <td style="padding: 2px 5px;">32</td> </tr> </tbody> </table>	Target	9	10	Reading	37	56	Writing	41	21	Numeracy	28	32	<p>All Year 9 and 10 students will be tested in Reading, Numeracy and Writing. This will be a mix of AsTTLe and SMART. Please note: Western Heights High School will be transitioning to SMART during 2026.</p> <ul style="list-style-type: none"> ● Target students have been selected based on the Term 1 data. Year 9 target students will be retested in Term 2 and Term 3. Year 10 target students will be tested using SMART in Term 2 and Asttle in Term 3. All students will be tested in Term 4. ● These target students will fall between 3B and 3P in Year 9 and 4B and 4P in year 10. ● PLG's set up and focused on Literacy and Numeracy strategies. PLD and Guidance on using AI to create appropriate tasks in relevant contexts. Extra support will be provided through Staff PLD around Evidence to Accelerate hui so that data can be used robustly to look at meaningful literacy and numeracy interventions. ● Students below these levels are referred to the Learning Support Co-ordinators and supported through the tiered system of learning support referrals. Numeracy and Literacy coordinators will be engaged to support students. ● Utilise government support for literacy and numeracy via provided PLD Eg. Scribo 	Termly
Target	9	10													
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<p>We support our students and their whānau in reaching their aspirations.</p>	<p>1. Every student will use the MyMahi tool to develop a pathway for further education, employment or training.</p>	<ul style="list-style-type: none"> ● Re-engage students with MyMahi in the first week back at school to affirm pathway preparation and option selection. ● Continue to 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. ● Support HTG Tutors with MyMahi PLD and new features that benefit student aspirations. ● Promote MyMahi usage through competitions and spot prizes. Integrate this practice across junior and senior school with termly challenges and focused activities to enhance career planning and goal setting. ● All Year 9-12 students to complete a pathway planning sheet linked to subject selection, supported by HTG teachers. Year 10 data is analyzed to highlight career interests, informing staff discussions and enhancing career guidance. ● Survey senior students to explore their perceptions, strengths, and aspirations. Identify career interests and opportunities for continued growth of career programmes and planning. 	<p>Twice per year</p>
<p>We are relationship driven.</p>	<p>To consult with all groups including</p> <ol style="list-style-type: none"> 1. Families/Whanau 2. Students/Akongā 3. Iwi 4. Pasifika 	<ul style="list-style-type: none"> ● Use of google suite tools to engage with stakeholders in preparation for strategic planning 2027 and beyond. ● Rongohia te Hau survey for stakeholders, Staff and Students to inform and improve teacher pedagogy. ● Collaborating and consulting with Iwi kanohi ki te kanohi twice per year. ● 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"> ○ Academic ○ Culture ○ Sport ○ Arts 	<p>Termly</p>

BARRIER FREE ACCESS

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

Strategic Goals 2024 - 2026	Target 2026	Core Strategies for Achieving Goals	Monitoring and Review									
We identify and reduce barriers that impact on participation, engagement, learning and achievement	1. Attendance Target: 90% 2. To increase regular attendance to 60% 2025 Data: Average attendance (half day): 83.9% Regular Attendance: 41%	<ul style="list-style-type: none"> ● STAR initiative procedures, MOE directives and Student Management System changes are integrated into WHHS Attendance Management Plan and procedures ● A cohesive working relationship is developed with Te Taumata o Ngāti Whakaue Attendance Service ● The use of Attendance Service and In-school Attendance Service CMS is understood, developed and refined ● The use of attendance codes is understood, developed and refined, with staff training provided as necessary ● The role of our In-School Attendance Advisor is understood, developed and refined ● Threshold notifications are processed and appropriate referrals made ● Attendance is a standing item at Dean/house tutor meetings ● Teacher action is monitored to ensure that processes are followed accurately ● Consequence system for truancy and lateness continued ● Communication to staff and the school community about the Stepped Attendance Response procedures ● Prize draws and other incentives, linked to PB4L for students who have regular attendance ● Fortnightly attendance trackers to be emailed to parents/caregivers ● Attendance traffic lights are emailed to staff twice a term ● Highlight attendance expectations with STP students and closely monitor attendance at both provider and school. 	Attendance - monthly reporting to Board Attendance review - annually									
Our students are proficient in literacy, numeracy and in the use of digital technologies.	1. Senior Achievement: 100% of NCEA Level 1 students (who have attended WHHS for at least two terms in 2025 will gain literacy and numeracy) <table border="1" data-bbox="477 1671 884 1835"> <thead> <tr> <th></th> <th>Literacy</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>90%</td> <td>85%</td> </tr> <tr> <td>No</td> <td>10%</td> <td>15%</td> </tr> </tbody> </table>		Literacy	Numeracy	Yes	90%	85%	No	10%	15%	1. <ul style="list-style-type: none"> ● Chart of NNN provided by Ministry of Education used to track students on an individual basis regarding literacy and numeracy ● Matakōa faculty will use alternative Literacy/Numeracy credits which are available in 2024-2027 ● Alternative literacy and numeracy pathways will be provided to students who miss out on the co-requisite or who are transient. ● Schoolwide PEEL writing strategy embedded to provide consistency and writing approach and layered learning opportunities. 2. All Year 9 and 10 students will be tested in Reading, Numeracy and Writing. This will be a mix of AsTTLe and SMART. Please note: Western Heights High School will be transitioning to SMART during 2026.	Senior: Annually Junior: Monitoring twice per term and annual review
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	<p>2. Junior Achievement: 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"> Target students have been selected based on the Term 1 data. Year 9 target students will be retested in Term 2 and Term 3. Year 10 target students will be tested using SMART in Term 2 and Asttle in Term 3. All students will be tested in Term 4. These target students will fall between 3B and 3P in Year 9 and 4B and 4P in year 10. PLG's set up and focused on Literacy and Numeracy strategies. PLD and Guidance on using AI to create appropriate tasks in relevant contexts. Extra support will be provided through Staff PLD around Evidence to Accelerate hui so that data can be used robustly to look at meaningful literacy and numeracy interventions. Students below these levels are referred to the Learning Support Co-ordinators and supported through the tiered system of learning support referrals. Numeracy and Literacy coordinators will be engaged to support students. Utilise government support for literacy and numeracy via provided PLD Eg. Scribo <p>3.</p> <ul style="list-style-type: none"> Resource further ICT/digital devices to increase accessibility, learning and use by students. Encourage the use of Google Gemini as the main AI platform for the school, both in class and in staff hui. 															
<p>Every student experiences success in NCEA.</p>	<p>Table is for all students:</p> <table border="1" data-bbox="465 947 875 1583"> <thead> <tr> <th>Year Level:</th> <th>Target of Roll Achieving for 2025:</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 2025:	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"> Regular scheduled meetings with the 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. Data will be provided to House Tutor Group teachers to help them monitor the academic achievement of their students. Identification of Year 11 target students based on the end of 2025 AsTTle data to identify students who may struggle with co-requisites. Use of the Literacy and Numeracy Team and Academic mentoring teacher to prepare them. For those most at risk of not achieving co-requisite exams (e.g. transient students), additional standards will be offered. Whole staff writing strategy adopted through PEEL scaffold. Study Leave to be available for students with predominantly external programmes. Attendance trackers, daily reporting and other attendance measures to lessen impact of non-attendance on results. Awareness campaign to be set up among students to increase awareness of University Entrance as a worthwhile qualification whether they are intending to go to University or not. 	<p>Monitoring with monthly reporting to the Board. Reviewed - Annually in achievement review.</p>
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<p>Every student meets our school-wide goal of 90% attendance.</p>	<ol style="list-style-type: none"> Attendance Target: 90% To increase regular attendance to 60% 	<ul style="list-style-type: none"> STAR initiative procedures, MOE directives and Student Management System changes are integrated into WHHS Attendance Management Plan and procedures A cohesive working relationship is developed with Te Taumata o Ngāti Whakaue Attendance Service 	<p>Attendance - monthly reporting to Board Attendance review - Annually</p>														

	<p>2025 Data:</p> <p>Average attendance (half day): 83.9%</p> <p>Regular Attendance: 41%</p>	<ul style="list-style-type: none"> ● The use of Attendance Service and In-school Attendance Service CMS is understood, developed and refined ● The use of attendance codes is understood, developed and refined, with staff training provided as necessary ● The role of our In-School Attendance Advisor is understood, developed and refined ● At risk students are identified and appropriate actions taken <ul style="list-style-type: none"> ○ referrals to outside agencies (eg Northern Health School, Taiohi Tūrama, Real, other education agencies) ○ In-school support systems are used effectively to reduce barriers (eg guidance, learning support co-ordinators, hardship fund for uniform, In-school Attendance advisor support and pūtea) ○ Attendance transition plans 	
We celebrate with our students as they achieve.	<p>1. Every student's success or achievement is acknowledged or recognised.</p>	<ul style="list-style-type: none"> ● 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"> ○ Academic ○ Co-curricular ○ Attendance ○ Learning success and advancement ○ Leadership ○ Vocational ● Celebrate student achievements through the communications team and publicly acknowledge students for their efforts on multiple platforms (share with the community) ● increase the visible acknowledgement of students' successes and representation through (badges, ties, noticeboard, certificates). 	Annually

QUALITY TEACHING AND LEADERSHIP 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			
Strategic Goals 2024 - 2026	Target 2026	Core Strategies for Achieving Goals	Monitoring and Review
We celebrate and accurately use Te Reo and Tikanga	<p>1. Increase staff use of Te Ao Maori in teaching and learning.</p>	<p>1. Provide Te Reo Māori PLD for staff with Kotihi Reo Consultants</p> <ul style="list-style-type: none"> ● Review Kōtihi Reo PLD via Integrated pedagogies with Rongohia Te Hau survey. ● Termly student voice surveys to gauge levels of reo use in classrooms. ● Use of Te Reo Māori and Whakatau(ā)kī in planning and teaching. 	Annually

<p>Māori in our daily interactions.</p>	<p>2. Increased Te Reo use and references throughout the school and in planning.</p> <p>3. To continue to develop school waiata, haka and correct pronunciation.</p>	<ul style="list-style-type: none"> ○ PLD to be provided on callback day ○ Resources to be shared ○ HoF's to work with faculty to incorporate into planning. ● Further grow staff library with Te Reo Māori resources <p>2. Signage, Murals, and Carvings to be incorporated into the new build, painting of the school.</p> <p>3. School Waiata and Whare Kāhui haka to be taught through House coordinator, House leaders & Prefects, for School Waiata & Haka competition.</p>	
<p>We support our staff in their professional growth.</p>	<p>1. Provide PLD in the three focus areas of:</p> <p>a. Culturally Sustaining and Relational Pedagogy</p> <p>b. Assessment for Learning (Data informed)</p> <p>c. Positive Behaviour for Learning</p> <p>d. Support all staff to increase their capacity in use of Te Reo.</p> <p>e. Support, facilitate and lead Professional Development and staff pedagogy for all staff in relation to Tier Three students including student IEP's</p>	<p>1.</p> <p>a. CS & RP: Rongohia te Hau team to conduct annual process to track growth in staff pedagogy and use data to plan future PLD for Teacher growth in pedagogy.</p> <ul style="list-style-type: none"> ● Continue with PLG groups (Core & Option class staff groupings) that focus on the schools key focus areas CS & RP, AFL & PB4L to develop teacher pedagogy and increase student agency. ● Build staff capacity with use of Te Reo Māori by offering PLD to staff through Kōtihi Reo Consultants. ● Further grow staff library via staff referrals with Te Reo Māori resources for staff to access and use <p>b. Assessment For Learning</p> <ul style="list-style-type: none"> ● AFL (data informed) PLD to be led in Faculties ● AFL (data informed) strategies to be visible in teacher planning and available to see in shared google drive ● 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. ● Target students to be monitored termly. <p>c. PB4L:</p> <ul style="list-style-type: none"> ● Tiered reward structure embedded alongside Core values rewards system. ● Use Kamar Pastoral Data and Student Voice surveys, identifying specific behavioral trends and environmental triggers with faculties. <p>d. Increasing capacity and use of Te Reo</p> <ul style="list-style-type: none"> ● Te Reo will be supported through resourcing Reo classes for staff in Term 1 and 2 to build staff capacity using Te Reo Māori in their daily interactions and teaching. This will be done through beginner or advanced classes with the support of Kōtihi Reo Consultants. <p>e. Tier Three student support</p> <ul style="list-style-type: none"> ● LSCs to complete IEPs on Tier Three students identified by baseline testing, indicating pedagogical strategies for te classroom. ● Process in place for staff referral of suspected Tier Three students who may not have been tested. ● LSCs to present to staff 	<p>Annually</p>

<p>Our self-review processes help us continually improve our practice.</p>	<p>Complete all set reviews</p>	<ol style="list-style-type: none"> 1. Regular review: <ol style="list-style-type: none"> a. Achievement review b. PB4L review c. Attendance review 2. Strategic Review: <ol style="list-style-type: none"> a. CS & RP Strengthening Pedagogical Practice at WHHS b. AFL (PLG - literacy and numeracy - Co-requisites) 3. Emergent Review: <ol style="list-style-type: none"> a. Reo PLD for Staff b. EOTC Safety Management Planning and Systems c. SMART Tool d. Attendance Management Plan 4. Cycle of review: <ol style="list-style-type: none"> a. Faculty and Special Projects/Units reporting to the board. b. Governance framework review will be in line with the triennial plan. 	<p>Annually</p>
<p>We support and develop the people that support and develop our students.</p>	<p>To increase staff capability in:</p> <ol style="list-style-type: none"> 1. Culturally Sustaining and Relational Pedagogy 2. Assessment for Learning (Leadership and use of data in classroom practice) 3. Positive Behaviour for Learning. 4. Support staff to increase their capacity in use of Te reo Māori 	<ol style="list-style-type: none"> 1. CS & RP: Rongohia te Hau team to conduct annual process to track growth in staff pedagogy and use data to plan future PLD for Teacher growth in pedagogy. 2. AFL <ol style="list-style-type: none"> a. Provide PLD and dedicate time to embed AFL by using Deliberate Acts of Teaching as agreed upon in PLG hui and that will be evident in Unit Planning for juniors. 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. This will be supported by the commencement of twice termly learning support hui. 3. PB4L <ol style="list-style-type: none"> a. Provide internal PLD to all staff in PB4L: <ol style="list-style-type: none"> i. Processes ii. Recognitions 4. PLD will be available in Term 1 and 2 to build staff capacity using Te Reo Māori in their daily interactions and teaching. 5. Curriculum days and callback days dedicated to PLD focus areas. 	<p>Annually</p>

FUTURE OF LEARNING AND WORK

Objective 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Strategic Goals 2024 - 2026	Target 2026	Core Strategies for Achieving Goals	Monitoring and Review
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. (Trades, Gateway, Internal Programmes).</p>	<ol style="list-style-type: none"> 1. Look to extend programmes and networks that will have students work ready (Trades, Gateway, Construction Academy, Police (Cactus and Police programmes), Pūhoro, and Te Ao Haka, Roofing, Scaffolding). 2. Further embed the use of MyMahi throughout the school to increase student awareness of potential pathways. 3. Provide dedicated times for students to access and engage with the MyMahi tool. 4. Further promote the engineering club to support increased student aspirations and skills within local industries through new equipment and resources. 	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 a further 5%</p>	<ol style="list-style-type: none"> 1. Continue to grow our list of available providers and networks that support Gateway, Trades and employment pathways. 	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"> 1. Guest speakers from tertiary providers and different vocations are to be invited into school to showcase their organisation, profession, their journey and the pathway to get there. 2. Celebrate success (see above). 3. Embed the use of MyMahi and allocate time accordingly during HTG. Have incentives for student participation. 4. Goal setting day with MyMahi focus incorporated to provide structure for discussion. 5. Fosters construction walk-throughs to have students exposed to the various employment opportunities in the construction industry. 	Annually

KAHUI AKO ACHIEVEMENT CHALLENGE - STRENGTHENING IDENTITY 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 2026	Core Strategies for Achieving Goals	Monitoring and Review
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<p>Our students are physically well.</p>	<ol style="list-style-type: none"> 1. Increase participation in sport by 5% moving from 70% + to 75%+. With participation data provided by Sport BoP 2. Increase co-curricular participation from 78% to 80%+ 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> ● Resource 2 x Sport Activators, and 1 Lead Sport Activator to support sporting experiences across the student body during break times. ● Seek to transition students from participating in physical activity to signing up to play a sport. ● Sporting code to be built upon. This is to include: timeline of seasons and training times with reduced clashes for our school community. To provide increased clarity and expectations. 2. <ul style="list-style-type: none"> ● Resource new and emerging events: <ul style="list-style-type: none"> ○ Heights Creative ○ Pasifika Festival ○ E Sports ○ Culture Day ○ Other ● Further embed student led Peer Support programme for all Year 9 students as they enter WHHS. Student leaders are to receive training in advance of Year 9 students' arrival. ● Conduct a survey on Peer Support to track progress and value of the programme. ● Update the EOTC Safety Management Plan and Systems. 	<p>Annually</p>
<p>Our students are mentally and emotionally well.</p>		<ul style="list-style-type: none"> ● Secure PLD for the guidance team that is focussed on adolescent health. ● Work with outside support organisations to further our networks in aiding student health (Taiohi Turama, REAL, NHS, and others). 	<p>Annually</p>
<p>Our students are connected and caring and will form positive relationships.</p>		<p>Continue provision of:</p> <ul style="list-style-type: none"> ● Peer support programme to be implemented by current Year 13 leaders and a Year 12 Peer support training planned for EOY to further develop senior cohorts' capacity in leading peer support in 2027. ● Active As reporting and application ● House activities ● Co-curricular activities ● Community service opportunities ● Student lead initiatives and activities (Breakfast Club, Homework Club) ● School Groups (LGBTQIA+, Interact, Enviro Club, Cultural Club etc) 	<p>Encompassed in other areas</p>
<p>Our students have a strong sense of personal identity and lead meaningful lives.</p>	<ol style="list-style-type: none"> 1. Students can express who they are, what their strengths are and have aspirations for the future 	<ul style="list-style-type: none"> ● All Departments & Faculties will continue Marau Haukāinga units visible in classrooms. ● 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. ● Use of MyMahi and pathway planning to identify strengths, goals and aspirations. This will include pathway planning at the beginning of the year for all students. 	<p>Annually</p>

<p>Our students are environmentally aware.</p>	<p>1. Students will demonstrate pride in their surroundings and environment</p>	<p>Enviro club, tree planting, sustainability units planned for</p> <ul style="list-style-type: none"> ● Collaboration with Lakes Council and stakeholders to enrich the Heights environment by removal of poplar trees on the school boundary and replacing them with native plants. ● Use of resources and faculty planning to promote sustainability. 	<p>Annually</p>
<p>Wellbeing For Staff.</p>	<p>At least 3 staff wellbeing events/recognitions per Term: 1 x Board 1 x Senior Leadership 1 x Wellbeing Committee</p>	<ul style="list-style-type: none"> ● Whare Tapa Wha recognition system in place for staff who take positive action in supporting their own wellbeing. ● Wellbeing Committee to utilise staff voice and implement actions within the scope of the staff wellbeing budget. One action/ initiative per term minimum. ● Continue to resource staff wellbeing initiatives via the Board, Senior Leadership and Wellbeing Committee. 	<p>Annually</p>