Briefing Note: Report on the Urgent Response Fund (COVID-19)

To
Hon Chris Hipkins, Minister of Education

Cc
Hon Tracey Martin, Associate Minister of Education
Hon Kelvin Davis, Associate Minister of Education
Hon Jenny Salesa, Associate Minister of Education

Date
1 September 2020

Priority
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In Confidence

Drafted
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Messaging seen by Communications team:
No

Purpose
This paper updates you on the Urgent Response Fund (URF) for children and young people's COVID-19 related needs, including:

- regional funding allocations, decision making groups and processes
- a summary of funding decisions to date
- the needs identified and responses to date.

Agree that this Briefing will be proactively released.

Summary
- Early learning services and schools are using the URF to meet a broad range of learners' needs due to COVID-19. The interventions to support children and young people include supports for wellbeing, attendance and engagement in learning.

Katrina Casey  
Deputy Secretary  
Sector Enablement & Support Group

Hon Chris Hipkins  
Minister of Education

1/09/2020  
28/10/20
Background

1. On 11 May 2020, Cabinet agreed to a Wellbeing Budget package of initiatives for the education sector to support the wellbeing of learners, their family and whānau, and school staff in the wake of COVID-19.

2. The URF has been established because many students/ākonga (ākonga) need extra help as a result of COVID-19 to support their attendance and reengagement in learning after such a difficult time. Many learners are stressed about their education, and the future of their families. Some have been impacted by an increase in family tensions during lockdown.

3. The URF provides immediate support for any learning, social and emotional, mental, behavioural, or other wellbeing issues which children and young people have which are impacting on their attendance and or engagement with learning.

Regional funding allocations

4. The Government's URF for early learning services, schools, and kura included $2m in 2019/20 and $50m in 2020/21.

5. The initial $2m for 2019/20 was used for immediate responses in June: $1.8m in response to 279 applications from schools and kura, and $0.2m in response to 71 applications from early learning services me nga kōhanga reo.

6. Since then, we have distributed the 2020/21 funding to regions using the Equity Index. The Equity Index measures the extent to which socio-economic factors are present in the lives of children that could affect their education. The Equity Index allocates URF funding to regions with higher levels of disadvantage, where the impact of COVID-19 on well-being, attendance, and engagement will be most significant.

7. The allocations for each region are shown in the table below.

<table>
<thead>
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<th>Education region</th>
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<tbody>
<tr>
<td>Tai Tokeraru</td>
<td>2.90</td>
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<tr>
<td>Auckland</td>
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<tr>
<td>Waikato</td>
<td>5.25</td>
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<td>Bay of Plenty, Waiairiki</td>
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<td>Hawke's Bay, Tairāwhiti</td>
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<td>Taranaki, Whanganui, Manawatū</td>
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<td>Wellington</td>
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<tr>
<td>Nelson, Marlborough, West Coast</td>
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</tr>
<tr>
<td>Canterbury, Chatham Islands</td>
<td>5.22</td>
</tr>
<tr>
<td>Otago, Southland</td>
<td>3.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50.00</strong></td>
</tr>
</tbody>
</table>

Regional decision making groups and processes

8. Responsibility for the allocation of the fund has been delegated to the Directors of Education in the Ministry's ten regions.
9. Local knowledge and priorities underpin decisions about the use of URF funding. One or more regional groups\(^1\) are working with the Directors to determine how the funding can best support the attendance, engagement, and well-being of the children and young people in their region arising from the impact of COVID-19.

10. Annex 1 lists the membership of each regional group and their general approach to URF decision making.

11. The strengths of this way of working include fast, flexible decisions specific to local needs and priorities and the ability to draw on local networks and relationships to communicate about the fund within the regions. Feedback loops on changes in local attendance and engagement will ensure the regional groups are able to respond to ongoing and emergent areas of need. The sector has asked us to work with them in this way, reflecting the experiences of what worked well in lockdown.

12. To enable funding to flow quickly, most regional groups have delegated decision making for smaller grants (typically, less than $10,000 or $20,000) to the Director, reserving the group’s scrutiny for the more substantial and ambitious applications.

13. Typically, the groups are meeting fortnightly, in person or remotely, to make decisions on new applications, and for an update on application decisions to date.

*Applications approved to date*

14. For the period 1 July through 18 August, $1.35m had been approved to support 15,688 ākonga, through 104 applications from early learning services, ngā kōhanga reo, schools and kura. While this represents only 3% of the available funding in 2020/21, regions are receiving and processing new applications each week.

15. The work in regions to identify local needs and develop responses has significant momentum, and 101 further applications, valued at $0.534m, were approved in the week 19-25 August.

16. In total, regional groups had received 1,512 applications, including some seeking comprehensive responses, and involving larger sums of funding. Because some requests do not fit the URF criteria, Directors of Education will redirect those applications to the device supply programme, teacher wellbeing fund, and to welfare support through other agencies.

17. Regional groups are taking into account how to balance a response to immediate support needs for ākonga with sustaining support for the remainder of the year.

18. Annex 2 is a dashboard showing the URF funding approved by 16 August.

*Summary of the needs identified and responses funded to date*

19. Annex 3 lists the major groups of needs and interventions funded by URF, by category and setting.

20. URF applications to date show that COVID-19 has created a range of serious challenges to children and young people’s attendance, engagement, and well-being. Almost all needs covered in the URF applications to date relate to social, emotional and behavioural needs (78%). Within the Wellbeing category, there are three main areas of need: social engagement, anxiety and stress, and needs related to behaviour.

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\(^1\) Includes representation from early learning services, primary principals, secondary principals, Māori medium, and mana whenua.
21. Eight applications (17%) relate to engagement in learning, including catching up on missed learning, and attendance issues. Of these applications, seven covered attendance only, six were for both attendance and engagement responses; and six applications were for engagement responses only. A small proportion of applications were for other needs such as sensory issues.

22. The applications reflect a high degree of anxiety among children of all ages driven by concerns about the virus, the experience of returning to their learning setting, anxiety as a result of how COVID-19 has impacted their family situation, and anxiety for the future.

23. Anxiety is manifesting in a range of ways, with reports from early learning services and schools that they are experiencing significant increases in both the frequency and intensity of challenging behaviours across a broader group of ākonga. They are describing unprecedented levels of fighting, outbursts, and ākonga hurting each other. In some situations, anxiety is causing children and young people to withdraw from engagement. Young children are needing support to relearn social engagement skills, and self-regulation, and how to be together again.

24. There are a number of situations where children or young people have experienced trauma related to violence, loss, and the impact of witnessing incidents at home.

25. Many children and young people are needing assistance to catch up on missed learning, or renew learning where prior learning has been lost. There is a strong focus on the needs of NCEA level ākonga requiring assistance to catch up, complete internal assessments and prepare for external exams.

26. For all age groups, returning to regular attendance is an issue. This is driven by a range of factors such as loss of motivation, disconnection, disruption at home, and financial pressures.

27. While the proportion of attendance-related URF applications is low, data show an increase in the unjustified absence cases referred to the Ministry’s Attendance Service following schools’ reopening after the Alert level four lockdown, specifically in June 2020 compared to the same period in 2019. There was also an increase in non-enrolments generated in July 2020 compared to 2019.

28. We are analysing this data in light of other changes that we have recently made to the Attendance Service. For example, a new service in South Auckland began a pilot earlier this year, and schools in that area may have changed their referral behaviour as a result.

29. URF applications seek funding for interventions for individual children and young people, as well as groups of ākonga, entire early learning services and schools, and clusters of schools.

30. A group of 46 South Canterbury schools are working together with other agencies to collectively respond to concerns about wellbeing and behaviour. The application includes a number of components: family/whānau adviser, teacher release time for re-engaging students, additional teacher aide support, and additional Incredible Years Parent training.

31. Some examples of more common interventions funded by the URF are:
- activities to support disrupted and anxious ākonga to feel better and rebuild their sense of well-being (counsellors, Māori support services, community workers, attendance advisor, peer support, cultural support activities)
- additional staffing to allow more time for teachers to support ākonga with additional teaching time, peer support, additional learning sessions, remedial tuition
- additional teacher aides to support children with anxiety and learning gaps
• attendance interventions, focusing on the barriers re-engaging family and ākonga, transport assistance, and home visits with whānau to support sustained attendance.

Next Steps – Monitoring and reporting

32. Regional sector groups and regional Directors of Education will continue to liaise with their communities about local needs, including emergent needs, and best responses to these needs. In addition, Directors will regularly exchange insights and learning across regions, especially where interventions are proving highly effective for particular issues/needs.

33. We are compiling a national dashboard using regional reporting, including critical metrics on attendance, engagement and URF uptake trends. We are also making use of existing Ministry datasets, for example, data on decile and Māori medium participation.

34. The Ministry will ask URF recipient early learning services, schools and kura to report back on the impact of the funding, for example what changes have been achieved in attendance and engagement with learning for individual children, or groups, as well as at the school level. We will ask them to report on the outcomes they specified in their application, and whether the expected improvements for ākonga are being realised.

35. We can update you regularly through the Education Weekly Update on the summary of approved payment and categories of need by region. We propose that we report to you quarterly on the uptake and use of the Urgent Response Fund, together with the results it is delivering.

Proactive Release

36. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

Annex 1: Regional approaches to the Urgent Response Fund
Annex 3: Needs and interventions by category and setting
## Annex 1 Regional approaches to the Urgent Response Fund

### Tai Tokerau

#### Meeting Process
Initial meeting, Advisory Group held on 5 August to provide overview, URF, role, Regional Advisory Group, identify regional priorities, and confirm membership.

Terms of Reference have been confirmed.

#### Regional Group Membership
- **Hira Gage**, Chair, Director, Education
- **Tai Tokerau Primary Principals**
  - Pat Newman, Chair, TTPA, Principal, Hora Hora School,
  - Sally Wilson, Principal, Kamo Primary School, Chair, WPPA,
  - Vern Stevens, Principal, Selwyn Park School & Chair, NWPPA,
  - Brendon Morrissey, Principal, Kaitaia Primary School & Te Hiku Rep,
  - Chicky Rudkin, Principal Kaikohe East School,
- **Māori medium**
  - Marea Timoko, Principal, Te Kura Kaupapa Māori o Kaikohe, and Te Koitu representative
- **Area schools**
  - Grant Burns, Principal, Tauraroa Area School,
- **Early Learning Services**
  - Deanna Niha, Manager, He Waka Eke Noa,
  - Peter Visser, Early Childhood Education, Far North Rep,
  - Shannon Warwick, Tai Tokerau Nga Kōhanga Reo,
  - Myles Ferris, National President, Te Akatea & Principal, Te Kura o Otangarei,
  - Northland Secondary school Principals Association
  - Karen Gilbert-Smith, Chair, NSSPA & Principal, Whangarei Boys' High School,
  - Alec Solomon, Principal, Tikopu High School,
- **Kura a Iwi / Māori medium**
  - Mina Pomare-Peita, Principal, Te Kura Taumata o Panguru and Te Kura o Pawarenga.

#### Delegation
Agreed to trial an approach where an internal panel, MoE Senior Managers and the Director approve small to medium sized, standard applications, while larger and more complex cluster applications are approved by the Regional Advisor Group.

### Auckland

#### Meeting Process
Weekly meetings to review applications & any other business for discussion.

#### Regional Group Membership
- **Jason Swann**, Chair, President, Pacific Principals Association
- **Deirdre Shea**, President, Secondary Principals Association NZ
- Arihia Stirling, Chair Person, Nga Kura a Iwi o Aoteaora
- Tom Webb, Vice President, Akld Secondary Schools Principals Association
- Stephen Lethbridge, President, Auckland Primary Principals Association
- Jonathan Hughes, President, Auckland Intermediate Schools
- Pauline Winter, Chief Executive, Auckland Kindergarten Association
- Dr Darius Singh, President, Early Childhood Council
- Kerry Jones, Regional Manager, Te Kōhanga Reo
- George Ihimaera, Chair, Aka Tamaki
- Mahanga Pihama, Chair, Te Kura Kaupapa Māori

#### Delegation
- Applications under $20k delegated to Director, Education
- Applications over $20k sent to URF Regional Group for review
## Waikato

### Meeting Process

- **Regional Group Membership**
  - Rowan Brickell, chairperson
  - Te Puna Moanaorua, Iwi/Mana whenua reps,
  - and Watson Ohia, Māori medium organisations,
  - Kura/KA Lead Principal
  - and Rubina Charman, Dual medium,
  - Jocelyn Hale, secondary,
  - Marcus Enke, primary school,
  - middle school,
  - special school,
  - state integrated schools,
  - Richard Crawford, Kāhui Ako leads,
  - Julie Treweek, ECE, kindergarten,
  - ECE, homebased,
  - ECE, Ngā Kōhanga Reo,
  - ECE, Māori medium,
  - To Kura,

### Delegation

- Applications under $20k delegated to Director, Education
- Applications over $20k sent to URF Regional Group for review

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## Bay of Plenty Waiariki

### Meeting Process

Meetings dates have been agreed for every fortnight, via Zoom

### Regional Group Membership

- James Bracefield, RAP Chair, Principal, Western Heights High School
- Toni Heke-Riirinui, Iwi Education Manager, Ngāti Ranginui,
- Hinei Taupe, Principal, Whakarewarewa Primary School
- Hans Tiakiwai, Principal, Te Wharekura o Ruatoki
- Andrew King, Principal, Oropi School
- Peter Moyle, Principal, Taupō-nui-a-Tia College
- Phil Palfrey, Principal, Kaitaia Intermediate School
- Whaimutu Marino, Te Aho o Te Kura Pounamu
- Donovon Clarke, CEO, Central Kids
- Neil Towersey, Principal, Te Puna School

### Delegation

- Applications under $20k delegated to Director, Education
- Applications over $20k sent to URF Regional Group for review

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## Hawke’s Bay / Tairāwhiti

### Meeting Process

Fortnightly meetings to review applications & any other business for discussion

### Regional Group Membership

- Nicky Anderson, Kahui Ako Lead
- Best Start Kindergarten
- Dawn Ackroyd, Chair, HB Secondary School Principal Association
- Christine Teare, Gisborne Kindergarten Association
- Wairoa Primary
- Rongowhakaata Iwi Trust
- Lytton High, Chair Secondary Schools Principal Association
- Mark Johnson, Chair, HB Primary Principal Association
- Kōhanga
- Campbell Dewes, TKKM O Kawakawa mai Tawhiti
- Tani Beary, Frasertown School, Wairoa Kahui Ako Lead
- Rongowhakaata Iwi Trust
- Victor Walker, Iwi representative / MoE
- Tawehi Munro, Ngati Kahungunu Iwi / MoE

### Delegation

- Applications under $10k delegated to Director, Education
- Applications over $10k sent to URF Regional Group for review
# Taranaki, Whanganui, Manawatū

<table>
<thead>
<tr>
<th>Meeting Process</th>
<th>The Advisory Groups met for the first time on 6 August, Manawatū, and 13 August, Taranaki and Whanganui.</th>
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</thead>
</table>
| **Regional Group Membership** | **Taranaki**  
Kathryn Pick, Principal, Eltham School  
Karen Patterson, Principal, Inglewood Primary School  
Mike Clarke, Principal, Westend School  
Moana Kake, Tumukui, Te Pūpiri Ka Kakano Mai I Rangiatea, school, Māori Medium  
Brigette Luke, Principal, Rahotu Primary School  
Rachel Williams, Principal, Hawera High School  
Martin Chamberlain, Principal, Francis Douglas Memorial College  
Milly Paea, Te Kōhanga Reo National Trust, ECE  
Dawn Osman, Chief Executive, Taranaki Kindergarten, ECE  
Adrienne Wilkins, Sophia Preschool, ECE  
**Whanganui**  
Peter Kaua, Principal, Whanganui City College, school  
Eleanor Barry, Principal, Whanganui East School, school  
Phil Walker, Principal, Westmere School, school  
Lisa Clark, Principal, Ohakune School, school  
Raewyn Overton-Stuart, PAUA Early Childhood HBC Service, ECE  
Amanda Coulston, Chief Executive, Whanau Manaaki Kindergartens, ECE  
Lorraine Lott, Bishop, Bright Beginnings, ECE  
**Manawatū**  
Gary Yeatman, Principal, Awatapu College, school, Chair  
Peter Brooks, Principal, Freyberg School, school  
Lin Dixon, Principal, Hokowhitu School, school  
Brya Dixon, Principal, Martin School, school  
Regan Orr, Principal, Central Normal, school  
Allison Ruzski, Ruahe Kindergarten Association, ECE  
Deb Rewi, Evolve Group, ECE  |
| **Delegation** | Applications under $20k delegated to Director, Education  
Applications over $20k sent to URF Regional Group for review |

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# Wellington

<table>
<thead>
<tr>
<th>Meeting Process</th>
<th>Initial Zoom meeting 28 July, interim Regional Governance Group. Criteria, process and priorities agreed upon in subsequent Zooms, 12 &amp; 13 August</th>
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</thead>
</table>
| **Regional Group Membership** | **Kevin Carter**, Principal Rongotai College, President Greater Wellington Secondary Principal Association  
Amanda Coulston, CE, Whanau Manaaki Kindergarten Association  
Sheere Garton, Principal Levin Intermediate, Wellington Intermediate Principal Association  
Wikitoria Ratui, Regional Manager, Te Kōhanga Reo Trust  
Mike Farrelly, Principal Raumati Beach, President Wellington Primary Principal Association  
Rawiri Wright, Tumukui, TKKM Ngā Mokopuna at @ TRN representative  
Currently recruiting for a Pacific Rep,  
[3](2)(a) Pacific ECE? |
| **Delegation** | Applications delegated to Director, Education:  
• under $10k for a school/kura or service  
• up to $1500 for individual students  
• up to $1,500 for groups, 3+,  
Applications over $10k sent to URF Regional Group for review |
### Nelson/Marlborough/West Coast

**Meeting Process**
The group has met several times, via face to face and zoom. It will meet weekly while a higher volume of applications are being submitted, and then reassess.

**Regional Group Membership**
- Bevan Clark, Chairperson, West Coast, Primary
- Aaron Vercoe, Principal rep, Marlborough, Primary
- Cathy Ewing, Principal rep, Nelson, Secondary
- Craig Vercoe, Early Childhood rep, Nelson, ECE
- Peter Verstappen, Principal rep, Nelson, Primary
- John Tait, Principal rep, Kaikoura, Secondary
- Dave Sullivan, Principal rep, West Coast, Secondary
- Andrea Williams, Director, Education, NMWC, Ministry, Education

_We are engaging with itw to see how they would like to be involved in this process._

**Delegation**
- Applications under $10k delegated to Director, Education
- Applications over $10k sent to URF Regional Group for review

### Canterbury/Chatham Islands

**Meeting Process**
Two initial meetings held to establish regional groups, identify regional priorities, and invite submission, representatives for panel.
- URF sub group to manage applications in the interim until panel operational
- Member to be interim lead, panel until panel fully operational

**Regional Group Membership**
- Mike Nolan, Lead (interim)

_Itw/mana whenua_
- Under consideration by local itw
- Merita Waihoa, Tumuuki, TKKM o Waitaha
- Mark Rangi, Tumuuki, TKKM o Te Whānau Tahi
- Sheryl Wilson, Early Learning, Chief Executive Kids First
- Steve Zennerville, Glentivi School, South Canterbury Principals Association
- Andrea Knight, Heaton Intermediate, CAIMS
- Jo Early, St Francis of Assisi Catholic School, Canterbury Primary Principals Assn
- Mark Ellis, Rakaia School, mid Canterbury Principals Assn
- Jason Miles, Kaiapoi North School, NZ Principals Assn
- Mike Hart, Oxford Area School, Canterbury & West Coast Principals Assn

_Early Learning Sub Group, 8 members, to be confirmed_

**Delegation**
- Applications under $20k delegated to Director, Education
- Applications over $20k sent to URF Regional Group for review
### Otago/Southland

<table>
<thead>
<tr>
<th>Meeting Process</th>
<th>Fortnightly meetings to review applications &amp; any other business for discussion</th>
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</thead>
</table>
| **Regional Group Membership** | **Annie Nelson, Gore and Districts Principals’ Association**  
**Cameron Davis, Chair, Southland Rural Secondary Principals’ Association**  
**Faylene Tokana, Kōhanga Reo Otago Southland representative**  
**Fiona Cavanagh, Wakatipu Kāhui Ako**  
**Gary Davis, Māori medium and mana whenua representation**  
**Hilary Spedding, Central Otago Principals’ Association**  
**Jamin Lietze, Invercargill Primary Principals’ Association**  
**Jarleth Kelly, Southland Secondary Principals’ Association**  
**Karen Hurst, Otago University Childcare Association**  
**Kate Mansfield, North Otago Principals’ Association**  
**Kaz Bissett, South Otago Principals’ Association**  
**Nikki McRobie, Kindergartens South**  
**Richard Hall, Otago Secondary Schools’ Principals’ Association**  
**Shelley Wilde, Otago Primary Principals’ Association**  
**Stacey Honeywill, Te Akatea Principals’ Association and mana whenua representative**  
**Susan Phua, Homebased Early Childhood Education Sector**  
**Wendy Ryan, Southland Primary Principals’ Association** |
| **Delegations** | Applications under $10k delegated to Director Education  
Applications over $10k sent to URF Regional Group for review |
COVID-19 URGENT RESPONSE FUND (URF)

The $50m URF is for immediate support for any learning, social and emotional, mental, behavioural, or other issues impacting attendance and or engagement with learning for children and young people.

Approved applications relate to social, emotional needs and support for attendance, and engagement with learning.

Barriers to learning, 5%
Well-being, 70%
Behaviour regulation, 3%
Social engagement, 10%
Learning catch-up, 6%
Both attendance & learning catch-up, 6%
Attendance, 7%
Anxiety/stress, 4%
Social engagement cluster application, 6%

* A group of 46 schools put in an application for 9,338 students.

Sector groups working with Directors of Education set regional priorities for the URF and approve funding.

Lower decile schools, Māori and Pacific students are under-represented in the profile of applications at this early stage – despite their lower attendance rates since COVID. This will be a key focus now with the sector.

The URF started 1 July with $1.8m allocated to date. Applications to date have supported 20,672 ākonga, 153 schools and 16 early learning services.

Applications approved and funded Applications received

URF distribution by region ($m)

Tai Tokerau Auckland Waikato Bay of Plenty, Waiauriki Hawke's Bay, Tairāwhiti Taranaki, Whanganui, Manawatū Wellington Nelson, Marlborough, West Coast Canterbury, Chatham Islands Otago, Southland

* Not all requests are in scope; Directors will redirect some to device supply programme, teacher wellbeing fund, welfare support through other agencies.
# Needs and interventions by category and setting

## Well-being

### Needs

- **Social Engagement**
  - Children are needing to feel known to be together, communication skills, making connections and feeling safe.
- **Anxiety/Stress**
  - Increased needs of akonga related to anxiety.
- **Behaviour**
  - Schools needing to manage increasingly extreme behaviors than in the pre-COVID proportion of children.
  - Some groups of young children are very unsettled.
  - Some children have started as a result of what has happened at home including witnessing violence.

### Interventions

- **Early Learning**
  - Re-engagement learning.
  - Children need to build back into routines.
  - These strategies are having difficulty re-engaging.
  - Introducing a new focus on tamariki.
  - Sensory toys and equipment.
  - Yoga and mindfulness sessions.

### Examples

- **Primary**
  - Individual and group sessions to learn techniques to positively manage anxiety and support well-being.
  - Additional teacher aide support for break times to facilitate playground games, support prosocial play.
  - Targeted support to a small group of high needs children as having (or likely to have) suffered particular stress, family violence, poverty, trauma.

### Engagement in Learning

- **Examples of Interventions**
  - **Early Learning**
    - Visiting whānau homes, karakia and kaiāriti can work with whānau regarding health and well-being of the mokopuna and whānau.
  - **Primary**
    - Teacher aides to plan and oversee accelerated literacy, numeracy and support programmes for identified students at risk of not achieving.
    - Teacher aide to support children with learning gaps.
    - Targeted access to Pānui programme, Number Sense Programme, 5 Plus Programme.
    - Training and supporting staff to create and use whānau education action plans to strengthen learning partnerships, to improve attendance and engagement.

### Attendance

- **Examples of Interventions**
  - **Early Learning**
    - Transport support to encourage and more easily enable attendance.
    - Additional support to work directly with whānau showing signs of increased anxiety, reluctance to send their tamariki to school or early learning.
    - Providing additional support to work with whānau finding it difficult to return their child to school and addressing barriers such as lack of transportation, clothing and facilities.
  - **Primary and Secondary**
    - Staffing to work with individual akonga to develop their assessments, and support them to complete their NCEA assessments.
    - Providing tailored academic and vocational support initiatives to encourage attendance and engagement of Year 13 akonga.

### Notes

- A group of 46 South Canterbury schools are working together with other agencies to collectively respond to concerns about wellbeing and behaviour. The application includes a number of components:
  - A dedicated employee to work directly with whānau showing signs of increased anxiety, reluctance to send their tamariki to school or early learning.
  - Additional support to work with whānau finding it difficult to return their child to school and address any barriers such as lack of transportation, clothing and facilities.
  - Support worker to meet and greet students on arrival at school to tackle increased lateness issues for a group of students.
  - Teacher able to provide extra support for parents and children who have heightened anxiety especially around drop off each day.