



**Pasadena Intermediate  
Te Kura Takawaenga o Te  
Waititiko  
Annual Plan  
2024 & 2025**

*“Nurture the whole person and personal excellence is achieved”*

*“Poipoia te tangata kia eke kairangi”*

# Annual Planning 2024

## Strategic Aim 1: Students – Ākongā

*Continuous holistic improvement for all students.*

**Annual Goals:** *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 1.1 Students performing Below and Well Below the expected curriculum level in Mathematics/Pāngarau will be provided with targeted support to accelerate their progress towards the expected curriculum level by the end of the year
- 1.2 Māori and Pasifika students who are Below and Well Below the expected curriculum level in Mathematics/Pāngarau will be provided with extra support to accelerate their progress towards the expected curriculum level by the end of the year

**Baseline Data:** *(What does the data say currently)*

- 1.1 Mathematics – Year 7 students in 2023: 80% (123 students) were At or Above the expected curriculum level
- 1.2 Mathematics – Year 7 Māori English Medium students in 2023: 81% (26 students) were At or Above the expected curriculum level
- 1.3 Mathematics – Year 7 Pasifika students in 2023: 27% (6 students) At or Above the expected curriculum level
- 1.4 Māori Medium Pāngarau: Year 7 students in 2023: 76% (21 students) were At or Above the expected curriculum level

**Annual Targets:** *(What improvement shifts are we aiming to achieve this year?)*

- 1.1 Mathematics: By the end of 2024, 85% of Year 8 students (131 students) will achieve At or Above the expected curriculum level
- 1.2 Mathematics – Māori English Medium: By the end of 2024, 87% of Year 8 students (28 students) will be At or Above the expected curriculum level
- 1.3 Mathematics – Pasifika: By the end of 2024, 63% of Year 8 students (14 students) will be At or Above the expected curriculum level
- 1.4 Māori Medium Pāngarau: By the end of 2024, 86% of Year 8 students (25 students) will be At or Above the expected curriculum level

**Measurement of Targets:**

- Collation and analysis of the 2024 Year 7 English Medium End of Year Expected Curriculum Data
- Collection and analysis of the 2024 Year 7 Māori Medium End of Year Expected Curriculum Data

# Students – Ākonga: MATHEMATICS

## ANNUAL GOALS –

- 1.1 Students performing Below and Well Below the expected curriculum level in Mathematics/Pāngarau will be provided with targeted support to accelerate their progress towards the expected Curriculum level by year end.
- 1.2 Māori and Pasifika students who are Below and Well Below the expected Curriculum level in Mathematics/Pāngarau will be provided with extra support to accelerate their progress towards the expected Curriculum level by year-end.

## ANNUAL TARGETS –

- 1.1 Mathematics: By the end of 2024, 85% of Year 8 students (131 students) will achieve At or Above the expected curriculum level
- 1.2 Mathematics - Māori English Medium: By the end of 2024, 87% of Year 8 students (28 students) will be At or Above the expected curriculum level
- 1.3 Mathematics – Pasifika: By the end of 2024, 63% of Year 8 students (14 students) will be At or Above the expected curriculum level
- 1.4 Māori Medium Pāngarau: By the end of 2024, 86% of Year 8 students (25 students) will be At or Above the expected curriculum level

ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Mathematics student achievement data and analysis provided at regular intervals to the Board of Trustees	Student Strategic Leader, Students, AP	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>There is an increase in achievement data, with value added to every student</li> <li>Students report to the board throughout Terms 2-4 to share progress against the annual targets</li> <li>Māori and Pasifika targets are identified and reported on</li> </ul>
Analysis of acceleration data based on student achievement shared with the board	Strategic Leader, Learning Support teacher	Nil	T2, T4	<ul style="list-style-type: none"> <li>Increase in student achievement data from those students who moved from Below the expected curriculum level to At</li> </ul>
Effective assessment practices are used and analysed to inform learning and teaching programmes	Staff, Strategic Leader	Assessment Budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>Students have a clear understanding of their learning and can articulate this clearly to teachers and whānau</li> <li>Students are more agentic in their learning</li> <li>Reporting to parents on assessment is provided in a digital and timely manner</li> </ul>

				<ul style="list-style-type: none"> <li>● Students apply assessment for learning practices across the curriculum</li> <li>● Staff have a consistent approach towards assessment tools</li> <li>● Differentiated lesson plans are created according to identified needs</li> <li>● Staff have a clear understanding of what students know, what they need to know and the steps needed to get there</li> </ul>
Participate in differentiated professional development around Developing Mathematical Inquiry Communities in order to extend and accelerate all learners in a culturally responsive way (with a focus on Māori/Pasifika learners)	Student Strategic Leader, external facilitators from Massey University	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>● Teachers reflect on their own practice, increasing pedagogical content knowledge</li> <li>● Student achievement data increases in Maths/Pāngarau</li> <li>● New ideas and approaches are implemented, reflected upon, and findings shared</li> <li>● All staff participate in professional development around Developing Mathematical Inquiry Communities facilitated by Massey University</li> <li>● Students can explain and justify their ideas using mathematical reasoning</li> </ul>
Clear communication with and between students and whānau	Students, Staff	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>● Student Led Conferences and reports</li> <li>● Whānau hui and fono</li> <li>● Curriculum and assessment information evenings</li> <li>● Learning Maps</li> <li>● Real-time reporting via Hero</li> <li>● Key summary of data analysis shared in newsletters</li> </ul>
Teachers identify and track target students who are below or well below the expected curriculum level	All Teachers	Nil	T1, T2, T3 and T4	<ul style="list-style-type: none"> <li>● Achievement Plans are created to set goals, show interventions and progress made, including teacher, whānau and student voice</li> <li>● Māori and Pasifika target students are identified</li> <li>● Students placed into appropriate Learning Support programmes</li> </ul>
Learning Centre (both English Medium and Māori Medium) provides targeted and accelerative support for specific students, aligning closely to the classroom programme	Staff	Staffing	T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>● Student achievement in Maths/Pāngarau improves</li> <li>● Individual needs are catered for</li> <li>● Learning Centre contributes to Achievement Plans</li> <li>● Students make accelerated progress</li> </ul>

Gifted and Talented Programme in Mathematics with students selected from assessments	Staff, Students		T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>● Students will engage with rich, open, visual and creative mathematical tasks where they have the opportunity to collaboratively problem-solve, justify and question their thinking as well as making connections between ideas</li> <li>● Sessions occur with other like-minded students with concepts that are linked to the classroom programme</li> <li>● Learning programme focused on acceleration, enrichment and collaboration</li> </ul>
Collaboration with teaching practice/planning is done across the school	Staff	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>● Shared drive across the school for planning/resources</li> <li>● Google Docs used to collaboratively plan within and across teams</li> <li>● Sharing of Achievement Plans</li> <li>● Observations, reflections and discussions of effective teaching practice that raise the achievement of students</li> </ul>
Use the school self-review process to review the effectiveness of our Math/Pāngarau programme	Staff, Students, Community	NIL	T2, T4	<ul style="list-style-type: none"> <li>● Students, staff and community have an opportunity to reflect on the school Math programme</li> <li>● Data is collected and analysed to inform decision-making and programme improvement</li> </ul>
Use 'real-time reporting' to inform parents about progress in Maths/Pāngarau	Students Strategic leader, Students, Staff	Assessment budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>● Staff understand the purpose of real time reporting</li> <li>● Students can upload evidence, make comments and set goals</li> <li>● Teachers know how to comment on evidence uploaded</li> <li>● Parents are able to log on to Hero and can access evidence, goals and comments</li> <li>● Feedback from teachers, parents and students is gathered and analysed to make improvements</li> </ul>
Implement an effective tracking system to ensure that 5 hours of Math/Pāngarau, Reading/Pānui and Writing/Tuhituhi is occurring weekly	Students Strategic Leader, Team Leaders, Staff	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>● An effective tracking system is created</li> <li>● Staff self-assess and use the tracking system</li> <li>● 5 hours of Math/Pāngarau, Reading/Pānui and Writing/Tuhituhi is occurring weekly</li> </ul>

# Annual Planning 2024

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## Strategic Aim 2: Future Focused Learning – Whakakitenga

*To have a future focused curriculum and learning environment that develops well-rounded and balanced learners.*

**Annual Goals:** *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 2.1 In an increasingly digital world, Pasadena will focus on equipping students with strong digital literacy skills and integrating technology into their learning experiences
- 2.2 Continue to embed collaborative and innovative pedagogy, within the new building and existing hubs, through a conceptual framework via the use of flexible learning spaces with the aim to allow students to take meaningful social action/explore global issues
- 2.3 Pasadena to prioritise teaching students about environmental issues, sustainability, and taking practical steps to reduce their ecological footprint by implementing sustainable practices

**Baseline Data:** *(What does the data say currently)*

- 2.1 In 2023, 60 % of students were confident with their use of digital skills and were able to integrate this knowledge in a better way in their learning
- 2.2 In 2023, 60% of students understood what social action was and this led to social action initiatives being taken
- 2.3 In 2023, 3 new sustainability initiatives were implemented

**Annual Target:** *(What improvement shifts are we aiming to achieve this year?)*

- 2.1 By the end of 2024, 80% of students will have increased their confidence utilising digital tools to support their learning
- 2.2 By the end of 2024, 80% of students will have taken meaningful social action while following the Pasadena Inquiry cycle
- 2.3 By the end of 2024, the Future-focussed student Leadership Group has implemented 4 sustainability initiatives throughout the school and in the local community

## Measurement of Targets

- 4 new student led social action initiatives are implemented
- The future-focussed student leadership groups has implemented 4 sustainability initiatives
- Self-reflection and the inquiry process rubric is used to identify meaningful action in real world contexts
- Student reflection on confidence using digital tools

# FUTURE FOCUS – Whakakitenga

## ANNUAL GOALS –

- 2.1 In an increasingly digital world, Pasadena will focus on equipping students with strong digital literacy skills and integrating technology into their learning experiences
- 2.2 Continue to embed collaborative and innovative pedagogy, within the new building and existing hubs, through a conceptual framework via the use of flexible learning spaces with the aim to allow students to take meaningful social action/explore global issues
- 2.3 Pasadena to prioritise teaching students about environmental issues, sustainability, and taking practical steps to reduce their ecological footprint by implementing sustainable practices

## ANNUAL TARGETS –

- 2.1 By the end of 2024, 80% of students will have increased their confidence utilising digital tools to support their learning
- 2.2 By the end of 2024, 80% of students will have taken meaningful social action while following the Pasadena Inquiry cycle
- 2.3 By the end of 2024, the Future-focussed student Leadership Group has implemented 4 sustainability initiatives throughout the school and in the local community

ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Reports to Board of Trustees twice a year regarding progress of Future Focus targets	Strategic Leader, students	NIL	T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>Strategic Leader and Student Strategic Planning Group will report to Board of Trustees related to the targets</li> </ul>
Professional Development is provided to improve the effectiveness of collaboration	Strategic Leader, Kāhui Ako	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>Collaboration Rubric is used to monitor progress</li> <li>Collaborative planning is completed school-wide</li> <li>A range of co-teaching strategies are implemented effectively based on the learning goal/purpose</li> <li>Professional Development is provided through the Kāhui Ako</li> <li>Professional readings</li> </ul>
Opportunities for increased student agency in the community	Staff, Students, Strategic Leaders		T1,2, 3 and 4	<ul style="list-style-type: none"> <li>Students have developed and led initiatives in the community, including local schools, based on authentic, real-world issues</li> </ul>

				<ul style="list-style-type: none"> <li>● Students can articulate how they have led social action and demonstrated student agency</li> </ul>
Future Focus Student Leadership group will discuss new initiatives and implement them across the school/community with a focus on sustainability	Strategic Leader, Future Focussed Student Leadership Group	Transdisciplinary budget	T2, 3 and 4	<ul style="list-style-type: none"> <li>● Future Focus Student Leadership group will meet twice a term with the Strategic Leader to discuss new initiatives, implementing them across the school/community</li> </ul>
Student Voice is integrated into our Units of Inquiry/Conceptual Framework	Staff, students, SLT		T2, 3 and 4	<ul style="list-style-type: none"> <li>● Student Leaders will meet with Strategic Leaders termly to share ideas and have input into our Units of Inquiry</li> </ul>
Continue to offer a holistic approach through a range of cultural, sporting, academic and leadership opportunities	Staff		T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>● Students participate in sporting, cultural, academic, and social programmes</li> <li>● Students have the opportunity to participate in Extension and Enrichment programmes across the curriculum, including Gifted &amp; Talented</li> <li>● Coaching opportunities given to students</li> </ul>
As part of self-review, continue to reflect upon the Conceptual Inquiry process to ensure it meets the needs of the school and includes an element of social action through a cultural lens	Staff, students		T1, 2, 3 and 4	<ul style="list-style-type: none"> <li>● Self review undertaken by parents, students and staff</li> <li>● Inquiry model is adapted as needed</li> <li>● Students to identify and explain the inquiry model with greater clarity</li> <li>● Provide opportunities for students to take meaningful social action through a cultural lens</li> </ul>



# Annual Planning 2024

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## Strategic Aim 3: Community Hapori

*To have an actively engaged role in the community.*

**Annual Goals:** *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 3.1. Strengthen opportunities for students to take meaningful social action in the community
- 3.2. Develop new initiatives to enhance reciprocal relationships with the Māori and Pasifika communities
- 3.3. Utilise partnerships and key resources in the local community to enhance our conceptual curriculum, including Aotearoa NZ Histories

**Baseline Data:** *(What does the data say currently)*

- 3.1 In 2023, there were three opportunities for students to take meaningful social action in the community
- 3.2 In 2023, two whānau hui took place and one fono
- 3.3 In 2023, we connected with ?? to enhance the Aotearoa NZ Histories curriculum

**Annual Target:** *(What improvement shifts are we aiming to achieve this year?)*

- 3.1 By the end of Term 4 2024, we have implemented four new student led initiatives taking social action in the local community
- 3.2 By the end of Term 4 2024, 2 whānau hui have occurred with participation from rumaki and English-medium whānau, and 2 initiatives to enhance meaningful collaboration with our Pasifika and Māori communities
- 3.3 By the end of Term 4 2024, we have implemented 2 new initiatives to enhance our conceptual curriculum, including Aotearoa NZ Histories

**Measurement of Target:**

- Measure the number of initiatives implemented
- Involvement of the Pasifika community in school initiatives, activities and events
- Student and parent consultation for Pasifika initiatives
- Involvement of the Māori community in school initiatives, activities and events
- Student and parent consultation for Māori initiatives

# COMMUNITY – Hapori

## ANNUAL GOALS –

- 3.1. Strengthen opportunities for students to take meaningful social action in the community
- 3.2. Develop new initiatives to enhance reciprocal relationships with the Māori and Pasifika communities
- 3.3. Utilise partnerships and key resources in the local community to enhance our conceptual curriculum, including Aotearoa NZ Histories

## ANNUAL TARGETS –

- 3.1 By the end of Term 4 2024, we have implemented four new student led initiatives taking social action in the local community
- 3.2 By the end of Term 4 2024, 2 whānau hui have occurred with participation from rumaki and English-medium whānau, and 2 initiatives to enhance meaningful collaboration with our Pasifika and Māori communities
- 3.3 By the end of Term 4 2024, we have implemented 2 new initiatives to enhance our conceptual curriculum, including Aotearoa NZ Histories

ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Regular reports to the Board regarding community initiatives	Principal DP	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Board reports regarding Community initiatives</li> <li>● Student Strategic Leaders group presenting to the BOT regarding initiatives</li> <li>● Present a mid-year and end of year update against the targets for community</li> </ul>
Report to the Board on Māori and Pasifika consultations, Achievement Data and Achievement Plans	Principal DP Strategic Leader for Hapori and Huarahi Māori	Nil	T 2, 3 & 4	<ul style="list-style-type: none"> <li>● Board reports</li> <li>● Board invited to attend consultations</li> <li>● Student voice</li> <li>● Māori community voice</li> <li>● Pasifika community voice</li> <li>● Achievement data for Māori &amp; Pasifika learners continues to improve</li> </ul>
Consultation with the Māori community	Board of Trustees Principal DP Staff	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Consultation is planned and held every term</li> <li>● Attendance increase is evident through comparison with previous numbers</li> </ul>

	Strategic Leader for Huarahi Māori			<ul style="list-style-type: none"> <li>● Increase attendance from Māori whānau from English-medium classes</li> <li>● Gain feedback on initiatives and plan where to next</li> </ul>
Consultation with the Pasifika community	Board of Trustees Principal DP Staff Pasifika Leader	Nil	T2, 4	<ul style="list-style-type: none"> <li>● Consultation is planned for twice a year</li> <li>● Attendance increase is evident through comparison with previous numbers</li> <li>● Share initiatives and form connections with the Pasifika community</li> <li>● Gain feedback on initiatives and plan where to next</li> </ul>
Continue running Extension & Enrichment groups that meet the needs of our students, including with a te ao Māori and Pasifika lenses	Students Principal DP Staff Pasifika Leader Bilingual Pathways Leader	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● The Pasifika Enrichment group is continued and has a high number of students regularly attending</li> <li>● Pasifika language weeks are recognised and celebrated</li> <li>● Community participation in planning and teaching initiatives</li> <li>● Student voice gathered</li> <li>● Performances, connection and sharing with community and Kāhui schools</li> <li>● External experts are used to</li> </ul>
Utilise partnerships and key resources in the local community to enhance our local curriculum, including Aotearoa NZ Histories curriculum	Students Principal DP Staff Pasifika Leader Bilingual Pathways Leader	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Ensure local curriculum includes Mātauranga and te ao Māori</li> <li>● Community experts to provide additional resources to support learning for Aotearoa NZ Histories</li> </ul>
Continue to provide opportunities to support student initiatives to increase the amount of social action in the local community	Students Principal DP Staff Pasifika Leader Bilingual Pathways Leader	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Students are actively involved in the local community</li> <li>● Students take social action to make a positive impact</li> <li>● Student Leadership Groups regularly meets to develop, action and reflect on initiatives within and beyond the school community</li> </ul>
Further develop relationships with the Māori community which include	Students Principal DP	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Māori community invited into the school regularly to find out about learning initiatives for our Māori students</li> </ul>

consultation, social action and learning initiatives	Staff Strategic Leader for Huarahi Māori			<ul style="list-style-type: none"> <li>● Māori community invited to share their culture, ideas, feelings and initiatives with the school</li> <li>● Create events with a te ao Māori focus</li> <li>● Establish as part of the Inquiry Process social action initiatives that have a mātauranga Māori or te ao Māori focus</li> </ul>
Further, develop relationships with the Pasifika community which include consultation, social action and learning initiatives	Students, DP, Principal, staff Pasifika Leader	Nil	T2, 3 & 4	<ul style="list-style-type: none"> <li>● Pasifika community invited to find out about learning initiatives for our Pasifika students</li> <li>● Pasifika community invited to share ideas, feelings, and initiatives with the school</li> <li>● Establish as part of the Inquiry Process social action initiatives that have a Pasifika focus</li> </ul>
Students develop leadership skills as part of the Student Community and Pasifika Strategic Leadership Group	Staff, students DP Community & Pasifika Leaders	PLD Budget	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Effectively communicate with other students</li> <li>● Support and guide fellow students</li> <li>● Plan and carry out a social action</li> <li>● Strategic Leadership Groups regularly meet to plan and lead initiatives</li> </ul>
Increase parents' understanding of learning opportunities for Māori and Pasifika students	Students, DP, Principal, Staff	Nil	T 2, 3 & 4	<ul style="list-style-type: none"> <li>● Hold information gatherings sessions with the Māori and Pasifika community to share Curriculum initiatives</li> <li>● Present learning initiatives at organised meetings</li> <li>● Students share their understanding of their learning</li> <li>● Parents have an opportunity to develop their understanding and ask questions about the learning occurring at Pasadena</li> <li>● Have students explain their learning through opportunities like Student-Led Conferences and speaking at community hui</li> <li>● Communicate with parents/caregivers how they can support their child at home with their learning</li> <li>● Plan opportunities for members of the Māori and Pasifika community to come and work with students</li> </ul>
Strengthen the relationships between Pasadena and local schools	Students, DP, Principal, Staff	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Connect with local schools to identify how Pasadena students can support their learning and/or community (both at their schools and our own)</li> <li>● Offer skills Pasadena students have to local schools e.g. coaching peer mentoring</li> <li>● Explore environmentally and culturally sustainable practices</li> </ul>

				<ul style="list-style-type: none"> <li>● Mentoring and peer support programmes</li> <li>● Strengthen the transition process</li> </ul>
Review the effectiveness of initiatives with local schools and look further opportunities to develop	Students, DP, Principal, Staff	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Review the effectiveness of initiatives through staff and student surveys/feedback</li> <li>● Use the review information to modify and/or offer different initiatives</li> <li>● Discuss and review with Kāhui Ako</li> </ul>
Evaluate the effectiveness of reporting and consulting with the Māori and Pasifika communities	Principal, DP, Students, Staff	Nil	T4	<ul style="list-style-type: none"> <li>● Gather information from parents and caregivers at a consultation meeting</li> <li>● Survey parents and caregivers</li> <li>● Student voice gathered</li> <li>● Teacher survey conducted</li> </ul>
Student voice is collated about how teaching and learning works for them with a focus on Māori and Pacific learners	Teacher		Terms 1-4	<ul style="list-style-type: none"> <li>● Students' ideas are incorporated into the school's culture and curriculum</li> <li>● Student Strategic Leaders have shared their voice and ideas, and this is actioned</li> </ul>
Create opportunities to increase the profile of Pasadena in the wider community, including Internationally	Principal Teachers Students DP	Curriculum	T2, 3, 4	<ul style="list-style-type: none"> <li>● Student trips Japan Nagisa exchange and Vanuatu</li> <li>● Further develop the relationship with the International Student coordinator at WSC</li> <li>● Opportunities to collaborate with universities for research, microteaching and teacher training</li> <li>● Connect Pasadena with other schools, sectors and industries as opportunities arise</li> </ul>
Provide opportunities for students with the local community that supports our conceptual curriculum	Principal Teachers Students DP	Curriculum	T1,2, 3, 4	<ul style="list-style-type: none"> <li>● Students' ideas are incorporated into the school's culture and curriculum</li> <li>● Connect with community experts and explore partnerships to provide opportunities, particularly related to Aotearoa NZ Histories</li> </ul>

# Te Mahere ā-Tau 2024

## Te Whāinga Rautaki 4: Te Huarahi Māori | Bilingual Pathway

Kia whakahaere tonutia tētahi huarahi Māori i roto i te reo Māori i roto i te horopaki o te ao Māori me ngā tikanga Māori

**Ngā Whāinga ā-Tau:** (He aha ngā mahi me kite e te poari i tēnei tau e kaha ake ai te angitu o te ākonga e hāngai nei ki tēnei whāinga rautaki)

Ka kaha ake te horahanga o te reo Māori puta noa i te kura whānui e whai wāhi nei ngā ākonga katoa ki te reo e kounga ana, e hāngai ana hoki ki ō rātou anō ao i te kura, i te kāinga hoki

Ka tere ake te kaunekenga o ngā ākonga kei raro i te taumata o te marautanga e tika ana i te Pānui, i te Tuhituhi, i te Pāngarau anō hoki

Ka whakaūria ngā pūtoi ako e whakamahia ana ināianei puta noa i te kura, ka whakahāngai ai ki te horopaki whāiti o Te Rumaki Reo o Te Waitītiko

Ka tū mai ngā hōtaka Whakahaumako hei tautoko i ngā ākonga me whai āwhina

### Ngā Raraunga: (Tā tātou e kite nei i ngā raraunga ināianei)

4.1 I te tau 2023, kāore i kohia he raraunga mō te pārekareka o ngā ākonga ki te reo Māori puta noa i te taha auraki

4.2 I te tau 2023, ko te 52% (te 18 ākonga) o ngā ākonga Tau 8 i te taumata marau e tika ana, i tua atu rānei i te Tuhituhi

4.3 I te tau 2023, kāore i kohia he raraunga i kohia i ngā tamariki mō te taha ki tā rātou mahi tahi

4.4 I te tau 2023, kāore he Kaupapa Whakahaumako i tū mai hei tautoko i ngā ākonga o te reo Māori

### Ngā Keo ā-Tau: (He aha ā tātou whāinga e ngana nei tātou ki te whakatutuki i tēnei tau?)

4.1 Ā mua o te paunga o te wāhanga 4, 2024, e ai ki te 75% o ngā ākonga, ka pārekareka ki a rātou ngā akoranga reo Māori

4.2 Ā mua o te paunga o te wāhanga 4, 2024, ka eke te 75% o ngā ākonga Tau 8 (e 29 ākonga) ki te taumata marau, ki tua rānei o te taumata marau e tika ana mō te Pānui, mō te Tuhituhi, mō te Pāngarau hoki

4.3 Ā mua o te paunga o te wāhanga 4, 2024, e ai ki te 75% o ngā ākonga, e kaha ana tā rātou mahi tahi

4.4 Ā mua o te paunga o te wāhanga 4 2024, e 3 ngā hōtaka Whakahaumako ka tū mai hei tautoko i ngā ākonga e ako ana i te reo Māori

## Te Ine i te Whāinga:

- Ngā raraunga angitu o ngā tamariki
- He pou tarāwaho mō te mahi tahi
- He aromatawai whaiaro

# Annual Planning 2024

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## Strategic Aim 4: Bilingual Pathway | Te Huarahi Māori

*To continue to provide a Bilingual Pathway in Te Reo Māori within a tikanga and te ao Māori context.*

**Annual Aim:** *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 4.1 Increased normalisation of te reo Māori throughout the wider school, with every student having access to quality language that's relevant to their own context within the school and at home
- 4.2 Acceleration in progress for our students who are below the expected curriculum level in Tuhituhi
- 4.3 Embed the collaborative pedagogical practices currently utilised throughout the school and align them to the specific context of Te Rumaki Reo o Te Waitītiko
- 4.4 Enrichment and Extension programmes are in place to support language learners

**Baseline Data:** *(What does the data say currently)*

- 4.1 In 2023, no data had been collected on student engagement with te reo Māori throughout the English medium
- 4.2 In 2023, 52% (18 pupils) of Year 8 students were At or Above the expected curriculum level in Tuhituhi
- 4.3 In 2023, no data from the students had been collected with regards to their collaborative practices
- 4.4 In 2023, no Enrichment and Extension programmes were in place to support language learners of te reo Māori

**Annual Target:** *(What improvement shifts are we aiming to achieve this year?)*

- 4.1 By the end of term 4, 2024, 75% of students will report that they are current actively engaged in the reo Māori lessons
- 4.2 By the end of term 4, 2024, 76% of Year 8 students (22 students) will be At or Above the expected curriculum level for Tuhituhi
- 4.3 By the end of term 4, 2024, 75% of the students in Māori Medium will have reported that they have a high level of collaboration
- 4.4 By the end of term 4, 2024, 3 Enrichment and Extension programmes will have been established to support language learners of te reo Māori

**Measurement of Target:**

- Student achievement data
- Collaboration rubric
- Self-assessment

# TE HUARAHĪ MĀORI | BILINGUAL PATHWAYS

## NGĀ WHĀINGA Ā-TAU –

4.1 Ka kaha ake te horahanga o te reo Māori puta noa i te kura whānui e whai wāhi nei ngā ākonga katoa ki te reo e kounga ana, e hāngai ana hoki ki ō rātou anō ao i te kura, i te kāinga hoki

4.2 Ka tere ake te kaunekenga o ngā ākonga kei raro i te taumata o te marautanga e tika ana i te Pānui, i te Tuhituhi, i te Pāngarau anō hoki

4.3 Ka whakaūria ngā pūtoi ako e whakamahia ana ināianei puta noa i te kura, ka whakahāngai ai ki te horopaki whāiti o Te Rumaki Reo o Te Waitītiko

4.4 Ka tū mai ngā hōtaka Whakahaumako hei tautoko i ngā ākonga me whai āwhina

## NGĀ KEO Ā-TAU –

4.1 Ā mua o te paunga o te wāhanga 4, 2024, e ai ki te 75% o ngā ākonga, ka pārekareka ki a rātou ngā akoranga reo Māori

4.2 Ā mua o te paunga o te wāhanga 4, 2024, ka eke te 75% o ngā ākonga Tau 8 (e 29 ākonga) ki te taumata marau, ki tua rānei o te taumata marau e tika ana mō te Pānui, mō te Tuhituhi, mō te Pāngarau hoki

4.3 Ā mua o te paunga o te wāhanga 4, 2024, e ai ki te 75% o ngā ākonga, e kaha ana tā rātou mahi tahi

4.4 Ā mua o te paunga o te wāhanga 4 2024, e 3 ngā hōtaka Whakahaumako ka tū mai hei tautoko i ngā ākonga e ako ana i te reo Māori

NGĀ MAHI	MĀ	TAHUA	TE WĀ	NGĀ TOHU O TE HAERE
Kia rite tonu te pūrongo atu ki te poari mō ngā kaupapa hapori	Tumuaki, DP, AP, Kaihautū o te Huarahi Māori	Karekau	W 1, 2, 3 & 4	<ul style="list-style-type: none"><li>Ngā kaupapa e hāngai ana ki ngā kaupapa i kōkiritia mō te Huarahi Māori</li><li>Ka pūrongo atu te ope whakamahere rautaki ki te poari mō aua kaupapa</li><li>Ka tukua he pūrongo i waenganui i te tau, ā te mutunga hoki o te tau e hāngai ana ki ngā whāinga a te hapori Māori</li></ul>
Me mahi tahi ngā kaihautū rumaki kia kōkiritia ngā kaupapa reo Māori puta noa i te Kāhui Ako e arotahi ana ki te reo Māori	Kaihautū o te Huarahi Māori, Kāhui Ako	Karekau	W 2 & 4	<ul style="list-style-type: none"><li>Me mahi ki te taha o te kāhui ako kia whakahaerehia ngā kaupapa kia whakatairangahia te horahanga o te reo Māori</li></ul>
Me hui te hapori Māori	Te Poari, Tumuaki, DP, AP, Kaihautū o te Huarahi Māori, Kaimahi	Karekau	W4	<ul style="list-style-type: none"><li>Ka whakamaheretia, ka whakahaerehia hoki ngā hui</li><li>Ka tuhia ngā kōrero ka puta</li><li>Ka mahi tahi me ngā whānau kia whakarārangitia ai ngā kaupapa i ngā hui</li></ul>



Pūrongotia atu ki te Poari kōrero kua puta i ngā hui Māori	Tumuaki, DP, Kaihautū o te Huarahi Māori	Karekau	W 2, 3 & 4	<ul style="list-style-type: none"> <li>● Ngā pūrongo ki te poari</li> <li>● Ka pōwhiritia te poari ki ngā hui</li> <li>● Ka whai reo ngā ākongā ki ngā hui</li> <li>● Ka whai reo ngā hapori Māori ki ngā hui</li> </ul>
Whakakahangia ngā hononga ki te hapori Māori tae atu ki ngā hui me ngā kaupapa akoako	Ākongā Tumuaki DP Kaimahi	Karekau	W 2, 3 & 4	<ul style="list-style-type: none"> <li>● Ka rite tonu te pōwhiritia o te hapori Māori kia rongō kōrero ai mō ngā kaupapa akoako e pā ana ki ngā ākongā Māori</li> <li>● Ka pōwhiritia te hapori Māori kia tohaina ō rātou whakaaro, tō rātou ahurea, ā rātou kaupapa anō hoki ki te kura</li> <li>● Whakatūria ngā kaupapa Māori ki te kura</li> <li>● Ka toro atu ki te Marae o te rohe</li> </ul>
Arotakehia, whakanikohia hoki ngā akoranga reo Māori i roto i ngā akomanga auraki kia hāngai ai ki te Pakirehua	Kaihautū Huarahi Māori, Kaiako Rumaki, Kaiāwhina	MLP	W 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Mā Matua Piripi rāua ko Whaea Ātaahua e ārahi ngā akoranga reo Māori i ngā akomanga auraki katoa e kounga ai te reo o roto</li> </ul>
Waihangahia ētahi rauemi hei whakamahi i roto i ngā akomanga auraki	Kaihautū Huarahi Māori, Kaiako Rumaki	MLP	W 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Ka waihangahia e ngā kaiako reo Māori ētahi rauemi hei whakamahi mā ngā akomanga auraki pēnei i ngā tohu, ngā ngohe hoki kia whānui te rangona o te reo</li> </ul>
Whakatūria ētahi hōtaka whakahaumako i waho o te akomanga e arotahi ana ki te tautoko i ngā ākongā me whai āwhina	SLT, Kaihautū Huarahi Māori, Kaiako Rumaki, AP, DP, Kaiāwhina	MLP	W 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Whakamahia ngā pūkenga i roto i te kura kia whakatūria ētahi hōtaka hōu ka hāngai ki tā te Māori titiro</li> <li>● Me whai tūranga tētahi kaiako kapa haka kia whakahaerehia ngā akoranga kapa haka kia whai wāhi mai te hunga pīrangī</li> <li>● Whakamahia ngā pūkenga i roto i te hapori kia whakatūria ētahi hōtaka hōu ka hāngai ki tā te Māori titiro</li> </ul>
Waihangahia he pou tarāwaho māka e ine ai te tauira i tāna anō mahi tahi i roto i te Rumaki	SLT, Kaihautū Huarahi Māori, Kāhui Ako	Karekau	W 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Toro atu ki te Kāhui Ako e tūhura ai i ngā momo aromatawai kua rite kē</li> <li>● Whakahāngaitia te anga aromatawai whaiaro a te Kāhui Ako mō te mahi tahi, mēnā e tika ana, ki te ako i te reo, e whakamahi nei i ngā pātai kua ahu</li> </ul>

				mai i ngā rangahau whai hua hei ārahi i te waihanganga o taua pou tarāwaho
Whakatūria he tūranga hou hei tautoko i ngā ākonga me tautoko i te Rumaki e arotahi nei ki te pānui, ki te Tuhihi, ki te Pāngarau hoki	SLT, Kaihautū Huarahi Māori, Kāhui Ako, Rumaki Kaiako, Whaea Ātaahua	Karekau	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Me mahi tahi ki te taha o Whaea Ātaahua me te kaiārahi i te Pokapū Ako e kaha ake ai te angitu o ngā ākonga me tautoko i te Rumaki</li> <li>● Me pūrongo te angitu me ngā hōtaka ki ngā whānau e kaha ake ai te toro mai</li> <li>● Me mahi tahi hei whakamahere i ngā akoranga ki te taha o ngā kaiako Rumaki e rere tahi ai ngā mahi</li> </ul>
Whakatūria tētahi hōtaka Whakahaumako kia whakawhānuitia ai te matatau, ki te reo Māori, o ngā ākonga kei te taumata marau e tika ana, kei tua atu rānei mō te Pānui	SLT, Strategic Leader Huarahi Māori, Matua Donovan		T 1 & 2	<ul style="list-style-type: none"> <li>● Tohua ngā ākonga mā te whakamahi i ngā raraunga aromatawai</li> <li>● Me mahi tahi ki te taha o ngā kaiako hei tohu i ngā ākonga ka tika tā rātou ako tonu mō ngā ture wetereo i te reo Māori</li> </ul>

# BILINGUAL PATHWAYS | TE HUARAHI MĀORI

## ANNUAL GOALS –

- 4.1 Increased normalisation of te reo Māori throughout the wider school, with every student having access to quality language that's relevant to their own context within the school and at home
- 4.2 Acceleration in progress for our students who are below the expected curriculum level in Pānui, Tuhituhi and Pāngarau
- 4.3 Embed the collaborative pedagogical practices currently utilised throughout the school and align them to the specific context of Te Rumaki Reo o Te Waititiko
- 4.4 Enrichment and Extension programmes are in place to support language learners

## ANNUAL TARGETS –

- 4.1 By the end of term 4, 2024, 75% of students will report that they are current actively engaged in the reo Māori lessons
- 4.2 By the end of term 4, 2024, 75% of Year 8 students (29 students) will be At or Above the expected curriculum level for Pānui, Tuhituhi, and Pāngarau
- 4.3 By the end of term 4, 2024, 75% of the students in Māori Medium will have reported that they have a high level of collaboration
- 4.4 By the end of term 4, 2024, 3 Enrichment and Extension programmes will have been established to support language learners of te reo Māori

ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Regular reports to the Board regarding Māori initiatives	Principal, DP, AP, Strategic Leader Huarahi Māori	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Board reports regarding initiatives relating to Bilingual Pathways</li> <li>● Student strategic planning group presenting to the BOT regarding initiatives</li> <li>● Present a mid-year and end of year update against the targets for the Māori community</li> </ul>
Work with rumaki leaders in our kāhui ako to drive kāhui-wide Māori-language initiatives with a focus on the normalisation of te reo Māori	Strategic Leader Huarahi Māori, Kāhui Ako	Nil	T 2 & 4	<ul style="list-style-type: none"> <li>● Research, with the Kāhui Ako, strategies to promote te reo Māori throughout the wider school</li> </ul>
Consultation with the Māori communities	Board of Trustees Principal, DP, AP, Strategic Leader Huarahi Māori, Staff	Nil	T4	<ul style="list-style-type: none"> <li>● Consultation is planned and facilitated</li> <li>● Minutes are taken</li> <li>● Agenda items are co-constructed with the wider Māori Pasadena community</li> </ul>

Report to the Board on Māori consultations	Principal, DP, Strategic Leader Huarahi Māori	Nil	T 2, 3 & 4	<ul style="list-style-type: none"> <li>● Board reports</li> <li>● Board invited to attend consultations</li> <li>● Student voice</li> <li>● Māori community voice</li> </ul>
Strengthen relationships with the Māori community which include consultation and learning initiatives	Students Principal DP Staff	Nil	T 2, 3 & 4	<ul style="list-style-type: none"> <li>● Māori community is invited into the school regularly to find out about learning initiatives for our Māori students</li> <li>● Māori community invited to share their culture, ideas, feelings and initiatives with the school</li> <li>● Establishing events with a Māori focus</li> <li>● Reach out and make connections with our local Marae</li> </ul>
Review and enhance the Māori language lessons within our English-medium classes and relate to our Unit of Inquiry	Strategic Leader Huarahi Māori, Rumaki Kaiako, Kaiāwhina	MLP	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Matua Piripi and Whaea Ātaahua to lead Māori language lessons to each class throughout the English-medium classes to ensure language quality</li> </ul>
Create resources for use throughout the English-medium classrooms	Strategic Leader Huarahi Māori, Rumaki Kaiako	MLP	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Kaiako Māori to create resources for use in the English-medium classrooms such as signage and activities to normalise te reo Māori</li> </ul>
Establish enrichment programmes with a focus on supporting language learners	SLT, Strategic Leader Huarahi Māori, Rumaki Kaiako, AP, DP, Kaiāwhina	MLP	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Utilise expertise within our school to establish new extension programmes that focus on the Māori worldview</li> <li>● Hire a kapa haka tutor to facilitate kapa haka lessons to all students that want to participate</li> <li>● Use experts in the community to establish new extension programmes that focus on the Māori world view</li> </ul>
Create a rubric for self-assessment to measure collaboration within the Rumaki	SLT, Strategic Leader Huarahi Māori, Kāhui Ako	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> <li>● Engage in the Kāhui Ako to investigate if measures already exist</li> <li>● Apply the Kāhui Ako's current self-assessment rubric on collaboration, where relevant, to language learning while using research informed questions to lead the rubric</li> </ul>

<p>Create a new role for a kaiako to support target learners in the Rumaki with a focus on Pānui, Tuhituhi, and Pāngarau</p>	<p>SLT, Strategic Leader Huarahi Māori, Rumaki Kaiako, Whaea Ātaahua</p>	<p>Nil</p>	<p>T 1, 2, 3 &amp; 4</p>	<ul style="list-style-type: none"> <li>● Work with Whaea Ātaahua and the Learning Hub leader to accelerate achievement for the target learners in the Rumaki</li> <li>● Communicate achievement and programmes to whānau to promote engagement</li> <li>● Collaborative plan lessons with the Rumaki teachers so that there is collegiality</li> </ul>
<p>Establish an Enrichment programme to extend the Māori-language proficiency of the students who are at or above the expected curriculum level for Pānui</p>	<p>SLT, Strategic Leader Huarahi Māori, Matua Donovan</p>		<p>T 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>● Identify students using assessment data</li> <li>● Work with kaiako to identify students who will be well-placed to learn more about Māori-language grammar</li> </ul>

# Annual Planning 2024

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## Strategic Aim 5: Wellbeing – Toiora

*To provide a holistic approach to support the wellbeing of all staff and students.*

**Annual Aim:** *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 5.1. Build the social, emotional, physical, spiritual and mental wellbeing of students and staff through ongoing and new initiatives
- 5.2. Embed a schoolwide well-being framework that is culturally responsive, implementing new and ongoing initiatives to support staff and student well-being
- 5.3. Utilise the digital tool “Pulse” to monitor well-being on an ongoing basis and to provide a tiered response to student and staff needs
- 5.4. Continue implementing Mitey and integrating it across the curriculum, engaging in ongoing professional learning and development with Mitey coaches

**Baseline Data:** *(What does the data say currently)*

- 5.1 In 2023, three new initiatives for staff/students were implemented to enhance their wellbeing
- 5.2 In 2023, a draft schoolwide model of wellbeing was developed, and feedback was gathered from staff about te whare tapa whā
- 5.3 In 2023, a trial for Pulse was piloted in one FLE. A PB4L and well-being survey was completed termly for students
- 5.4 In 2023, the initial Mitey PLD was provided introducing the programme

**Annual Target:** *(What improvement shifts are we aiming to achieve this year?)*

- 5.1 By the end of 2024, four new initiatives have been implemented for both staff and students to enhance their wellbeing
- 5.2 By the end of 2024, consultation has occurred, providing feedback on the schoolwide model of well-being by staff and students, including Māori and Pasifika communities
- 5.3 By the end of 2024, we are effectively utilising Pulse to respond to individual needs and schoolwide wellbeing trends
- 5.4 By the end of 2024, teachers will be effectively integrating and teaching Mitey

**Measurement of Target:**

- Measure the number of initiatives implemented
- Model of wellbeing is visible and understood by staff and students
- 100% of teachers have been upskilled and are effectively teaching Mitey
- System for monitoring wellbeing is accurate, effective and utilised to support student wellbeing
- Student, parent, Māori and Pasifika consultation has occurred

# WELLBEING – TOIORA

## ANNUAL GOALS –

- 5.1. Build the social, emotional, physical, spiritual and mental wellbeing of students and staff through ongoing and new initiatives
- 5.2. Embed a schoolwide well-being framework that is culturally responsive, implementing new and ongoing initiatives to support staff and student well-being
- 5.3. Utilise the digital tool “Pulse” to monitor well-being on an ongoing basis and to provide a tiered response to student and staff needs
- 5.4. Continue implementing Mitey and integrating it across the curriculum, engaging in ongoing professional learning and development with Mitey coaches

## ANNUAL TARGETS –

- 5.1 By the end of 2024, four new initiatives have been implemented for both staff and students to
- 5.2 enhance their wellbeing
- 5.3 By the end of 2024, consultation has occurred, providing feedback on the schoolwide model of well-being by staff and students, including Māori and Pasifika communities
- 5.4 By the end of 2024, we are effectively utilising Pulse to respond to individual needs and schoolwide wellbeing trends
- 5.5 By the end of 2024, teachers will be effectively integrating and teaching Mitey

ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Regular reports to the Board regarding wellbeing initiatives	Principal DP Wellbeing Strategic Leader	Nil	Terms 1-4	<ul style="list-style-type: none"> <li>● Board reports regarding Wellbeing Initiatives and PB4L data</li> <li>● Student strategic planning group presenting to the BOT regarding initiatives</li> <li>● Present a mid-year and end of year update against the targets for wellbeing</li> </ul>
Consultation with the Māori community and students about what wellbeing means for them	Bilingual Pathways and Wellbeing Strategic Leaders	Nil		<ul style="list-style-type: none"> <li>● Consultation is planned and held every term</li> <li>● Sharing of wellbeing ideas</li> <li>● Feedback is incorporated into the school’s model</li> </ul>
Consultation with the Pasifika community and students about what wellbeing means for them	Wellbeing Strategic Leaders	Nil		<ul style="list-style-type: none"> <li>● Consultation is planned and held twice per year</li> <li>● Sharing of wellbeing ideas</li> <li>● Feedback is incorporated into the school’s model</li> </ul>
Increase student and staff understanding of wellbeing framework and strategies to support wellbeing	Wellbeing Strategic Leader Students, DP, Principal, Staff	Nil	Terms 1-4	<ul style="list-style-type: none"> <li>● Students and staff have a shared understanding of wellbeing based on the school model</li> </ul>

				<ul style="list-style-type: none"> <li>● A range of strategies and initiatives are in place to support wellbeing of both staff and students that are culturally responsive</li> <li>● Mitey is implemented to support explicit mental health teaching and learning</li> </ul>
Review the effectiveness of initiatives with staff and students	Wellbeing Strategic Leader Students, DP, Principal, Staff	Nil	T2, 4	<ul style="list-style-type: none"> <li>● Review the effectiveness of initiatives through staff and student surveys/feedback</li> <li>● Use the review information to modify and respond with different initiatives</li> <li>● Use PB4L behaviour data to develop lessons and track effectiveness of strategies in place</li> </ul>
Student voice is collated about how teaching and learning works for them, as well as the wellbeing supports available	Strategic Leadership Student Groups	Nil	T2, 3, 4	<ul style="list-style-type: none"> <li>● Use the review information to modify and/or offer different initiatives</li> <li>● Staff are aware of the outcomes of the data</li> </ul>
Develop the leadership team for Positive Behaviour for Learning that represents the schools staffing profile	PB4L Team DP		Terms 1-4	<ul style="list-style-type: none"> <li>● Consultation with staff around who would like to be in the Leadership Team for PB4L</li> <li>● Regular meetings to set goals, discuss trends, and create resources</li> </ul>
Continue to implement Mitey alongside our Mitey Coaches	PB4L Team DP Wellbeing Strategic Leader Teachers Mitey Facilitators		Terms 1-4	<ul style="list-style-type: none"> <li>● Gain feedback from students, parents and staff regarding the Mitey programme in the school</li> <li>● Actively take part in PLD</li> <li>● Implement Mitey mental health education programme across the school, integrating teaching and learning into our local curriculum</li> </ul>
Teacher wellbeing initiatives are introduced in consultation with staff	Wellbeing Team	Wellbeing	Terms 1-4	<ul style="list-style-type: none"> <li>● Gather feedback regarding wellbeing initiatives that the staff would like to occur</li> <li>● Collect data around staff wellbeing and analyse trends</li> <li>● Weekly Wellbeing Meetings occur to support staff</li> </ul>
Pulse Wellbeing Tool is implemented to measure wellbeing on an ongoing way	Wellbeing Leader DP Principal Teachers Students	Wellbeing	Terms 1-4	<ul style="list-style-type: none"> <li>● PB4L data is analysed each term and used to plan teaching and learning programmes, as well as wellbeing initiatives</li> <li>● Pulse Wellbeing data analysed on a weekly, then fortnightly basis to ensure a responsive approach to wellbeing</li> </ul>



				<ul style="list-style-type: none"><li>● A tiered response is provided for staff and students based on wellbeing data</li><li>● Wellbeing Check in is completed regularly through the term to provide ongoing data to teachers</li></ul>
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