

**IMPLEMENTATION PLAN:
A CULTURE OF WELLBEING (HAUORA) AND CARE (ATAWHAI)**

STRATEGIC GOAL 1: Fostering a climate of safety, extraordinary care and connectedness to develop strong, healthy and resilient students, staff and whānau

Success Measures: Community members are supported to be resilient, healthy, safe and are confident to face any challenges towards achieving personal levels of excellence

Strategic Priorities	Strategic Initiatives and Actions	National Education and Learning Priorities	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date
Develop and embed an explicit, lived culture of wellbeing through programmes, practices and initiatives across the school	Develop and implement the explicit resources needed to successfully support our community	1.1.3 2.3.3 3.5.1	<ul style="list-style-type: none"> Procedures, systems and supports around wellbeing for staff, students, and community are imbedded Wellbeing resource developed and operational by the end of '24 	LEM	Head of Wellbeing, Atawhai Working Group	2-Feb-24	3-Nov-24
	Ensure the Wellbeing Centre is equipped to be culturally responsive <ul style="list-style-type: none"> PLD with bilingual staff PLD with international staff PLD with external services Establish greater connections with International team 	1.2.1 2.3.2 3.6.3	<ul style="list-style-type: none"> Implementation of targeted PLD Student and staff surveys 80% staff & student satisfaction re. systems & need for cultural responsiveness; 70% ELL students feel supported and positive about going both to the Wellbeing Centre & International (cultural differences / perceptions overcome, especially for Asian students); engagement from Wellbeing Centre with bilingual services (internal & external) increased by 70% for ELLs 	JON	JON, EGL, International Student Coordinators	2-Feb-24	30-Nov-24
	Conduct a thorough review of the capacity and potential to utilise the House System to its full potential across all areas of our school <ul style="list-style-type: none"> What staff and student resourcing is needed? Eg House Leaders, Head of House, Compensation House assemblies Explicit competition and integrated points system linked to participation, in clubs, activities, sports, service, engagement scores etc Visible leader boards and trophy presentations Whole school House events Greater 'service' component Greater link to Atawhai 	1.1.3 1.2.4	Consider: <ul style="list-style-type: none"> Identify the staff and student resourcing needed? Eg. House Leaders, Head of House, Compensation Consider House assemblies Explicit competition and integrated points system linked to participation, in clubs, activities, sports, service, engagement scores, uniform expectations, school values etc Visible leader boards and trophy presentations Termly whole school House events Greater 'service' component Greater link to Atawhai established 	BIC	CPE, PAK	2-Feb-24	2-Feb-25
	Enhancing our commitment to becoming an environmentally friendly school by devising a sustainable plan relating to clear and cohesive practices across our school	4.7.1	<ul style="list-style-type: none"> Following being awarded Bronze and Silver Enviroschools Awards, we aim to reach Green Gold status by the end of 2024. 	WIN	PRI	2-Feb-24	30-Nov-24
	Investigate potential and viability of a Long Bay College Boarding House to provide quality care and culturally responsive support for International students and respond to the current accommodation shortage	1.1.3 4.7.3	Business plan and building schedule written and, if viable: <ul style="list-style-type: none"> Partners secured MOE approval sought Building project commenced MOE Boarding documentation written Boarding Association meembership taken out and model schools visited. 	JON	BCY, MOE, External Partners, HEA, BOT	2-Feb-24	30-Nov-24
	Review student attendance data post Covid and introduce initiatives to return student attendance to pre-Covid levels	1.2.1 1.2.3 2.3.1	Improve student attendance to goal of +90% Y9 - 92%, Y10 - 91%, Y11 - 90%, Y12- 90%, Y 13 - 86%, Mao - 82%, Pacifica - 80% Reduce those students in the Moderate and Chronic attendance levels. Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight) 2024 - MOE - 70% 2026 - MOE - 75% Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight) 2024 - MOE - 6% 2026 - MOE - 4% Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight) 2024 - MOE - 5%	LEM	Year level DPs, Deans, Atawhai leaders, Teaching staff, Attendance Support Staff	15-Oct-23	8-Dec-24
Foster wellness, creativity and personal and professional fulfilment among staff through a culture of innovative risk taking, collaboration, lifelong learning and increasingly flexible environments	Space and time created for learning, work and personal development to be cultivated <ul style="list-style-type: none"> PLD plan incorporates reflection/personal development time for staff Explore options for flexible work/learning for staff and report on this 	3.6.1	<ul style="list-style-type: none"> Plan relating to options and findings completed and reported to the SLT and BOT PLD Term Plan reflects 40% Faculty Reflection time for content delivered. 	WIN	BIC, SLT, HOFs, EGL, Wellbeing Committee	3-Feb-24	30-Nov-24