

Annual Plan 2020 Hauora/ Wellbeing

Rationale: Through the collection of anecdotal and other data driven evidence, it is acknowledged that there are higher numbers of children presenting with social - emotional needs therefore driving the need to focus on well-being in a more deliberate way.

Miramar North School has a history of a strong Hauora Program: The school offers a balanced concept-based curriculum that is values- based, culturally responsive, restorative practices, circle time, graduate profiles and syndicate Mission Statements.

The concept of well-being encompasses the physical, mental and emotional, social, and spiritual dimensions of health. This concept is recognised by the World Health Organisation.

Hauora: Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whanau, and taha wairua.

Taha tinana - Physical well-being: the physical body, its growth, development, and ability to move, and ways of caring for it

Taha hinengaro - Mental and emotional well-being: coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively

Taha whanau - Social well-being: family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support

Taha wairua - Spiritual well-being: the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)

Each of these four dimensions of hauora influences and supports the others.

Strategic Goals

- A mutually supportive relationship exists between school and whanau
- Prioritise and facilitate community consultation- staff, students and whanau – for determining community needs and fundraising goals.
- Student wellbeing is recognised as being the interconnected weaving of many strands and is measured as such
- Identify areas of need or gaps in wellbeing that impact learning and take action to address.
- Parents, whanau and wider community feel capable and supported to participate in school community events
- Parents, whanau and the community are actively involved and support the teaching and the learning

	Objectives	Strategies and Actions	Expected outcomes By the end of the year ...
Strategic Link: HAUORA Hāpori Mauri Ora: To strive for the wellbeing of tamariki, kaiako, whanau, hāpori MNS and papatuanuku, recognising wellbeing as interconnected and holistic	<p>Provide a holistic well-being program for all children that incorporates the 4 dimensions of Hauora.</p> <p>Provide a curriculum which has equity and equality at its base.</p> <p>Provide a balanced, well-paced curriculum which enables children to have fun, be relaxed.....</p> <p>Prioritise well-being support for vulnerable children in any of the 4 dimensions of Hauora.</p> <p>Gather thorough and meaningful anecdotal notes</p> <p>Strengthen connections between school and home</p> <p>Class compositions /transitional process/orientation days</p> <p>Appoint a Hauora Leader</p> <p>Build Teacher capability</p> <p>Consistency across classrooms</p> <p>Maintain an open door policy with parents</p> <p>Support and advise parents where appropriate</p>	<p>Create Integrated Inquiry plans which incorporate the 4 dimensions of Hauora. This includes concepts from Universal Design for learning.</p> <p>Critique timetables, planning documentation to ensure that natural links are made between curriculum areas.</p> <p>Through the class descriptions identify: -Who are our children? -Who are our vulnerable children -What are their cultural, religious, socio-economic backgrounds & needs -What are their social-emotional needs? -Refer to Transitional documents</p> <p>Gather information from our Student Management System & other relevant reliable data.</p> <p>Conduct the NZCER wellbeing survey LINK</p> <p>Consult termly with RTLB; Behaviour Support team MoE & other external wrap-around agencies involved in supporting students.</p> <p>Analyse transitional information on entry for 5 year old children: Parent Form: <i>'Tell Us About your Child'</i>. <i>This should be for older children as well.</i></p> <p>Offer opportunities for parents to engage with the school socially, in advisory capacities, in the cultural domains and where appropriate offer 'mentor-parents' to those new to the school.</p>	<p>Children are happy and safe at school.</p> <p>They are growing in their ability to express their emotions and feel safe to do so.</p> <p>A pre and post wellbeing survey will give us an overview of progress which has been made; this along with teacher surveys/evaluations/reviews will further inform direction as to adjust programs accordingly.</p> <p>Parents from all backgrounds feel connected to the school and are comfortable to talk with teachers about a range of issues.</p> <p>Parents are engaged in multiple capacities within the school.</p> <p>Parents express trust in the school.</p>

Timeframe: It is expected that senior leaders along with the potential Hauora Leader will initiate the Well-being Annual Plan at the start of the year with termly reports to the wider teaching team. The Principal will give progress updates to the board in each Principal's Report.

