



Windsor North School
Invercargill

Annual Plan 2026

Learning for Living - Ako Oranga
Be our best - Kia pai rawa atu au

MOE 3967
91 Chelmsford Street
Invercargill

Principal/ Tumuaki
Debbie Dickson

2026 Priority Focuses - AKO ORANGA

Whāia te mātauranga hei oranga mō koutou

Pursue learning for your well-being

AKO: Leaderful Learning /Continuous Improvement Curriculum Implementation

Agency/ Engagement, Rejuvenating Joy within Learning- Where agency meets connects with joy: Nurturing well-rounded learners
 Structured Literacy- Development of a coherent Structured Writing Programme sequence with Literacy Connections
 Mathematics- Using 'Maths No Problem' as the key support materials to the structured programme design
 Assessment - Development and implementation of new assessment practices inline with new assessment tools / testing/ moderation



Agency/ Engagement and Rejuvenating Joy Within Learning

Entwining knowledge of learning and practice of learning with community engagement to strengthen learner capabilities
 Structured Literacy - Embedding coherent practice/ programme design Year 1-2 within Little Learners Love Literacy and the Code Yr 3-6
 Mathematics - Development of a coherent 'The Learner First' (Rob Proffitt White) ,pedagogy practice + Introduction of Tier 2 support Years 3-6
 Assessment - Support process in the analysis of data within HERO to drive impact and learner agency

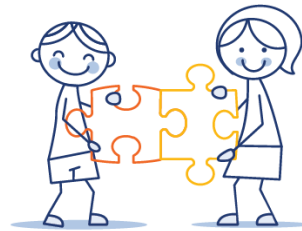
Agency/ Engagement and Rejuvenating Joy Within Learning

Agency (Learner Profile) -development of well rounded learners and what that looks like and how we monitor this.

Structured Literacy - Emphasis on Oral Language development and reading fluency across Year 1-6. Further development of of Tier 2-3 supports Year 1-6

Mathematics - Growing leadership capability to inform coherent robust practice linking knowledge, problem solving and application/ understanding

Assessment - Development of new reporting structures in HERO inline with the curriculum twice a year using new 5 descriptors and expectations matrix. Year 3-6- twice a year testing: English SMART Tool/ PAT Mathematics/ Year 0-2 Phonics



Green - deep strategic focus with targeted focus and impact

Yellow - Exploration and development in building capability .

Clear - focuses that are building from our past year and embedding

ORANGA: Collaborative Connections/ Partnerships

Cultural Connections / Engagement

Further unpack to move forward and grow culturally inclusive and responsive practices - Our Kawa - our rituals through language, kapa haka and cultural groups that connect with our culturally diverse community.

Cultural Connections / Engagement

Build cultural hour in language, tikanga Maori waiata, haka and stories
 Build multi cultural group and community through stories, understandings and language
 Growing student agency and leadership and joy and spirit of the school. Empowering strong supportive partnerships to foster learning - whānau, hapori (community)

STRIVE / MITEY

Enriching the development of our environment, our spaces and our surrounding community. With focus on play spaces and connections tuākana- tēina where STRIVE is evident.

Cultural Connections / Engagement

Continue to build on the 'whānau hour' termly -linking it from 11:45-12:45. Proposed Weeks 7 and programme. Sharing and showing learning development / connections via kia

- ◆ Term 1 - Whanau picnic and connections to our team/ joyful learning
- ◆ Term 2 - Sharing Mathematics/ Assessment development a
- ◆ Term 3 - Sharing Literacy, and joyful learning/ swimming
- ◆ Term 4 - Mathematics and Reporting

STRIVE / MITEY

Continuing to growing inclusive and responsive practices - through STRIVE and Mitey-(Health/ Wellbeing)

- ◆ Monitoring STRIVE with student agency / learning using HERO



WNS AKO 'Leaderful Learning/ Continuous Improvement' Goal 1 - Annual Initiatives 2026

Initiative 1a Agency and Rejuvenating Joy Within Learning - Deepening Engagement, Maximising Meaning: We prioritize joyful learning and purposeful practice to ensure every student finds value and vitality in their educational journey

Student					Staff				
Pillar	Well-Rounded	Agency	Joy	Connection	Pillar	Well-Rounded	Agency	Joy	Connection
Strategic Intent	Balancing academic rigor with social, emotional, and physical growth.	Students own their learning path, voice, and pace.	Prioritising engagement, curiosity, and a positive school culture.	Building relationships with peers, mentors, and the wider community.	Strategic Intent	Offer "Micro-PLD" sessions where staff can lead their own passions (e.g., photography, coding, or mindfulness) to show how diverse skills enhance pedagogy.	Utilize Universal Learning frameworks. Give teachers the autonomy to choose <i>how</i> they meet standards, encourage them to let students do the same. Support PLD where staff can pursue focuses that link to needs.	Celebrate "Beautiful Failures." Use staff time to share things that <i>didn't</i> go as planned and what was learned, stripping away the pressure of perfectionism to make room for play.	"Co-Teaching" or "Cross-Grade Buddies." When staff see their colleagues in action, it builds a collective sense of efficacy.
<ul style="list-style-type: none"> Integrating pedagogical theory with hands-on practice and community partnerships to deepen student capabilities. Agency (Learner Profile) -Empowering students to own and articulate their learning. Through self-reflection and dialogue, this will be one of the primary tools for monitoring progress 									

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric																
<p>"To establish a learning culture where Joy is the primary engine of academic growth, moving toward deep, deliberate practice. We seek to create an environment where students and teachers</p> <ul style="list-style-type: none"> Have the the thrill of solving complex problems Use deliberate practice with the intent of master Inquiry using questioning and creativity Valuing the AHA moments and risk taking 	<p>Phase 1 Level learners</p> <ol style="list-style-type: none"> To cultivate core learner dispositions—Resilience, Respect, and Responsibility—enabling students to transition from passive participants to active, self-regulated learners.80% of students will consistently demonstrate 'Active Engagement' behaviours (such as persisting through challenges and collaborating respectfully) as measured by our Learner Profile rubric/self-reflection tool." Oral Language - Development of effective listening skills to ensure great learner agency and independence. <p>Phase 2 Level Learners</p> <ol style="list-style-type: none"> Cultivating Learner Independence & Self-Regulation, where students are following active ownership of their learning environment and routines- To shift the baseline of student self-management to 85% by the end of Year Success is defined as students independently navigating the 'STRIVE' framework (Self-regulation, Task-initiation, Responsibility, Initiative, Versatility, and Engagement) across shared learning spaces and collaborative timetables." 	<p>Leadership Team</p> <p>Class Teachers</p> <p>Home school partnership</p>	<p>Focus Terms 2-3</p>	<p>Measures across the school we will see...</p> <p>Student Talk: Increased frequency of students explaining their "Why." Classroom Flow: Observations of high-concentration "deep work" periods. Reflection: Staff and students identifying the most "joyful" part of their week and why it mattered.</p> <table border="1"> <thead> <tr> <th>Aspect</th> <th>The "Baseline" (Exploring)</th> <th>The "Emerging" (Applying)</th> <th>The "Mastery" (Systematized)</th> </tr> </thead> <tbody> <tr> <td>Self-Managed Readiness Phase 2</td> <td>80% Dependent: Students require 1-on-1 verbal prompts; slow to process transitions; easily distracted.</td> <td>Transitioning: Students use visual maps/STRIVE prompts; transitions are under 5 mins.</td> <td>90% Autonomous: Students independently initiate "Routines for Success" within 3 mins.</td> </tr> <tr> <td>Cognitive Depth & Joy Phase 1/2</td> <td>Rote/Surface: Learning is repetitive; boredom leads to fixed mindsets; joy is seen as an "extra."</td> <td>Engaged Inquiry: Students tackle real-world problems; "Aha!" moments are shared.</td> <td>Deep Flow: 85%+ of students can articulate the "Why"; they embrace creative risk-taking.</td> </tr> <tr> <td>Oral Language & Listening</td> <td>Passive/Fragmented: Students</td> <td>Active/Processing:</td> <td>Executive Agency: 90% of students</td> </tr> </tbody> </table>	Aspect	The "Baseline" (Exploring)	The "Emerging" (Applying)	The "Mastery" (Systematized)	Self-Managed Readiness Phase 2	80% Dependent: Students require 1-on-1 verbal prompts; slow to process transitions; easily distracted.	Transitioning: Students use visual maps/STRIVE prompts; transitions are under 5 mins.	90% Autonomous: Students independently initiate "Routines for Success" within 3 mins.	Cognitive Depth & Joy Phase 1/2	Rote/Surface: Learning is repetitive; boredom leads to fixed mindsets; joy is seen as an "extra."	Engaged Inquiry: Students tackle real-world problems; "Aha!" moments are shared.	Deep Flow: 85%+ of students can articulate the "Why"; they embrace creative risk-taking.	Oral Language & Listening	Passive/Fragmented: Students	Active/Processing:	Executive Agency: 90% of students
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Initiative 1b Structured Literacy -Development of a coherent Structured Writing Programme sequence with Literacy Connections

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Development of a coherent Structured Writing Programme sequence with Literacy Connections	<p>Whole School</p> <ol style="list-style-type: none"> To work with Literacy Connections in the development of the New English Structured Writing Curriculum and the writing rope/ to make meaning and understanding of each of the year level capabilities Form a concrete understanding of the processes of writing in each year level linking to assessment/ reporting in writing process and composition Have a clear writing matrix for assessment using the 5 progress Descriptors (<i>emerging, developing, consolidating, proficient, and exceeding</i>) linking into HERO <p>Phase 1 Level learners</p> <ol style="list-style-type: none"> Phase 1 developing and refining transcription handwriting, and composition <p>Phase 2 Level Learners</p> <ol style="list-style-type: none"> Transcription - Phase 2 development of keyboard skills and composition Using the Smart tool assessment for writing - gaining understanding on how it works and how it can support reading programme development 	<p>Literacy Connections - PLD and Team Support Board Funding</p> <p>Literacy Lead Teacher Tier 2 Support Teacher</p> <p>Principal Team Leaders Teachers</p>	<p>20 May and Term 2 Team Sessions Leadership sessions</p> <p>Terms 2-3 and 4</p> <p>Ongoing development and exploration of the writing curriculum working in teams</p>	<p>By the end of the year have a clear framework on the writing process and how this works at Windsor North School - Phase 1-2</p> <table border="1"> <thead> <tr> <th>Aspect</th> <th>The "Baseline" (Exploring)</th> <th>The "Emerging" (Applying)</th> <th>The "Mastery" (Systematized)</th> </tr> </thead> <tbody> <tr> <td>Curriculum & The Writing Rope</td> <td>Staff are familiarising themselves with the "Writing Rope" components; Writing and Reading are treated as separate blocks.</td> <td>Staff are explicitly teaching Transcription (Phase 1/2) alongside Composition; identifying "gaps" in the rope for specific learners.</td> <td>100% Alignment: The Writing Rope is the "engine" of planning; Reading & Writing are woven together to build deep meaning.</td> </tr> <tr> <td>Assessment & SMART Reporting</td> <td>Staff are learning the 5 Progress Descriptors; SMART tool data is collected but not yet driving daily instruction.</td> <td>Staff use the 5-step matrix (Emerging to Exceeding) to group learners; SMART tool data begins to influence Reading/Writing links.</td> <td>Data-Driven Agency: Teachers use the 5 Progress Descriptors with 100% consistency; SMART tool reports are used to set "Ready for Success" goals with students.</td> </tr> </tbody> </table>	Aspect	The "Baseline" (Exploring)	The "Emerging" (Applying)	The "Mastery" (Systematized)	Curriculum & The Writing Rope	Staff are familiarising themselves with the "Writing Rope" components; Writing and Reading are treated as separate blocks.	Staff are explicitly teaching Transcription (Phase 1/2) alongside Composition; identifying "gaps" in the rope for specific learners.	100% Alignment: The Writing Rope is the "engine" of planning; Reading & Writing are woven together to build deep meaning.	Assessment & SMART Reporting	Staff are learning the 5 Progress Descriptors; SMART tool data is collected but not yet driving daily instruction.	Staff use the 5-step matrix (Emerging to Exceeding) to group learners; SMART tool data begins to influence Reading/Writing links.	Data-Driven Agency: Teachers use the 5 Progress Descriptors with 100% consistency; SMART tool reports are used to set "Ready for Success" goals with students.
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Embedding coherent practice/ programme design Year 1-2 within Little Learners Love Literacy and the Code Yr 3-6 and reading fluency	<p>Phase 1 Level learners</p> <ol style="list-style-type: none"> To review the links with LLLL and The Code and form a clear pathway for Year 0-2 How tier 2 is developed focusing on 0-2 then Yr 3-6 ESOL? Based on need Developing clear assessment frameworks using Dibels - word recognition, comprehension and critical analysis <p>Phase 2 Level Learners</p> <ol style="list-style-type: none"> To review the code and stretched text/ whole class reading and fluency comprehension development Developing clear assessment frameworks using Dibels - word recognition, comprehension and critical analysis linking into HERO Using the Smart tool assessment for reading - gaining 	<p>Literacy Connections - Team Support</p> <p>Literacy Lead Teacher Tier 2 Support Teacher</p>	<p>Term 1</p> <p>Terms 2-3 and 4</p> <p>Ongoing development and exploration of the writing curriculum working in</p>	<p>By the end of the year have a clear framework on the phonics and reading process and how this works at Windsor North School - Phase 1 and 2</p> <table border="1"> <thead> <tr> <th>Aspect</th> <th>The "Baseline" (Exploring)</th> <th>The "Emerging" (Applying)</th> <th>The "Mastery" (Systematized)</th> </tr> </thead> <tbody> <tr> <td>The Code & Pathway</td> <td>LLLL and The Code are used in pockets; Year 3-6 still rely on "multi-cueing" or guessing.</td> <td>Clear Y0-2 pathway established; Phase 2 (Y3-6) uses "Stretched Text" to build fluency and vocabulary.</td> <td>100% Alignment: A seamless "Code" journey from Y0-6; Transcription is automatic by end of Phase 1 for 85%+ of students.</td> </tr> <tr> <td>Data & Tiered Support</td> <td>DIBELS/Smart Tool data is collected but not used to change</td> <td>DIBELS data identifies specific gaps (e.g.,</td> <td>Precision Teaching: 95% of Tier 2 interventions are</td> </tr> </tbody> </table>	Aspect	The "Baseline" (Exploring)	The "Emerging" (Applying)	The "Mastery" (Systematized)	The Code & Pathway	LLLL and The Code are used in pockets; Year 3-6 still rely on "multi-cueing" or guessing.	Clear Y0-2 pathway established; Phase 2 (Y3-6) uses "Stretched Text" to build fluency and vocabulary.	100% Alignment: A seamless "Code" journey from Y0-6; Transcription is automatic by end of Phase 1 for 85%+ of students.	Data & Tiered Support	DIBELS/Smart Tool data is collected but not used to change	DIBELS data identifies specific gaps (e.g.,	Precision Teaching: 95% of Tier 2 interventions are
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	understanding on how it works and how it can support reading programme development	Principal Team Leaders Teachers	teams		grouping; Tier 2 is "reactive" in older years.	blending); Tier 2 is "proactive" in Y0-2 based on screening.	targeted at Y0-2 (Phase 1); Smart Tool data drives daily "Responsive Teaching" across all levels.
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Initiative 1c Mathematics- Using 'Maths No Problem' as the key support materials to the structured programme design

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric								
Development of a coherent Structured Mathematics Programme sequence using Maths No Problem Year 1-6	<p>Whole School</p> <ol style="list-style-type: none"> To work with Maths No Problem and Learners First in the development of the New Mathematics Structured Programme/ to make meaning and understanding of each of the year level capabilities Form a concrete understanding of the processes of number and strand in each year level linking to assessment/ reporting Using Numbots for basic facts support Have a clear maths no problem matrix for assessment using the 5 progress Descriptors (<i>emerging, developing, consolidating, proficient, and exceeding</i>) linking into HERO <p>Phase 1 Level learners</p> <ol style="list-style-type: none"> Yr 2 at the end using a maths tool to support programme development <p>Phase 2 Level Learners</p> <ol style="list-style-type: none"> Using the PAT tool assessment for mathematics - gaining understanding on how it works and how it can support mathematics programme development Using Rockstars for Basic facts support Implementation of Tier 2 Mathematics programme 	<p>Maths No Problem and Learner First - Team Support Board Funding</p> <p>Mathematics Lead Teachers Tier 2 Support Teacher</p> <p>Principal Team Leaders Teachers</p>	<p>Maths No Problem Start of Year TOD 20 April Learner first</p> <p>Maths No Problem ongoing online support</p> <p>Ongoing development and exploration of the writing curriculum working in teams Leadership Meeting Development</p>	By the end of the year have a clear framework on the mathematics overview of the programme								
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Growing leadership capability	<ol style="list-style-type: none"> Leadership team and Maths Lead working with Learner First to inform coherent robust practice linking knowledge, problem solving and application/ understanding. Supporting Maths structured approach in their team and across the school Developing Assessment capability and moderation 	<p>The Learner first and working with Salford Maths Cluster</p> <p>Leadership Team Lead Maths Teachers</p>	<p>Termly Team leaders PLD Day with Learner First</p> <p>Leadership Meeting Development Ongoing development and exploration</p>	<table border="1"> <thead> <tr> <th>Key Performance Indicator (KPI)</th> <th>The "Starting Point" (Baseline)</th> <th>The "Emerging Shift" (Growth)</th> <th>The "Mastery State" (Success Target)</th> </tr> </thead> <tbody> <tr> <td>Fidelity to Structured Pedagogy (CPA)</td> <td>CPA (Concrete, Pictorial, Abstract) is used inconsistently; some classrooms still rely on rote "chalk and talk."</td> <td>Leaders conduct "Maths Walks" and provide feedback on CPA use; 70% of classrooms have accessible, high-use manipulatives.</td> <td>100% Coherence: The CPA approach is non-negotiable and visible in every lesson; Students move fluently between modeling and abstract application.</td> </tr> </tbody> </table>	Key Performance Indicator (KPI)	The "Starting Point" (Baseline)	The "Emerging Shift" (Growth)	The "Mastery State" (Success Target)	Fidelity to Structured Pedagogy (CPA)	CPA (Concrete, Pictorial, Abstract) is used inconsistently; some classrooms still rely on rote "chalk and talk."	Leaders conduct "Maths Walks" and provide feedback on CPA use; 70% of classrooms have accessible, high-use manipulatives.	100% Coherence: The CPA approach is non-negotiable and visible in every lesson; Students move fluently between modeling and abstract application.
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Initiative 1d Assessment - Development and implementation of new assessment practices inline with new assessment tools / testing/ moderation

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
Developing a New Reporting Format inline with Ministry of Education Guidelines and Principles	<ol style="list-style-type: none"> 1) Development of Assessment Framework that links understanding of what we assess, why and how we triangulate the data to form OTJ using the Progress Descriptors and Progress Markers 2) Training and Moderations for each curriculum area and support and cross checking for consistency 3) Development of new reporting structures inline with the MOE requirements - twice a year using new 5 point scales and descriptors (Reading, Writing, Mathematics, Attendance, Summative Testing, General Comment and explanation) 	Principal Team Leaders Teachers	End of term 1 and Term 2 implementation Development over Term 2-3	<p>Working with the MOE in the development of a strong easy to use and easy to read report structure that informs how the students are working within the year group expectations in 2026 reading writing and mathematics/ CRT</p> <p>2027 add learning discoveries May look at continuing effort as our parents liked this How their attendance is tracking How they are building capabilities as a whole student</p> <p>Interviews will share what they can do and next learning steps 2027 develop this further in streamlined approach</p>

WNS Oranga 'Collaborative Connections and Partnerships' Goal 2 - Annual Initiatives 2026

Initiative 2a Cultural Connections / Engagement- Further unpack to move forward and grow culturally inclusive and responsive practices - Our Kawa - our rituals through language, kapa haka and cultural groups that connect with our culturally diverse community.

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric								
Build multi cultural group and community through stories, understandings and language/ Build cultural hour in language, tikanga Maori waiata, haka and stories	<ol style="list-style-type: none"> 1) Empowering strong supportive partnerships to foster learning - whānau, hāpori (community) looking at opportunities for families to share learning and culture - clubs Term 2) Development of Cultural Hour - celebration of cultural development / language and information on countries - linking Social Science, Te Reo, and Tikanga Maori and oral language development - For students to move from "knowing facts" about a culture to "living the 	Principal Team Leaders Teachers Board Kapa Haka Lead Teacher Lead Culture Teachers	Clubs Term 3 Ongoing development and exploration	<table border="1"> <thead> <tr> <th>Aspect</th> <th>The "Baseline" (Exploring)</th> <th>The "Emerging Shift" (Growth)</th> <th>The "Mastery State" (Success Target)</th> </tr> </thead> <tbody> <tr> <td>Whānau & Hāpori Partnership</td> <td>Whānau attend events as audience members; communication is</td> <td>Families lead specific "Cultural Clubs" or sessions; whānau stories</td> <td>Co-Designed Learning: 80%+ of families have participated in a "Knowledge</td> </tr> </tbody> </table>	Aspect	The "Baseline" (Exploring)	The "Emerging Shift" (Growth)	The "Mastery State" (Success Target)	Whānau & Hāpori Partnership	Whānau attend events as audience members; communication is	Families lead specific "Cultural Clubs" or sessions; whānau stories	Co-Designed Learning: 80%+ of families have participated in a "Knowledge
Aspect	The "Baseline" (Exploring)	The "Emerging Shift" (Growth)	The "Mastery State" (Success Target)									
Whānau & Hāpori Partnership	Whānau attend events as audience members; communication is	Families lead specific "Cultural Clubs" or sessions; whānau stories	Co-Designed Learning: 80%+ of families have participated in a "Knowledge									

	<p>values" (Tikanga) and language of their peers and the Tangata Whenua.</p> <p>3) Whanau Village Hour - sharing learning and the development of our new curriculum/ Principal Coffee Drop In's three times a term- To move from school-led information sessions to community-led cultural contributions that foster a deep sense of belonging for every learner</p>				<p>mostly one-way (school to home).</p>	<p>are integrated into class inquiry units.</p>	<p>Exchange"; whānau feel their culture directly shapes the school's "Social Science" curriculum.</p>
				<p>Cultural Hour & Oral Language</p>	<p>Cultural activities are "add-ons"; Te Reo/Waiata are practiced in isolation without deep context.</p>	<p>The "Cultural Hour" is a weekly highlight; students use Te Reo and other community languages in "Social Science" contexts.</p>	<p>Cultural Agency: 90% of students can lead a Waiata or share a Pepeha/Story with confidence; Tikanga is the "default" for how students interact and show respect (Manaakitanga).</p>

Initiative 2b Mitey and STRIVE - Enriching the development of our environment, our spaces and our surrounding community. With focus on play spaces and connections tuākana- tēina where STRIVE is evident

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric			
<p>Enriching the development of our environment, our spaces and our surrounding community.</p> <p>Embedding Belonging (Whanaungatanga) and Resilience (Hauora).</p>	<ol style="list-style-type: none"> 1) Development of STRIVE- Building the internal "environment" of the student. Using STRIVE as the behavioral language and <i>Mitey</i> as the emotional toolkit to ensure students are mentally and socially "Ready for Success." 2) Working developing a Team Sculpture that tells our story of our teams 3) Continuing to grow inclusive and responsive practices - through STRIVE and <i>Mitey</i>-(Health/ Wellbeing) where students actively support each other's wellbeing and diversity. 	<p>Principal Team Leaders Teachers Board PTA</p>	<p>Ongoing development and exploration</p>	<p>Aspect</p>	<p>The "Baseline" (Exploring)</p>	<p>The "Emerging Shift" (Growth)</p>	<p>The "Mastery State" (Success Target)</p>
				<p>Physical Identity (Team Sculpture)</p>	<p>School spaces are functional but generic; the "Team Story" is not visible to visitors or new families.</p>	<p>Teams are researching their "Story"; the Sculpture project has community input; spaces begin to reflect local icons/values.</p>	<p>Environment as Teacher: The Team Sculpture is a focal point; 100% of hubs have co-designed spaces that reflect their unique identity and <i>Mitey</i> values.</p>
				<p>STRIVE & Mitey (Wellbeing)</p>	<p>Wellbeing (Hauora) is reactive; STRIVE is used for correction; inclusive practice is teacher-led.</p>	<p>STRIVE is used for self-reflection; <i>Mitey</i> language is heard in the playground; students identify</p>	<p>Inclusive Agency: 95% of students demonstrate "Responsive Practice"—independently using</p>

						their own "Wellbeing Needs."	STRIVE/Mitey tools to navigate social challenges and celebrate diversity.
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