

Manurewa Central School
Auckland

MITEY WELLBEING REVIEW TOOL

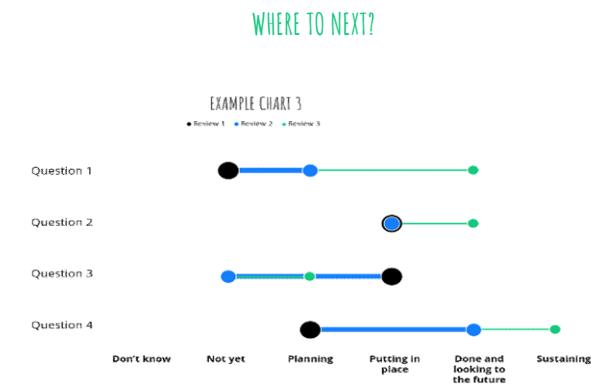
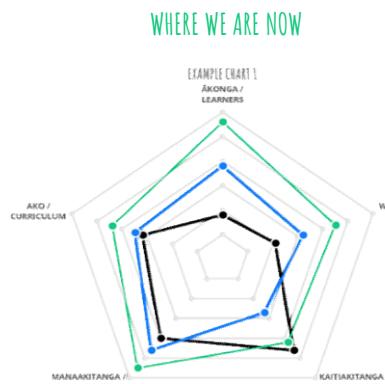
20 November 2023
[26 August 2024](#)

HOW TO USE THIS REPORT

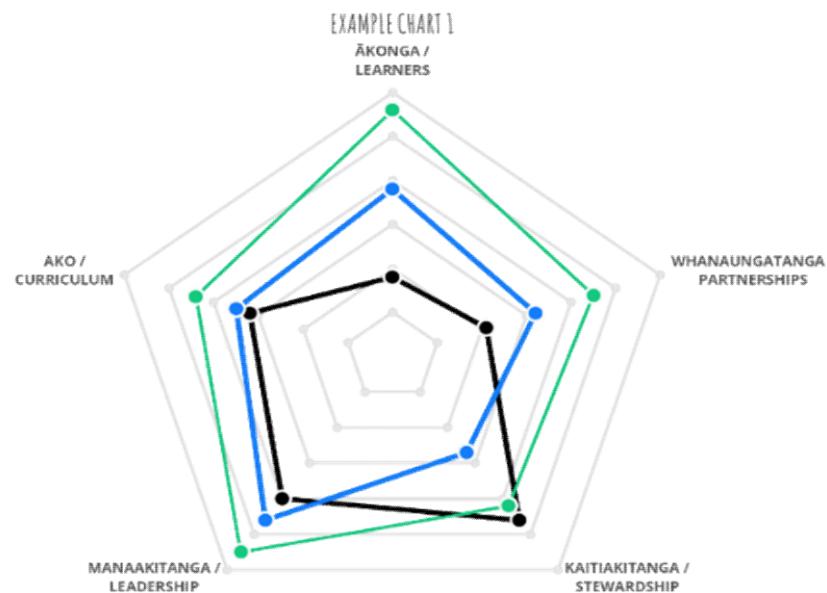
This report will help you understand your school's strengths and opportunities for growth using data from the Mitey Wellbeing Review Tool.

It consists of three types of charts, outlining your results in Year 1 of Mitey. Mitey focuses on celebrating growth – this can be seen in shifts both forwards and backwards on your charts, as your understanding of mental health education evolves.

You can learn more about how to read your charts at the start of each section.



WHERE WE ARE NOW



This first chart shows where you have placed your school in relation to each of the categories:

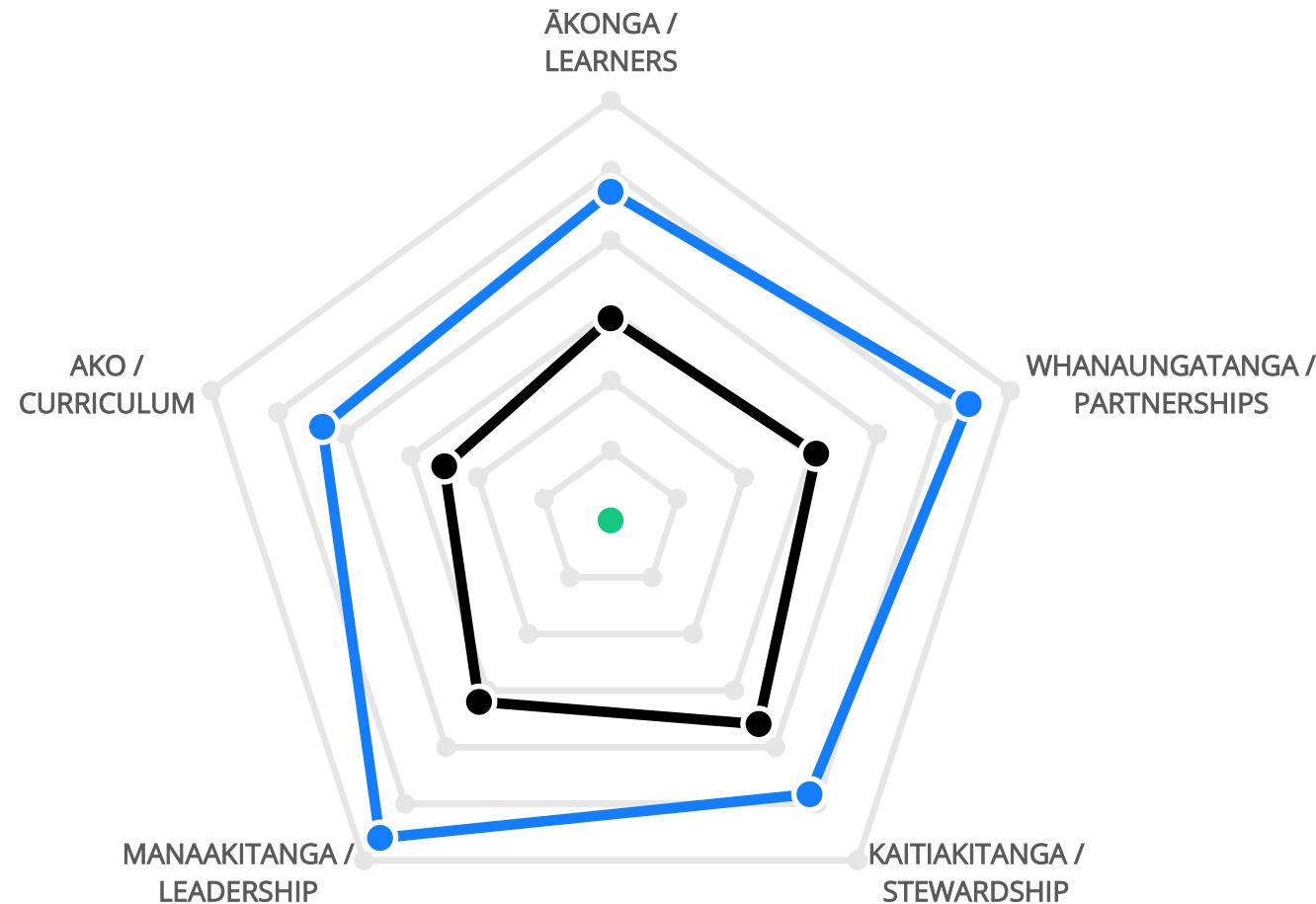
- Ākonga / Learners
- Whanaungatanga / Partnerships
- Kaitiakitanga / Stewardship
- Manaakitanga / Leadership
- Ako / Curriculum

Working from the centre outwards, each layer represents your average response, from 'Don't know' through to 'Sustaining'.

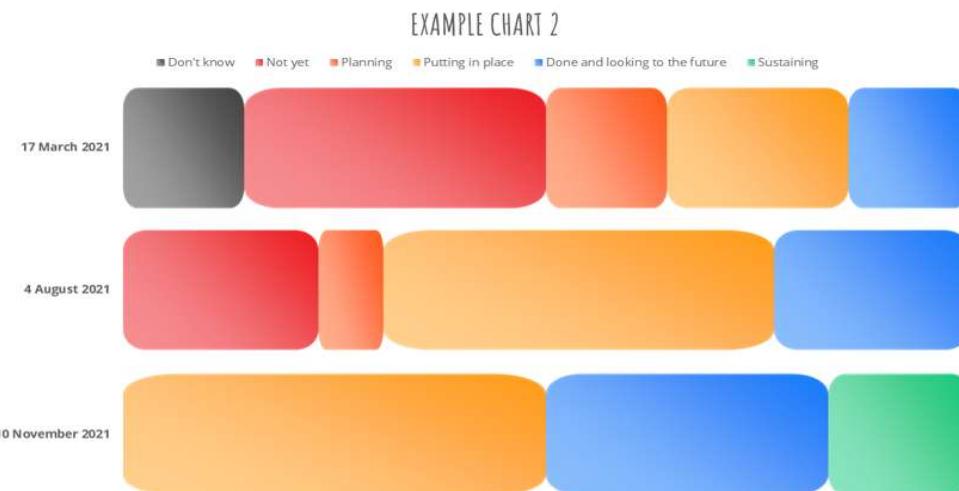
The **BLACK** line is your first review, **BLUE** is your second, and **GREEN** is your third.

In this example you can see strong growth for Ākonga, stability in Ako, and a reassessment between reviews around Kaitiakitanga.

OVERVIEW OF MITEY WELLBEING REVIEW TOOL RESULTS



WHERE THERE IS ROOM FOR GROWTH



The second group of charts shows how your responses were weighted in each of the five categories:

- Ākonga / Learners
- Whanaungatanga / Partnerships
- Kaitiakitanga / Stewardship
- Manaakitanga / Leadership
- Ako / Curriculum

These charts reveal growth opportunities within a category which might be hidden in the 'average' shown on the first chart. It will highlight where opportunities exist, even in categories where you are strong overall.

Each colour represents the percentage of total answers in that section which were answered as 'Don't know' (BLACK), through to 'Sustaining' (GREEN).

In this example the majority of responses transitioned from 'Don't Know', 'Not Yet' and 'Planning' in the FIRST review, to nearly all statements being placed as 'Putting in place' or 'Done' by the THIRD review.

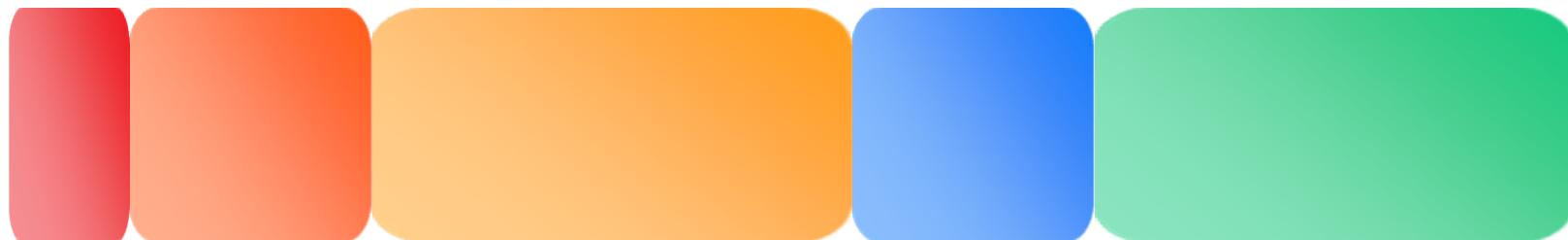
ĀKONGA/LEARNERS

■ Don't know ■ Not yet ■ Planning ■ Putting in place ■ Done and looking to the future ■ Sustaining

20 November 2023



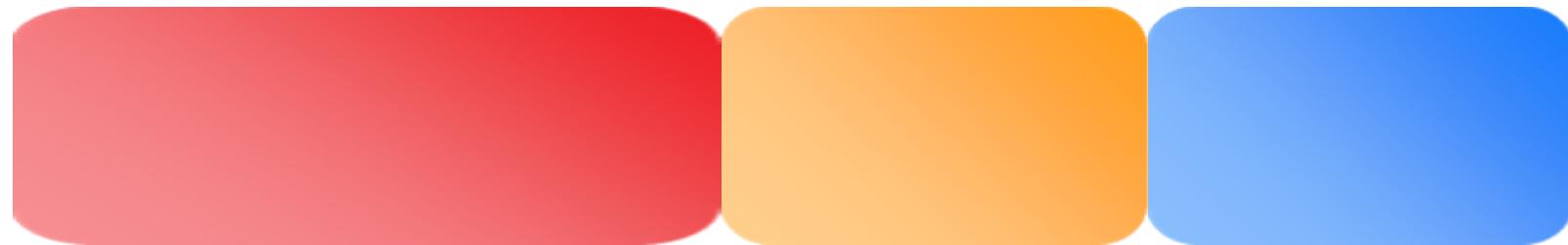
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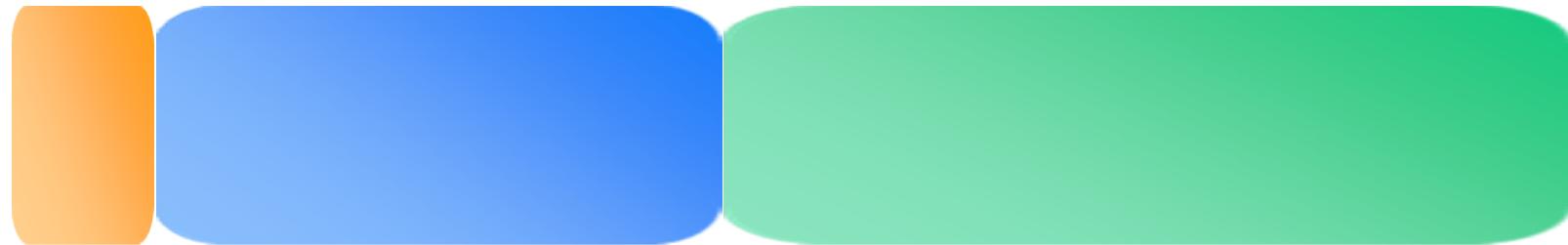
WHANAUNGATANGA/PARTNERSHIPS

■ Don't know ■ Not yet ■ Planning ■ Putting in place ■ Done and looking to the future ■ Sustaining

20 November 2023



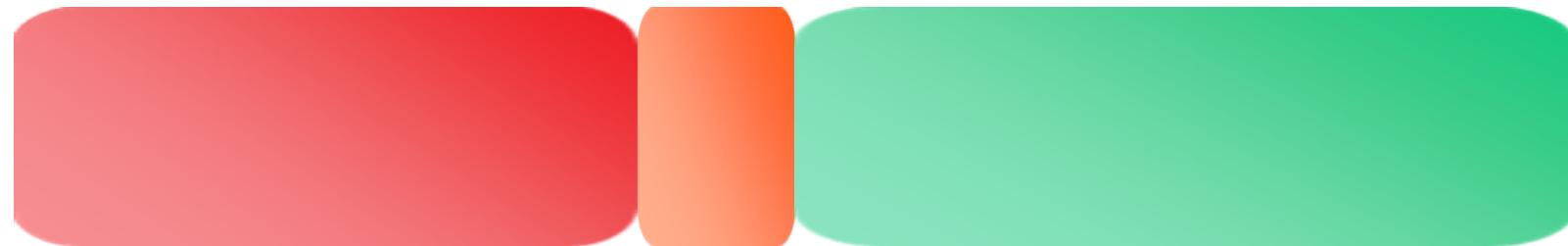
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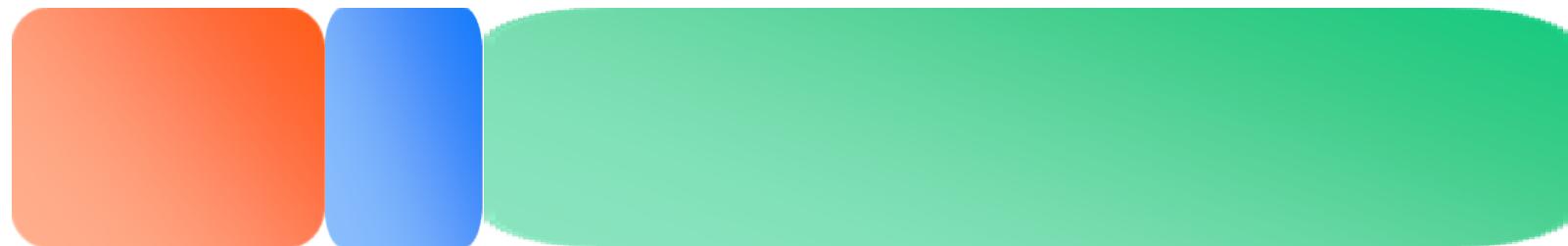
KAITIAKITANGA/STEWARDSHIP

■ Don't know ■ Not yet ■ Planning ■ Putting in place ■ Done and looking to the future ■ Sustaining

20 November 2023



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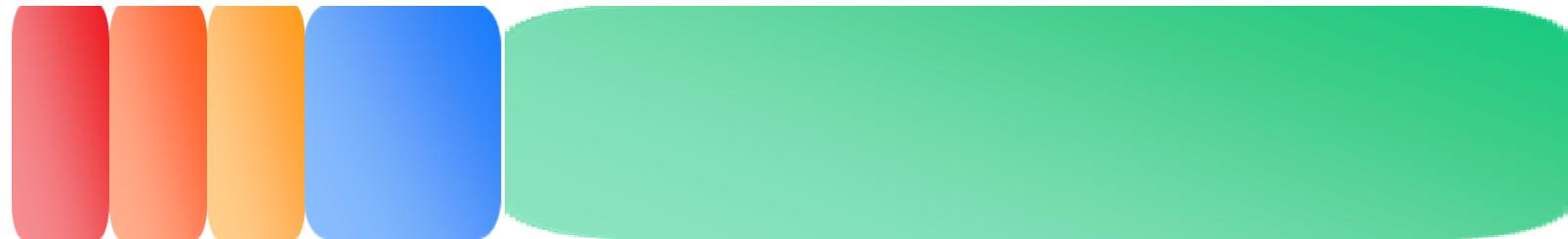
MANAAKITANGA/LEADERSHIP

■ Don't know ■ Not yet ■ Planning ■ Putting in place ■ Done and looking to the future ■ Sustaining

20 November 2023



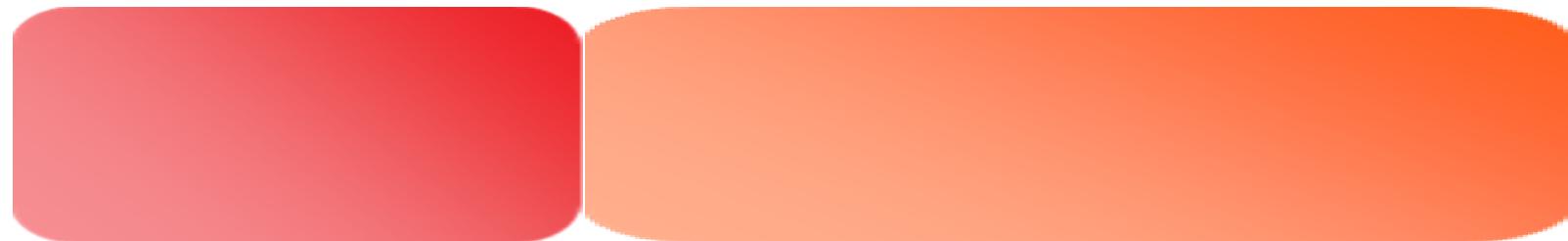
26 August 2024



AKO/CURRICULUM

■ Don't know ■ Not yet ■ Planning ■ Putting in place ■ Done and looking to the future ■ Sustaining

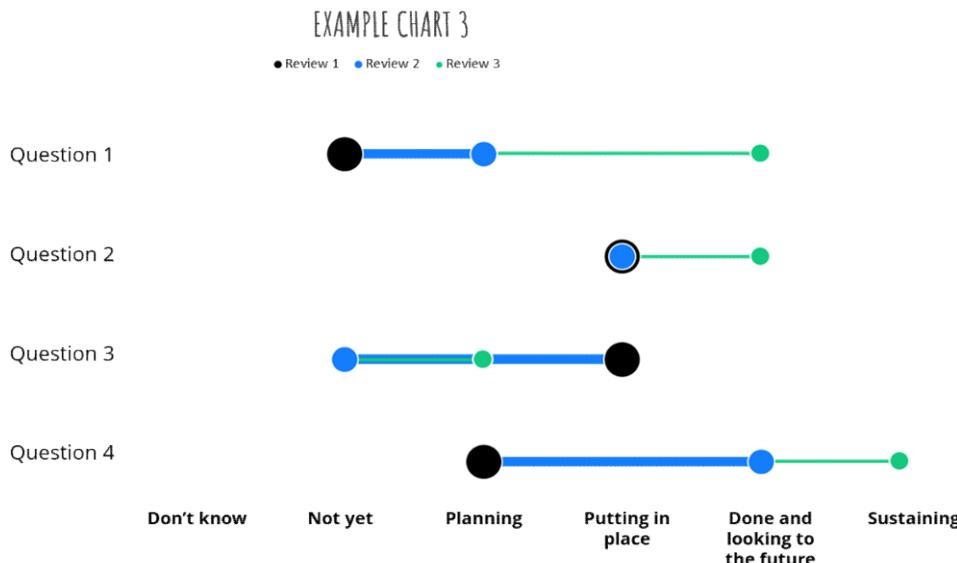
20 November 2023



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WHERE TO NEXT?



The final charts show your response to each statement in a way that makes it easy to see your progress across each category.

This is helpful when looking at growth across the three reviews.

Your three reviews are represented by colour. **BLACK** for your first review, **BLUE** for your second, and **GREEN** for your third.

Reading from left to right, each coloured dot indicates how you answered that question, from 'Don't know' through to 'Sustaining'.

In this example, in statements 1 and 4, you can see movement towards 'Sustaining'. Statement 2 shows stability. Statement 3 shows where a school may have reassessed their understanding of the statement between Review 1 and 2 and moved themselves back on the scale.

ĀKONGA LEARN ABOUT MENTAL HEALTH IN INCLUSIVE AND COLLABORATIVE WAYS

● Review 1 ● Review 2 ● Review 3

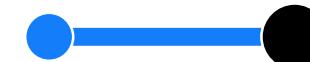
Ākonga have access to, and benefit from, learning about positive mental health and wellbeing.



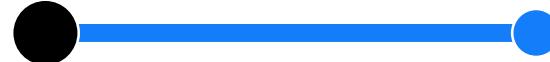
Learning is designed to build on the current experiences and knowledge of ākonga, including diverse cultures and worldviews.



Learning is designed so that all ākonga can access the key ideas and participate fully.



Ākonga are confident using age appropriate language to describe mental health and wellbeing that is relevant to a range of cultures and worldviews.



Ākonga have access to a programme of learning informed by mātauranga Māori and Te Tiriti o Waitangi.



Where appropriate ākonga are supported to take a leadership role in mental health and wellbeing education.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

ĀKONGA CONTRIBUTE TO THE PLANNING, IMPLEMENTATION AND REVIEW OF MENTAL HEALTH AND WELLBEING PROGRAMMES

● Review 1 ● Review 2 ● Review 3

Ākonga and their peers are invited to provide ongoing anonymous and confidential feedback on their wellbeing, learning needs and effectiveness of school wide mental health initiatives.

Opportunities exist for ākonga to have open conversations about these issues with adults in the school.

Diverse groups of ākonga are regularly invited to be partners in the design of the mental health education approach in the school.

Feedback is deliberately included in all ākonga review processes.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

WE MAKE SURE ALL ĀKONGA KNOW WHERE TO GET SUPPORT AND ADVICE WHEN THEY NEED IT

● Review 1 ● Review 2 ● Review 3

We regularly check the wellbeing of ākonga and provide systems of support to enable them to thrive.



We provide timely advice and support to ākonga regarding appropriate ways to respond to challenges to mental health and wellbeing (e.g. issues such as bullying, trauma, global concerns etc).



We have a comprehensive professional development programme in place for staff, so they can respond appropriately to challenges and requests for support and advice.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

WE WORK ALONGSIDE WHĀNAU TO SUPPORT ĀKONGA TO DEVELOP POSITIVE MENTAL HEALTH AND WELLBEING

● Review 1 ● Review 2 ● Review 3

Ākonga and whānau are encouraged to understand that challenge and risk is an appropriate part of life and learning.



We provide timely advice and support to whānau regarding appropriate ways to respond to challenges to mental health and wellbeing (e.g. issues such as bullying, trauma, global concerns etc).



We regularly check whānau thoughts, concerns and wonderings about positive mental health and wellbeing.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

WE SUPPORT THE WELLBEING OF ĀKONGA IN PARTNERSHIP WITH EXTERNAL AGENCIES AND WHĀNAU

● Review 1 ● Review 2 ● Review 3

Wellbeing issues are comprehensively identified and addressed in line with school policies (e.g. policies around disclosure or suspicion of abuse, bullying etc).



Positive mental health and wellbeing education is taken seriously by the school as an opportunity to foster the school character, values and a positive learning environment.



The school recognises that positive mental health and wellbeing education is a critical feature of a positive school environment and ākonga achievement and belonging.



Relationships and ways of working with external supports are well established (e.g. with local police, other schools, social workers, mental health services, NetSafe, Ministry of Education special response teams etc).



The response to mental health and wellbeing incidents includes wrap-around support for ākonga and is not managed exclusively by the school.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

WE WORK IN PARTNERSHIP WITH WHĀNAU, HAPŪ, IWI AND COMMUNITY TO STRENGTHEN THE WAY WE DEVELOP POSITIVE MENTAL HEALTH AND WELLBEING

● Review 1 ● Review 2 ● Review 3

We decide on our positive mental health and wellbeing priorities in partnership with whānau, hapū, and iwi.



Consultation with the community is highly evident. Decisions on positive mental health and wellbeing education priorities are co-constructed by leaders, teachers and community.



Ākonga have opportunities to connect with whānau, hapū, iwi and other community members, to develop understandings of positive mental health and wellbeing.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

THE BOARD FOLLOWS STATUTORY REQUIREMENTS SO THE POSITIVE MENTAL HEALTH AND WELLBEING OF OUR ĀKONGA IS ENHANCED AND PROTECTED IN A SAFE ENVIRONMENT

The board adheres to relevant legislation (e.g. The Children's Act 2019, Health and Safety in the Workplace, Human Rights Act, ACC, Teacher code of ethics/certification – Our Standards Our Practice).

● Review 1 ● Review 2 ● Review 3

The board has processes for responding to our statutory requirements related to mental health and wellbeing challenges and crises in the school and community.

The principal or delegated management reports and deals with related issues and incidents as they arise.

The principal engages external agencies as part of the response process (e.g. Oranga Tamariki).

The board review incidents annually to help identify current challenges and opportunities.

The board proactively reviews policies and practices in relation to statutory requirements.

The board prioritise positive mental health and wellbeing in our decision making about the welfare of ākonga when considering disciplinary issues.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

THE BOARD'S APPROACH TO POSITIVE MENTAL HEALTH AND WELLBEING CONSISTENTLY REFLECTS THE SCHOOL'S VISION AND VALUES

● Review 1 ● Review 2 ● Review 3

The board works in partnership with whānau, hapū, iwi and the wider community to understand what positive mental health and wellbeing means in relation to our school's mission and vision, and their importance for ākonga.

The board role model positive mental health and wellbeing in our communications as a school.

The board ensures our mission, vision, values and school strategic plan promote positive mental health and wellbeing.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

WE HAVE CLEAR EXPECTATIONS FOR POSITIVE MENTAL HEALTH AND WELLBEING IN THE SCHOOL AND ENACT THIS EFFECTIVELY

● Review 1 ● Review 2 ● Review 3

We model our positive mental health and wellbeing expectations with staff, whānau, hapū, iwi and community members.



Delegated responsibilities for implementation of policies is monitored, reviewed and shared across the Senior Leadership Team.



We embrace our role and responsibility to enact the school's vision for positive mental health and wellbeing education.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

WE RECOGNISE AND RESPOND TO OUR STAFF'S POSITIVE MENTAL HEALTH AND WELLBEING NEEDS

● Review 1 ● Review 2 ● Review 3

We implement policies that support positive mental health and wellbeing for all staff that are consistent with Te Tiriti o Waitangi and other relevant legislation.



We have a confidential process for reporting all staff mental health and wellbeing challenges and needs, including the principal.



We support staff needs related to positive mental health and wellbeing (e.g. EAP - Employee Assistance Programme).



Don't know

Not yet

Planning

Putting in place

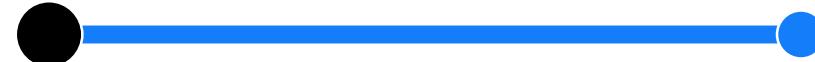
Done and looking
to the future

Sustaining

STAFF HAVE APPROPRIATE PROFESSIONAL LEARNING AND DEVELOPMENT ABOUT POSITIVE MENTAL HEALTH AND WELLBEING EDUCATION

● Review 1 ● Review 2 ● Review 3

We ensure all staff have access to appropriate professional learning.



We provide clear guidelines, developed with teaching staff, for the implementation of the curriculum based on the needs of ākonga.



We utilise the Health curriculum as well as other curriculum areas to address key themes of positive mental health and wellbeing education.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

WE ENSURE MENTAL HEALTH AND WELLBEING EDUCATION OCCURS WITHIN AND ACROSS THE CURRICULUM

● Review 1 ● Review 2 ● Review 3

We ensure that positive mental health and wellbeing education is embedded across curriculum areas and is being delivered to all ākonga in an ongoing, age-appropriate and authentic way.

We ensure positive mental health and wellbeing education is regularly reviewed across the curriculum.

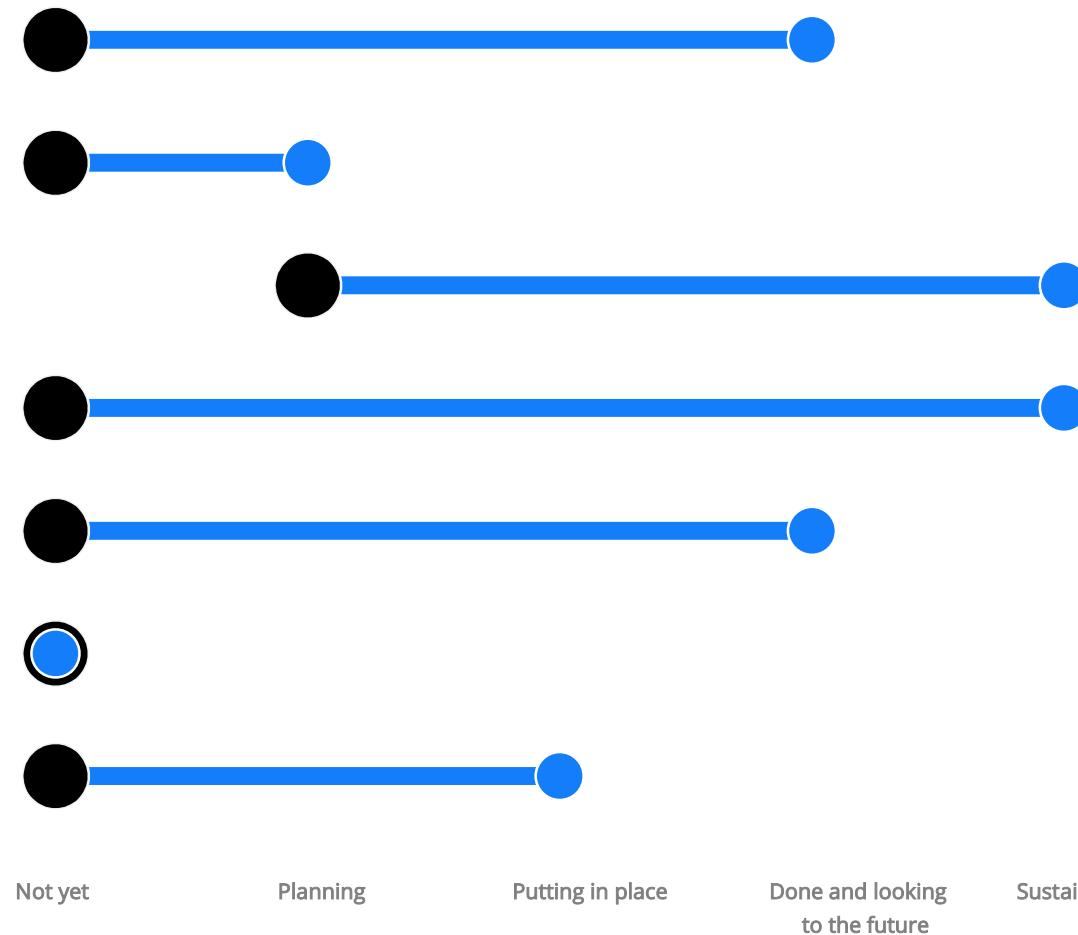
We ensure staff who identify particular mental health and wellbeing education needs are valued and appropriately resourced.

We develop, implement and regularly review a resourcing plan for positive mental health and wellbeing education.

We ensure teachers plan and assess learning in positive mental health and wellbeing education.

We ensure teachers report on progression and learning in mental health and wellbeing education.

We ensure progression in positive mental health and wellbeing education is monitored.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

OUR TEACHERS PROMOTE THE IMPORTANCE OF POSITIVE MENTAL HEALTH AND WELLBEING

● Review 1 ● Review 2 ● Review 3

Teachers understand that their own mental health and wellbeing has an impact on ākonga.



Teachers understand how to care for themselves and support others.



Teachers model respect and consideration.



Teachers use inclusive language and practices.



Teachers actively work to identify and mitigate challenges to positive mental health and wellbeing in the school environment.



Teachers challenge discriminatory practices, including bullying and harassment based on ethnicity, class, ability, sexuality, gender, and gender identity and expression.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

OUR ĀKONGA DEVELOP POSITIVE MENTAL HEALTH AND WELLBEING KNOWLEDGE AND SKILLS WITHIN AND ACROSS ALL CURRICULUM AREAS AND LEVELS

We seek diverse perspectives on positive mental health and wellbeing education through collaborating with whānau, hapū, iwi and other community members.

● Review 1 ● Review 2 ● Review 3



We plan and assess learning in positive mental health and wellbeing education.



We regularly review positive mental health and wellbeing education across the curriculum.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

WE PROVIDE ONGOING OPPORTUNITIES FOR ĀKONGA TO UNDERSTAND POSITIVE MENTAL HEALTH AND WELLBEING AND DEVELOP WAYS TO SOLVE PROBLEMS

- Review 1
- Review 2
- Review 3

Positive mental health and wellbeing education is responsive to opportunities, needs or problems as they arise in learning environments.



Ākonga are encouraged to identify and draw from a range of resources to support positive mental health and wellbeing, including diverse cultural ways of knowing and understanding the world.



Don't know

Not yet

Planning

Putting in place

Done and looking
to the future

Sustaining

MITEY.ORG.NZ