

Te Kura O Tititea Mount Aspiring College

School Board: Wellbeing Strategy - 'Being Well at MAC'

(November 2024)

Introduction

The board of Te Kura O Tititea Mount Aspiring College is responsible for the governance of our school and is accountable for the performance of the school.

We believe wellbeing is essential to creating an environment where students, staff, and the wider community can thrive. There are clear links between wellbeing, improved learning, staff retention and community engagement. We also recognise the myriad of challenges faced by the school community, and the impact this has on students and staff.

In accordance with the Education and Training Act (2020), we are dedicated to providing equitable access to quality education for all students. Our strategy ensures that every student receives the support they need to succeed, regardless of their background or circumstances. By adhering to the Act's mandates, we strive to create a safe, inclusive, and engaging learning environment.

This document outlines the Board's emphasis on and approach to wellbeing, and provides a framework to guide decisions, allocate resources, and evaluate progress. It is a high-level strategy to align the school's efforts with our shared vision for wellbeing. It is supported by an evolving operational wellbeing plan designed and delivered by the school leadership team, with input from the board, in line with the strategic plan and the school values. It is also supported by the school's policies, many of which are referenced at the end of this document. Through regular monitoring and feedback, we aim to continuously improve our practices to better serve our school community.

Vision, Objectives and Guiding Principles

Vision

To be an inclusive and sustainable learning environment, inspiring our learning community to be creative, curious, courageous, and compassionate.

Our school values, whanaungatanga, manaakitanga, tikanga, aroha, ihi and kaitiakitanga are

the foundation on which our school is built. These are documented in our strategic plan.

Objectives of the Wellbeing Strategy

There are two key objectives for the wellbeing strategy which are underpinned by the Education and Training Act (2020) and they both meet the requirements for schools to improve outcomes for students and promote a safe and inclusive learning environment. They are:

1. **Education – promoting wellbeing.** This includes teaching and learning programmes, leadership, and co-curricular activities. It also comprises specific teaching and learning programmes which promote healthy relationships, pro-social anti bullying behaviours and being an upstander.
2. **Support – responding to issues.** This is about having the systems and resources in place to be able to best respond to issues as they arise. It includes the pastoral care system, restorative justice approaches to resolving issues, managing assessment overload, and responding to bullying and anti-social behaviours.

Guiding Principles

- **Inclusivity:** Wellbeing initiatives will reflect the diversity of our school community, ensuring everyone feels heard, included, safe and supported.
- **Equity:** Resources and support will be allocated fairly to meet the unique needs of students, staff, and families.
- **Sustainability:** Wellbeing efforts will be embedded in the school's culture to ensure long-term impact.
- **Cultural contexts:** We will incorporate a specific focus on cultural safety and Te Tiriti o Waitangi, ensuring our wellbeing strategy reflects Aotearoa New Zealand's bicultural foundation and diverse cultural contexts.
- **Collaboration:** We will work together - students, staff, families, and the Board - to achieve our shared goals for wellbeing.
- **Engagement:** We will proactively engage with the school community with authenticity, transparency and active listening around wellbeing.

Strategic Priorities

1. **Student wellbeing:** Foster a safe, supportive learning environment where students can develop resilience, confidence and a sense of belonging in order to achieve their personal best in their education. Ensure access to the relevant resources and programmes, and appropriate levels of student-led initiatives to foster leadership.
2. **Staff wellbeing:** Foster a safe, supportive learning and working environment and ensure staff are supported with professional development, manageable workloads and access to wellbeing resources. In particular to upholding the school's obligations under the PPTA collective agreement (STCA).
3. **Community wellbeing:** Continue to build strong partnerships with families, whānau, and local organisations to strengthen the network of support. Work to remove barriers to engagement. Promote open, two-way communication and transparency around wellbeing

efforts and progress, as well as areas for improvement or concern, including via the schools Concerns and Complaints process.

The Board's Role regarding wellbeing

The Board of Trustees is committed to:

1. **Providing Governance:** Setting a clear direction for wellbeing, including but not limited to:
 - a. Ensuring alignment both with the school's vision (including our strategic plan) and values
 - b. Ensuring alignment with relevant national legislation and frameworks.
 - c. Ensuring that relevant policies are in place to support wellbeing
 - d. Learning from other schools, organisations and experts
 - e. Setting clear priorities.
2. **Allocating Resources:** Ensuring adequate funding, time, and expertise are available.
3. **Monitoring Progress:** Regularly reviewing the effectiveness of wellbeing efforts through reports, surveys, and key indicators.

Key wellbeing indicators: monitoring progress and identifying priorities

In addition to the board's focus on progress around education and support priorities in the school's strategic plan, the board will take an holistic approach to monitoring wellbeing on an ongoing basis, via the following indicators (many of which are discussed/reviewed frequently), and where possible referencing external benchmarks:

Student Indicators:

- Attendance rates, engagement in learning and behavioural statistics including stand-downs.
- Termly report from the Guidance Department.
- School pastoral care analysis and updates.
- Annual student wellbeing survey data (both current and analyses of trends over time).
- Input from student leaders, including the Peer Support Leaders, Committee Leaders, and House Leaders.

Staff Indicators:

- Retention rates, staff involvement and feedback via the Staff Rep on the board.
- Biennial staff wellbeing survey data (both current and analyses of trends over time).

Community Indicators:

- Parent and whānau feedback.
- Parent and caregiver survey data (both current and analyses of trends over time).
- Participation in school events, and partnerships with external organisations.

The board's wellbeing process

The board will follow the process below to ensure an appropriate and evolving focus on wellbeing, and to incorporate consideration of wellbeing in all decisions.

- As required, and at least annually (likely Q4), approve key wellbeing priorities for the year ahead.
- Set any specific measures, targets or outcomes which give tangibility to these priorities.
- Review and have input into the school's annual and evolving wellbeing plan, including:
 - A breakdown of the school budget being allocated to wellbeing initiatives and measures.
 - Any additional resource (including external resource) required.
 - Planned communications.
- Throughout the year, monitor wellbeing indicators, and especially progress against priority targets.
- At least twice each year, include some board PD around wellbeing into a regular or extraordinary board meeting.
- Encourage the school community to communicate specific wellbeing concerns using the concerns and complaints process.

Relevant school policies

Strategic Plan (the current version available here:
<https://mtaspiring.school.nz/strategy-and-values/>)

Many of the school's policies (<https://mtaspiring.school.nz/policies/>) touch on aspects of wellbeing, but of particular relevance are the following policies:

- Alcohol, Drugs and Other Harmful Substances
- Behaviour Management
- Board Responsibilities
- Bullying and Harassment
- Child Protection
- Concerns and Complaints
- Employer Responsibility
- Governance and Management
- Health Education
- Health, Safety and Welfare
- Inclusive School Culture
- Personal Digital Devices
- Responding to Student Wellbeing Concerns

- School Community Conduct Expectations
- Student Wellbeing and Safety
- Staff Wellbeing and Safety
- Smokefree and Vapefree
- Staff Conduct

Wellbeing Strategy: Being Well at MAC
Te Kura o Tititea Mount Aspiring College

Preamble

The Education and Training Act (2000) sets out a School Board's governing responsibilities.

A board's primary objectives in governing a school are to ensure that:

- A. Every child at the school is able to attain their highest possible standard in educational achievement; and
- B. The school
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to the relevant rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
- C. The school is inclusive of, and caters for, students with differing needs, and
- D. The school gives effect to Te Tiriti o Waitangi, including by -
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.

At Mount Aspiring College, our mission is to inspire and support all students to reach their full potential in a dynamic and inclusive learning environment. Our Wellbeing Strategy is aligned with our kaupapa, our vision and values, ensuring every student thrives academically, socially, and emotionally. This strategy is underpinned by the principles outlined in the Education Act 2000, guided by the best practices recommended by the Education Review Office (ERO) in their "Wellbeing at School" framework, and enriched by the holistic Māori model of health, Te Whare Tapa Whā.

In accordance with the Education Act (2000), we are dedicated to providing equitable access to quality education for all students. Our strategy ensures that every student receives the support they need to succeed, regardless of their background or circumstances. By adhering to the Act's mandates, we strive to create a safe, inclusive, and engaging learning environment.

ERO's "Wellbeing at School" (2019) framework emphasises the importance of creating a school culture where students feel valued, supported, and connected. Our strategy aligns with this framework by implementing comprehensive education and support programs that address the physical, mental, and social needs of our students. Through regular monitoring and feedback, we aim to continuously improve our practices to better serve our school community.

Inspired by Te Whare Tapa Whā, a Māori model of health developed by Sir Mason Durie, our strategy embraces a holistic approach to student and staff wellbeing. This model highlights the balance between four dimensions of health: Taha Tinana (physical health), Taha Hinengaro (mental health), Taha Whānau (family and social health), and Taha Wairua (spiritual health). By integrating these dimensions into our wellbeing initiatives, we ensure a comprehensive approach that respects and honours Māori perspectives on health and wellbeing. By using this model as our definition of wellbeing, we acknowledge that wellbeing is personal, and that all of us have different needs at different times.

Connecting the Wellbeing Strategy to our Vision for Education at Te Kura o Tititea Mount Aspiring College

Our vision at Mount Aspiring College is to create a thriving educational community where every student is empowered to achieve their full potential. We are guided by our core values of whanaungatanga, manaakitanga, ihi, aroha, tikanga, and kaitiakitanga. These values inform every aspect of our Wellbeing Strategy and are central to our mission:

Kaupapa/Purpose

The kaupapa for the kura 'toitu te whenua toitu te takaka' (the land is strong, the people are fulfilled) acts as a guiding statement for the kura and that what we want to achieve for ako is that as a result of their time at the kura, they are able to use the strengths of the environment to find a sense of fulfilment and purpose, and be ready for their future steps.

Vision Statement

We strive to be an inclusive and sustainable learning environment, inspiring our learning community to be creative, curious, courageous, and compassionate.

The vision statement for the kura focuses on the whole-learner, and that a range of outcomes are valued such as educational achievement, and involvement and engagement – all of which are strong indicators of student and staff wellbeing.

Values

- *Whanaungatanga* – strong relationships foster a sense of connection, a sense of belonging, and support.
- *Manaakitanga* – integrity in our actions and respect for ourselves, others and our environment.
- *Tikanga* – our behaviours reflect our acceptance and understanding of each other.
- *Aroha* – compassion, empathy, and kindness.
- *Ihi* – determination and commitment to do our very best.
- *Kaitiakitanga* – we strive to protect our unique environment.

The values of our kura are centred around positive relationships, respect for self and others, resilience, and compassion. All of which are indicators of strong, healthy relationships, and a strong sense of self.

Model for Wellbeing: Te Whare Tapa Wha

[Te Whare Tapa Wha](#) is the model currently used at the kura to promote wellbeing. It is endorsed by The New Zealand Mental Health Foundation, and a focus of many Health and Hauora programmes. Health is a compulsory subject at our kura for years 7 – 10 students, and Hauora is a compulsory module (8 weeks) for years 7 and 8 students.

From the New Zealand Mental Health Foundation:

- Te Whare Tapa Whā was developed by leading Māori health advocate Sir Mason Durie in 1984. The model describes health and wellbeing as a wharenui/meeting house with four walls.
- These walls represent taha wairua/spiritual wellbeing, taha hinengaro/mental and emotional wellbeing, taha tinana/physical wellbeing and taha whānau/family and social wellbeing. Our connection with the whenua/land, forms the foundation.
- When all these things are in balance, we thrive. When one or more of these is out of balance, our wellbeing is impacted.

Data and resources used to inform our practice:

A range of data is used to monitor and inform our wellbeing objectives around education and support. They include:

- Wellbeing at School – staff and student surveys
- [ERO report: Wellbeing for Success](#)
- [PB4L Restorative Practices](#)
- Behaviour incidents data
- Current educational trends, and societal trends (ERO reports, Education Hub, New Zealand Centre for Educational Research – NZCER)
- Academic achievement data
- Attendance data
- Engagement in cocurricular activities data
- Bishop, R (2019). Teaching to the North-East: Relationship-based learning in practice. NZCER Press, NZ.
- Bishop, R (2023). Leading to the North-East: Ensuring the fidelity of relationship-based learning. NZCER Press, NZ.
- Quinlan and Hone (2020). The Educator's Guide to Whole-School Wellbeing. Routledge, NY.

Wellbeing Priorities

The priorities outlined below are the main areas of focus for the coming year.

1. Reducing bullying and antisocial behaviours

The purpose of this priority is to reduce behaviours that cause harm in our kura and society.

How this will be measured:

- Termly guidance counsellor reports (looking at the data around the number of reports seeking support)

- Termly behaviour data from KAMAR on the number of incidents reported to classroom teachers and Deans.
- The NZCER Wellbeing at School survey is conducted each year, and reports on anti-social behaviours that students might experience.

2. Supporting attendance and engagement

The purpose of this priority is to reinforce prosocial behaviours around participating in and contributing to aspects of school life.

How this will be measured:

- Termly attendance data (through the Everyday Matters report)
- Student academic results and student voice on learning opportunities
- Fortnightly grades
- Opportunities for students to engage (new initiatives, and supporting current initiatives)

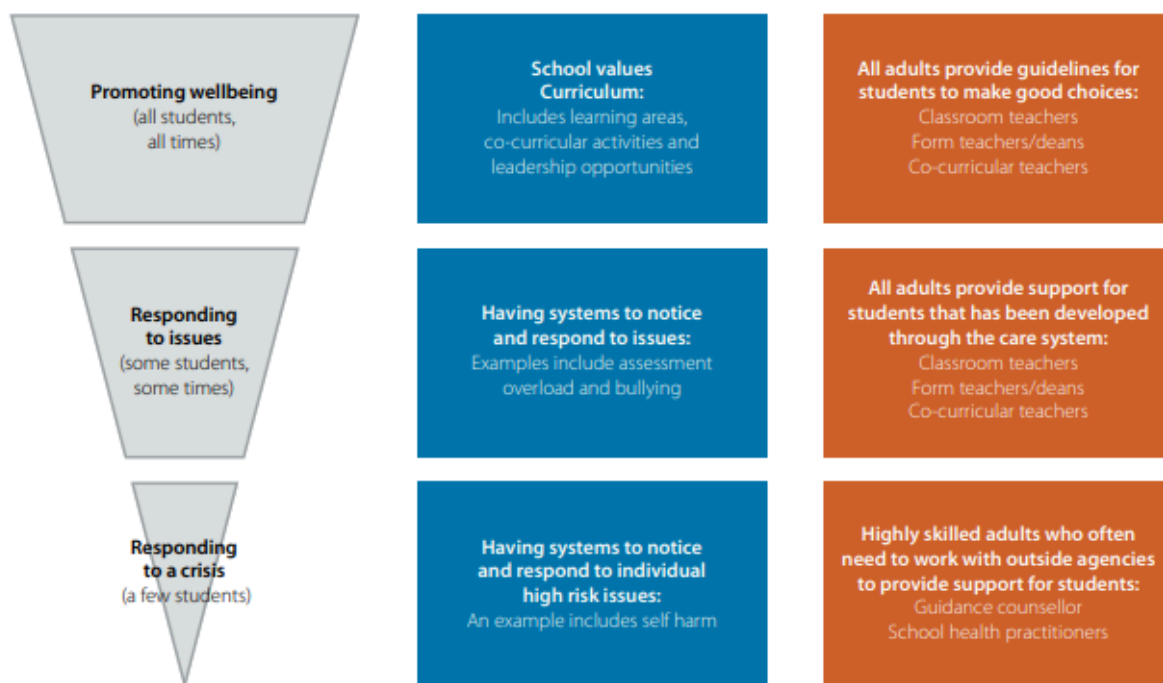
By monitoring these priorities, Te Kura o Tititea Mount Aspiring College can effectively track the progress of their wellbeing strategy, ensuring continuous improvement and alignment with their vision and objectives. The objectives below outline how the priorities will be achieved.

Objectives of the Wellbeing Strategy

There are two key objectives for the wellbeing strategy which are underpinned by the Education and Training Act (2000) and they both meet the requirements for schools to improve outcomes for students and promote a safe and inclusive learning environment. They are:

- *Education – promoting wellbeing.* This includes teaching and learning programmes, leadership, and co-curricular activities. It also comprises specific teaching and learning programmes which promote healthy relationships, pro-social anti bullying behaviours and being an upstander.
- *Support – responding to issues.* This is about having the systems and resources in place to be able to best respond to issues as they arise. It includes the pastoral care system, restorative justice approaches to resolving issues, managing assessment overload, and responding to bullying and anti-social behaviours.

The diagram below shows how schools can effectively tailor different education and support objectives to be able to support students as well as respond to different needs:



Education Objectives

Objective The WHAT	Key Actions The HOW	Timeframe The WHEN & PROGRESS
The curriculum supports student wellbeing	<p>The year 7 – 10 Health programme supports students to develop key skills to help manage their wellbeing</p> <p>In the senior school there are opportunities for students to learn about different aspects wellbeing</p> <ul style="list-style-type: none"> - Loves me Not - Senior Health - Senior Psychology <p>The timetable is based on student-choice</p>	<p>Health Consultation – reviewed every 2 years.</p> <p>Opportunities for senior students are reviewed every year by HOLAs, Deans and SLT.</p> <p>Reviewed yearly.</p>
The enactment of the school vision and values supports student and staff wellbeing	Students have an opportunity to explore what the school's values mean through their classes (curriculum)	Ongoing goal (2024)

	<p>Students are recognised for their enactment of the school's values through awards</p> <p>Students are able to recognise for themselves how they have developed their understanding of the school's values (learning conversations).</p> <p>There are a range of opportunities for students to engage with the school's values outside of the classroom (camps, co-curricular activities etc)</p>	<p>Reviewed yearly</p> <p>Changes to learning conversations made for 2024</p> <p>Ongoing</p>
Explicit teaching of positive relationships, including explicit teaching around bullying behaviours and how to be an upstander.	<p>Junior health programme (years 7 – 10).</p> <p>Sticks and Stones programme (years 7 and 8)</p> <p>DARE programme (year 8)</p> <p>Classroom expectations are explicitly taught throughout the year</p> <p>School-wide expectations of behaviour are explicit (assemblies, newsletters etc)</p>	Reviewed every 2 years as part of the Health Consultation
Leadership opportunities for staff and students support positive relationships, strong values and enhance wellbeing	<p>Leadership opportunities for staff and students which target positive relationships, strong values and that enhance wellbeing' such as:</p> <p>Peer Support Tuakana Teina</p>	
Professional Learning for staff is focused on positive relationships	<p>2024 PLD:</p> <ul style="list-style-type: none"> • 5 sessional pedagogies from the NZC – includes 	Reviewed yearly

	whakawhanaungatanga	
Staff have access to professional learning which supports their own professional goals	For 2024, the PLD budget is \$60,000	Reviewed yearly as part of the budget process
Awareness of local and national initiatives which raise awareness and support wellbeing	<p>Student Wellbeing Committee (and in collaboration with others) support national initiatives such as:</p> <ul style="list-style-type: none"> • Pink Shirt Day • School's Pride Week • Mental Health Awareness Week • Gumboot Friday • Men's Health Week 	Ongoing
We take a strengths-based approach and celebrate the success of all	<p>Staff use the Values in Action survey to identify strengths, which is important for team building</p> <p>Communication channels are used to promote success</p>	

Support Objectives

Objective The WHAT	Key Actions The HOW	Timeframe The WHEN & PROGRESS
There is access to support for staff and students for different levels of need, all of which supports wellbeing	<ul style="list-style-type: none"> • Pastoral Care team consists of junior and senior Deans for students • Each student has a whanau teacher - someone who is with them from year 7 - 13 • A team of Guidance Counsellors are available for students throughout the schooling year 	Policies and procedures around pastoral care processes are viewed every 3 years and/or when the need arises.

	<ul style="list-style-type: none"> • Youth Workers provide mentoring for students both on, and off school site • An Alternative Education programme is in place to support students with high learning and behaviour needs. • An in-school Behavioural Psychologist supports students who have high learning and behaviour needs, as well as supporting staff who work with these students' needs. • Each staff member has a person who they can approach for support (e.g., HOLA, Dean, DP, Principal). • Line Manager meetings provide professional support for HOLAs and Deans, as well as middle leaders with other responsibilities. • Confidential counselling (through EAP) is available for staff and is free. • Additional support for ongoing (private) counselling can be arranged. • The Head of Guidance regularly meets with the Principal to discuss needs and support for 	
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	staff and students.	
The College takes a restorative approach to resolving matters when there is conflict	PLD for staff is available for restorative practices. Deans, HOLAs and SLT are specifically trained in restorative practices.	Professional Learning in restorative is provided every 2 years for all staff.
There are groups, outside of leadership, who support and promote wellbeing	Student leadership committees (Cultural, Sport, Arts, Wellbeing, Sustainability, Service, Academic) Student Peer Support Leaders Staff Wellbeing Committee	Staff Wellbeing Committee in place for the start of term 2 - meets twice per term
The College is committed to supporting teachers by ensuring that the current PPTA Collective Agreement and Support Staff Collective Agreement are enacted	Job descriptions are regularly reviewed Code of Conduct is sent to all new employees (who must sign to confirm they've received and read those terms). Timetable policy supports non-contact time and class sizes	Reviewed every three years, or as required (for example, updates to Collective Agreements).
There is a budget for staff and student wellbeing	The budget is used to support the following: <ul style="list-style-type: none"> • Uniform • Trips • Celebrations (morning teas etc) • Free counselling for staff • Acknowledgements for staff (leaving gifts, parental leave gifts) 	Reviewed yearly
The College has a plan in place to manage a crisis.	The Crisis Plan is reviewed yearly and communicated to staff.	Reviewed yearly

	<p>The Crisis Plan is included as a link on EOTC planning forms.</p> <p>The college practises the following drills across the year:</p> <ul style="list-style-type: none"> • Fire alarm drill • Lock down drill 	<p>Fire alarm drill completed term 1 – documentation submitted to the Fire Service</p>
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Baseline Data

Priority One: Reducing bullying and antisocial behaviours

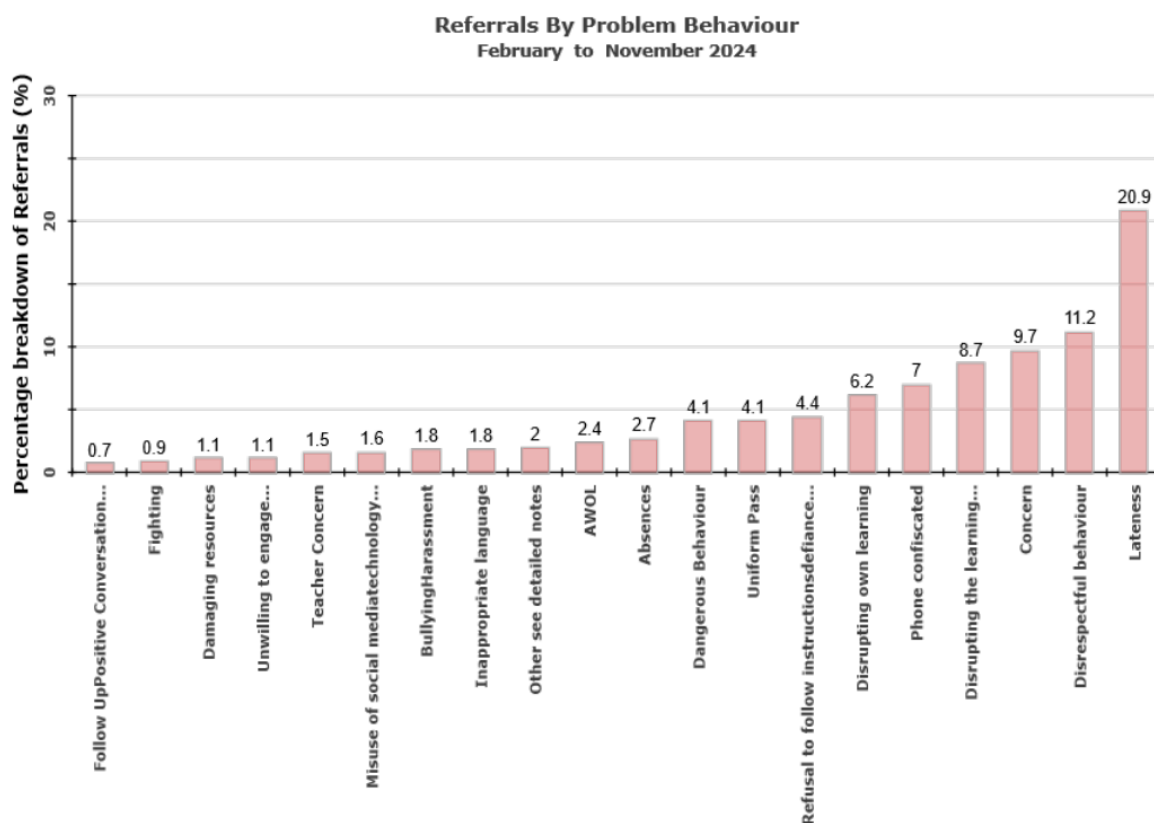
• Data from the Guidance Counsellors

Termly guidance counsellor reports (looking at the data around the number of reports seeking support). The table below shows the number of times students presented to the counsellor needing support for bullying. This data is the number of times the issue of bullying was raised with the counsellor rather than the number of students or the number of incidents.

	2022			2023				2024		
Term	2	3	4	1	2	3	4	1	2	3
Bullying (victim)	13	18	8	21	20	23	36	27	46	30

• KAMAR Pastoral Incident Data

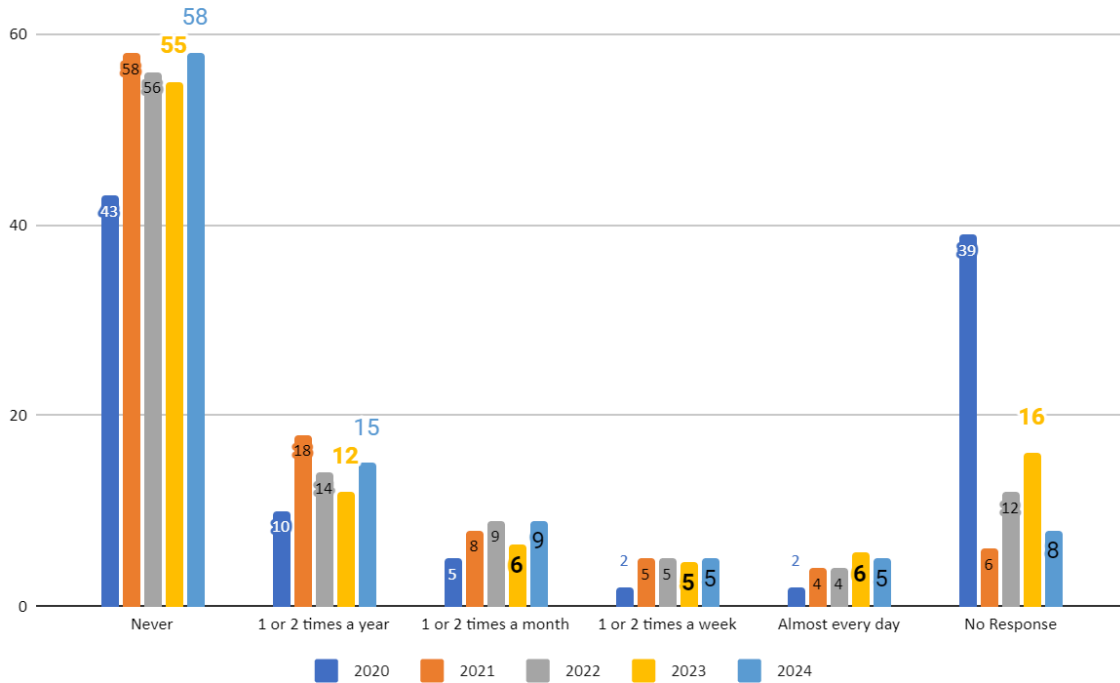
Data from incidents which have been recorded in KAMAR shows the percentage of bullying related incidents which have been reported to classroom teachers, Deans and Deputy Principals by students or whānau to follow up, or have been witnessed by staff to follow up.



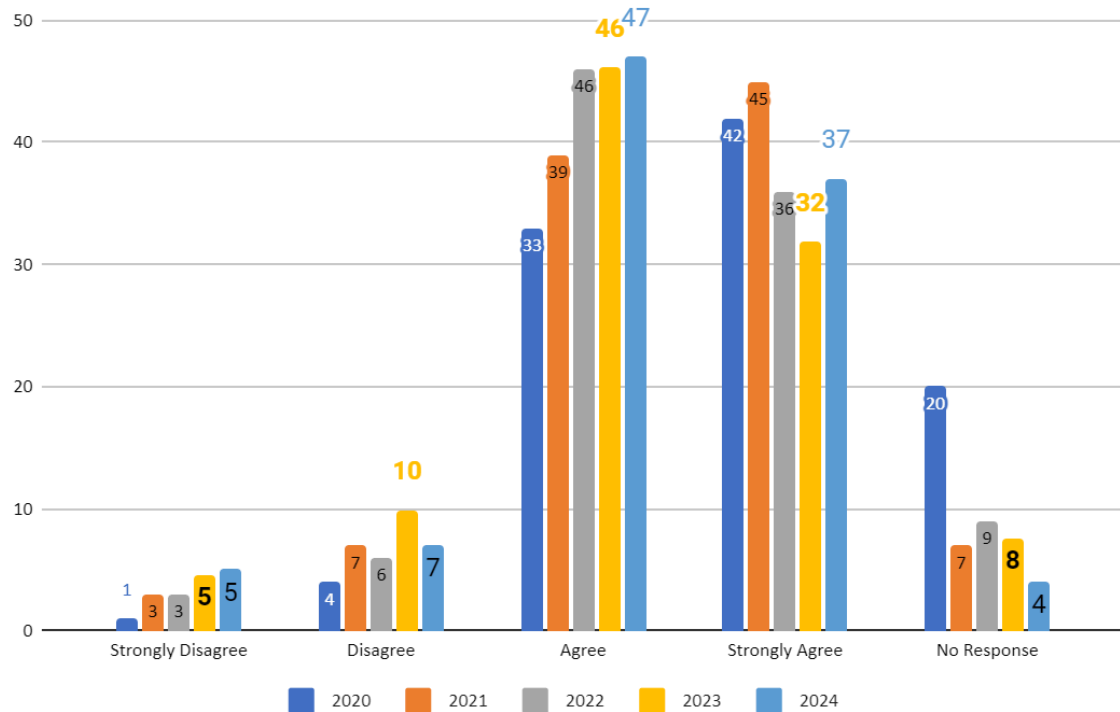
- **Data from the NZCER Wellbeing at School Survey**

The [NZCER Wellbeing at School survey](#) is conducted each year, and reports on anti-social behaviours that students might experience. The graph below shows the number of students who report experiencing bullying (946 students completed the survey in 2024). NZCER released in 2017 a summary document based on the Wellbeing at school survey. In this summary 2%-26% of students reported being bullied by other students weekly.

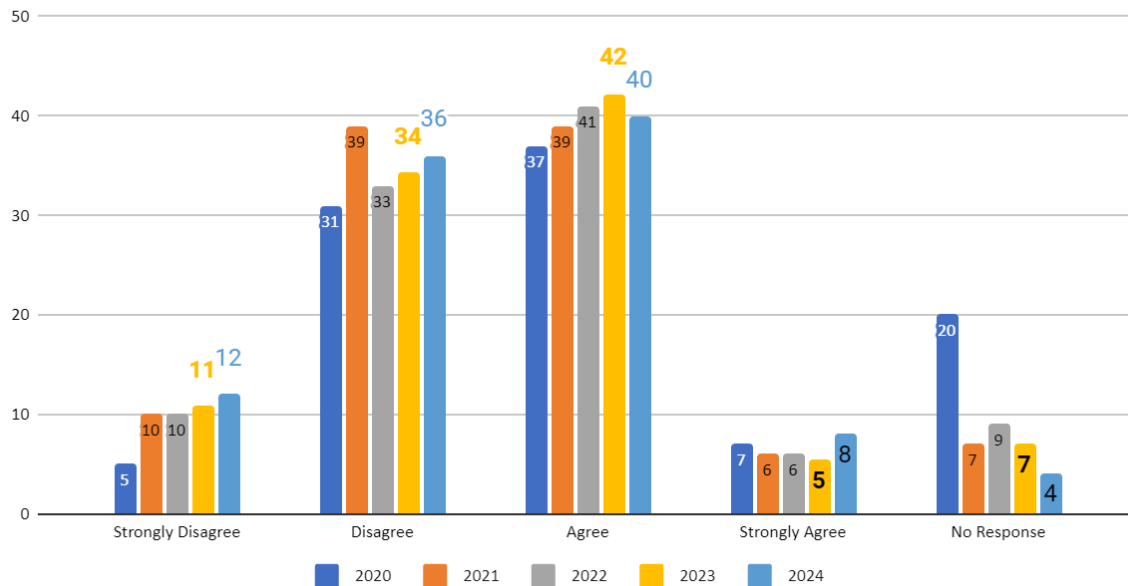
Item 58: Are you bullied by other students?



Item 9: Behaviours like hitting or bullying are not OK at school



Item 10: At school, everyone knows what to do if someone is being hurt or bullied



Priority Two: Supporting attendance and engagement

Termly attendance data

The Everyday Matters report is critical to monitoring trends for attendance. There are two ways in which attendance is measured:

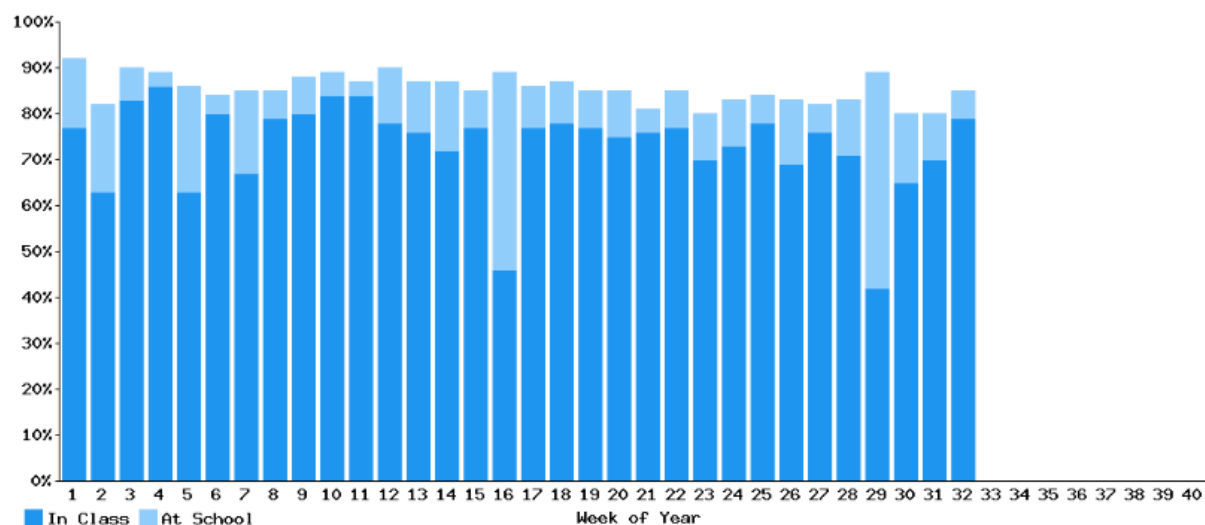
1. Attendance at school - the target is for this is students need to be attending school regularly (90% or more of the time)

For 2024:

- 60-70% of students attend school 90-100% of the time.
- 10-20% of students attend school 80-90% of the time.
- 2-12% of students attend 70-80% of the time,
- and 10-15% attend school less than 70% of the time.

2. Attendance in class - students might be on a school trip or activity, but might not be in class in front of their teacher. This impacts the statistics for fortnightly grades, which record 'in class attendance.'

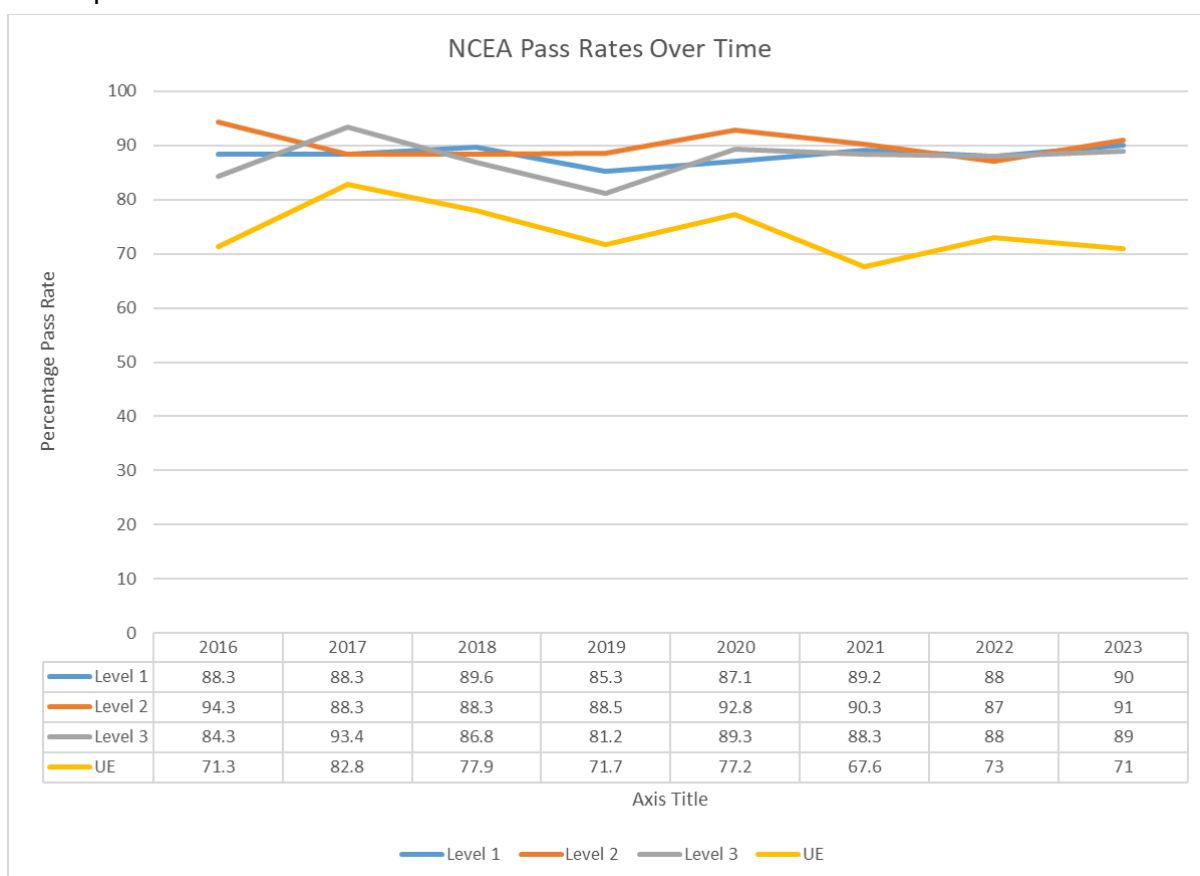
The graph shows weekly attendance data over this year:



Academic achievement:

In terms of academic results, students achieve really well.

NCEA pass rates:

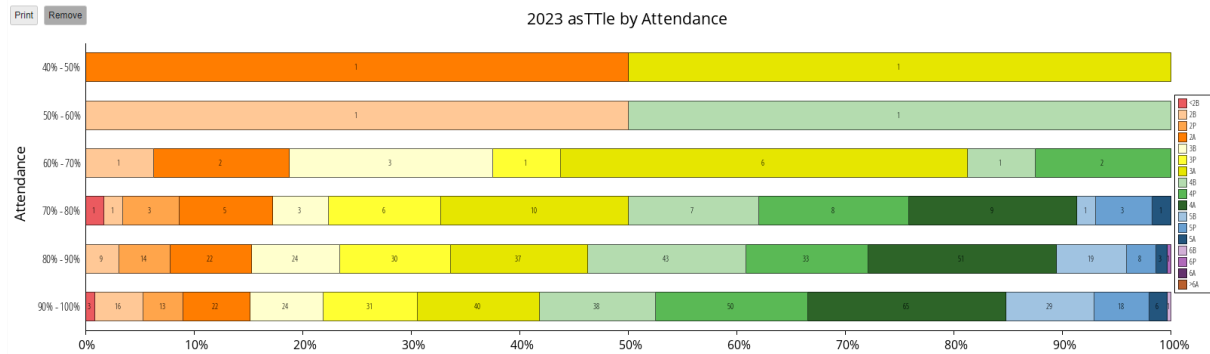


Attendance and achievement

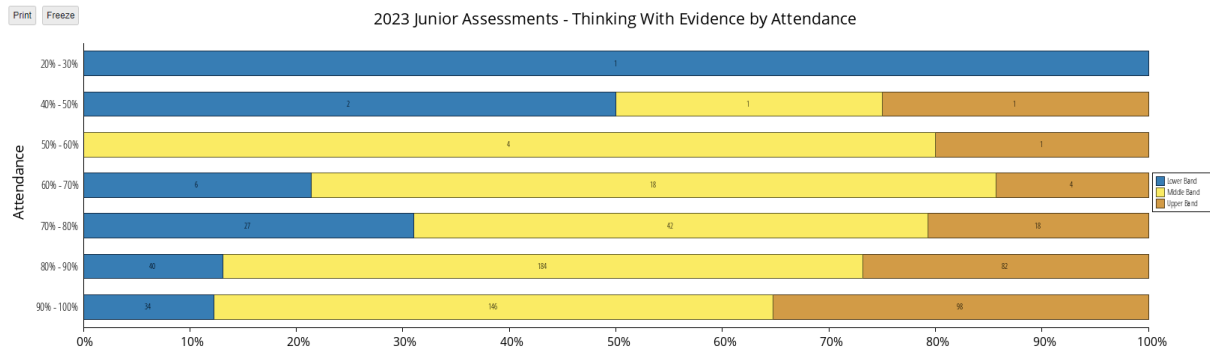
The graphs below show the correlation between assessment results and attendance for junior and senior students at the college.

For junior students, we have looked at their reading comprehension, writing, science (thinking with evidence) and numeracy results using standardised tests and compared this to their attendance.

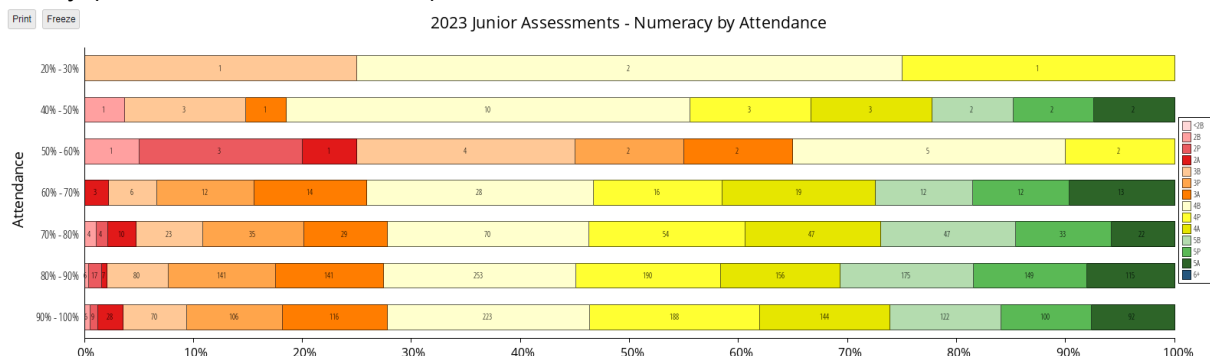
Asttle (reading and writing)



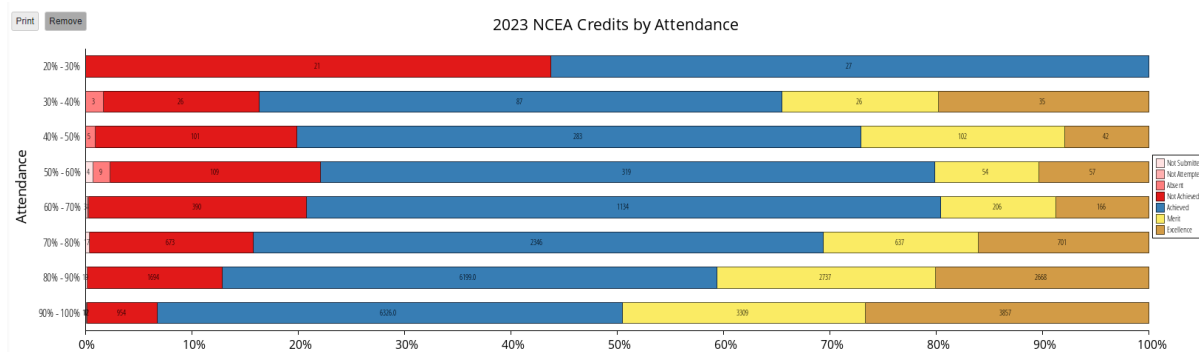
Science: thinking with evidence



Numeracy (PAT, school assessments)



For senior students (those in Years 11 - 13), a higher proportion of credits, and specifically a higher proportion of Merit and Excellence credits, were achieved by students who attended school 80% or more of the time. The other significant trend is that students who attended regularly were more likely to attempt and complete assessment tasks.



Engagement in activities and leadership opportunities

In terms of opportunities, in 2023 a wider range of leadership opportunities was introduced through the inclusion of junior students in the student-led committees, and the introduction of the Peer Support programme in 2024.

For 2023, we implemented a number of initiatives to help increase involvement and engagement, and create a stronger sense of belonging by offering a wide range of options for students, including:

- improving communication about what activities are available and when they are held
- creating a roster of lunchtime activities for students to join in which was published on the website
- increasing the number of leadership opportunities for junior and senior students
- focusing more on student-led activities (which each committee was in charge of)
- acknowledging performance in, and service to, an aspect of co-curricular life at awards ceremonies.

According to our 2023 data, there were 186 different groups which students could participate in at both a competitive and non-competitive level. This does not include whole-school events (athletics, cross country, swimming sports) or events which are inter-house competitions (mathletics, debating, spelling bee etc).

When we did the data export, the Year 13 students had already left, and their participation in co-curricular activities was not captured. For Years 7 - 12, there are 2118 data entries for student involvement. Anecdotally, we know that for some students there is a lot of participation, and for some there is minimal. The financial situation of the whānau does impact this, as some activities require payment, and not all whānau are in a position to be able to afford this.

Participation in events is similar for each gender with slightly higher participation amongst female students (52%) compared to male students (48%). Year 7s had the highest rate of participation with

a total of 595 entries for students participating in different events (there were 190 students in Year 7 in 2023). There is a drop off in Year 9, but in the senior years participation in events increases.

Budget

Our budget for staff and student wellbeing encompasses a number of areas:

- Specific budgets for staff and student wellbeing
- Roles which support staff and student wellbeing

2024 Budget: \$450,000

2025

Support for Staff

Professional learning (whole staff) on managing student behaviour and staff wellbeing (linked to the New Zealand Curriculum five essential pedagogies) will continue as one of the professional learning themes for 2025.

Reducing bullying

- Focus on reducing name-calling behaviours
- Focus on ensuring all students know what to do if someone is being bullied

Attendance and Engagement

- Annual implementation plan (as part of the strategic plan) will include an attendance target.
- The reporting review outcomes will address the comments and concerns around parents knowing where their child(ren) is at with their learning, which is a gap that has been identified through the parent and whānau survey.