



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	Medium
Security Level:	In Confidence	METIS No	1239151
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Messaging seen by Communications team:	No	Round Robin:	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.

☒ Agree / ☐ Disagree

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

1 / 09 / 2020


Hon Chris Hipkins
Minister of Education

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 ngā 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.

Regional allocation of the URF in 2020/21 using the Equity Index

Education region	\$ m
Tai Tokerau	2.90
Auckland	14.51
Waikato	5.25
Bay of Plenty, Waiariki	4.43
Hawke's Bay, Tairāwhiti	3.34
Taranaki, Whanganui, Manawatū	3.99
Wellington	5.25
Nelson, Marlborough, West Coast	1.86
Canterbury, Chatham Islands	5.22
Otago, Southland	3.25
Total	50.00

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 groups¹ 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.

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

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| Annex 1: | Regional approaches to the Urgent Response Fund |
| Annex 2 | Dashboard: COVID-19 Urgent Response Fund, 28 August 2020 |
| 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 <i>Tai Tokerau Primary Principals</i> 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, <i>Māori medium</i> Marea Timoko, Principal, Te Kura Kaupapa Māori o Kaikohe, and Te Koitu representative <i>Area schools</i> Grant Burns, Principal, Tauraroa Area School, <i>Early Learning Services</i> Deanna Niha, Manager, He Waka Eke Noa, Peter Visser, Early Childhood Education, Far North Reap, Shannon Warwick, Tai Tokerau Ngā 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, Tikipunga High School, <i>Kura a Iwi / Māori medium</i> 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 Deidre Shea, President, Secondary Principals Association NZ Arihia Stirling, Chair Person, Nga Kura a Iwi o Aotearoa 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	<p>Rowan Brickell, chairperson</p> <p>9(2)(a) Te Puna Moanaroa, Iwi/Mana whenua reps,</p> <p>9(2)(a) and Watson Ohia, Māori medium organisations,</p> <p>9(2)(a) Kura/KA Lead Principal</p> <p>9(2)(a) and Rubina Charman, Dual medium,</p> <p>9(2)(a) Jocelyn Hale, 9(2)(a), secondary,</p> <p>Marcus Freke, primary school,</p> <p>9(2)(a) middle school,</p> <p>9(2)(a) special school,</p> <p>9(2)(a) state Integrated schools,</p> <p>9(2)(a) Richard Crawford, 9(2)(a) Kāhui</p> <p>Ako leads,</p> <p>9(2)(a) Julie Treweek, 9(2)(a) ECE, kindergarten,</p> <p>9(2)(a) ECE, homebased,</p> <p>9(2)(a) ECE, Ngā Kōhanga Reo,</p> <p>Tere Gilbert, ECE, Māori medium,</p> <p>9(2)(a) ECE, dual medium,</p> <p>9(2)(a) Te Kura,</p>
Delegation	<p>Applications under \$20k delegated to Director, Education</p> <p>Applications over \$20k sent to URF Regional Group for review</p>

Bay of Plenty Waiariki

Meeting Process	Meetings dates have been agreed for every fortnight, via Zoom
Regional Group Membership	<p>James Bracefield, RAP Chair, Principal, Western Heights High School</p> <p>Toni Heke-Ririnui, Iwi Education Manager, Ngāti Ranginui,</p> <p>Hinei Taute, Principal, Whakarewarewa Primary School</p> <p>Hans Tiakiwai, Principal, Te Wharekura o Ruatoki</p> <p>Andrew King, Principal, Oropi School</p> <p>Peter Moyle, Principal, Taupō-nui-a-Tia College</p> <p>Phil Palfrey, Principal, Kaitao Intermediate School</p> <p>Whaimutu Marino, Te Aho o Te Kura Pounamu</p> <p>Donovan Clarke, CEO, Central Kids</p> <p>Niel Towersey, Principal, Te Puna School</p>
Delegation	<p>Applications under \$20k delegated to Director, Education</p> <p>Applications over \$20k sent to URF Regional Group for review</p>

Hawke's Bay / Tairāwhiti

Meeting Process	Fortnightly meetings to review applications & any other business for discussion
Regional Group Membership	<p>Nicky Anderson, Kahui Ako Lead</p> <p>9(2)(a), Best Start Kindergarten</p> <p>Dawn Ackroyd, Chair, HB Secondary School Principal Association</p> <p>Christine Taare, Gisborne Kindergarten Association</p> <p>9(2)(a) Wairoa Primary</p> <p>9(2)(a) Rongowhakaata Iwi Trust</p> <p>9(2)(a) Lytton High, Chair Secondary Schools Principal Association</p> <p>Mark Johnson, Chair, HB Primary Principal Association</p> <p>9(2)(a) Kōhanga</p> <p>Campbell Dewes, TKKM O Kawakawa mai Tawhiti</p> <p>Tangoi Geary, Frasertown School, Wairoa Kahui Ako Lead</p> <p>9(2)(a) Rongowhakaata Iwi Trust</p> <p>Victor Walker, Iwi representative / MoE</p> <p>Tawehi Munro, Ngati Kahungunu Iwi / MoE</p>
Delegation	<p>Applications under \$10k delegated to Director, Education</p> <p>Applications over \$10k sent to URF Regional Group for review</p>

Taranaki, Whanganui, Manawatū

Meeting Process	The Advisory Groups met for the first time on 6 August, Manawatū, and 13 August, Taranaki and Whanganui.
Regional Group Membership	<p>Taranaki Kathryn Pick, Principal, Eltham School Karen Patterson, Principal, Inglewood Primary School Mike Clarke, Principal, Westend School Moana Kake, Tumuaki, Te Pīpī'inga Kakano Mai I Rangiatea, school, Māori Medium, Brigitte 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,</p> <p>Whanganui Peter Kaua, Principal, Whanganui City College, school, Eleanore 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, ficer, Whānau Manaaki Kindergartens, ECE, Lorraine, Lori, Bishop, Bright Beginnings, ECE,</p> <p>Manawatū Gary Yeatman, Principal, Awatapu College, school, Chair, Peter Brooks, Principal, Freyberg School, school, Lin Dixon, Principal, Hokowhitu School, school, Brya Dixon, Principal, Marton School, school, Regan Orr, Principal, Central Normal, school, Alison Rudzki, Ruahine Kindergarten Association, ECE, Deb Rewi, Evolve Group, ECE,</p>
Delegation	Applications under \$20k delegated to Director, Education Applications over \$20k sent to URF Regional Group for review

Wellington

Meeting Process	Initial Zoom meeting 28 July, interim Regional Governance Group. Criteria, process and priorities agreed upon in subsequent Zooms, 12 & 13 August.
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 Ratu, Regional Manager, Te Kōhanga Reo Trust Mike Farrelly, Principal Raumati Beach, President Wellington Primary Principal Association Rawiri Wright, Tumuaki, TKKM Ngā Mokopuna at @ TRN representative Currently recruiting for a Pacific Rep, 9(2)(a) Pacific ECE?
Delegation	Applications delegated to Director, Education: <ul style="list-style-type: none"> • 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	<p>Bevan Clark, Chairperson, West Coast, Primary</p> <p>Aaron Vercoe, Principal rep, Marlborough, Primary</p> <p>Cathy Ewing, Principal rep, Nelson, Secondary</p> <p>Craig Vercoe, Early Childhood rep, Nelson, ECE</p> <p>9(2)(a) Early Childhood rep, NMWC, Te Kōhanga Reo Trust</p> <p>Peter Verstappen, Principal rep, Nelson, Primary</p> <p>John Tait, Principal rep, Kaikoura, Secondary</p> <p>Dave Sullivan, Principal rep, West Coast, Secondary</p> <p>Andrea Williams, Director, Education, NMWC, Ministry, Education</p> <p><i>We are engaging with iwi to see how they would like to be involved in this process.</i></p>
Delegation	<p>Applications under \$10k delegated to Director, Education</p> <p>Applications over \$10k sent to URF Regional Group for review</p>

Canterbury/Chatham Islands

Meeting Process	<p>Two initial meetings held to establish regional groups, identify regional priorities, and invite submission, representatives for panel.</p> <ul style="list-style-type: none"> • 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	<p>Mike Nolan, Lead (interim)</p> <p><i>Iwi/mana whenua</i></p> <p>Under consideration by local iwi</p> <p>Merita Waitoa, Tumuaki, TKKM o Waitaha</p> <p>Mark Rangi, Tumuaki, TKKM o Te Whānau Tahī</p> <p>Sheryl Wilson, Early Learning, Chief Executive Kids First</p> <p>Steve Zonneville, Gleniti School, South Canterbury Principals Association</p> <p>Andrea Knight, Heaton Intermediate, CAIMS,</p> <p>Jo Early, St Francis of Assisi Catholic School, Canterbury Primary Principals Assn</p> <p>Mark Ellis, Rakaia School, mid Canterbury Principals Assn</p> <p>Jason Miles, Kalapoi North School, NZ Principals Assn</p> <p>Mike Hart, Oxford Area School, Canterbury & West Coast Principals Assn</p> <p><i>Early Learning Sub Group, 8 members: to be confirmed</i></p>
Delegation	<p>Applications under \$20k delegated to Director, Education</p> <p>Applications over \$20k sent to URF Regional Group for review</p>

Otago/Southland

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

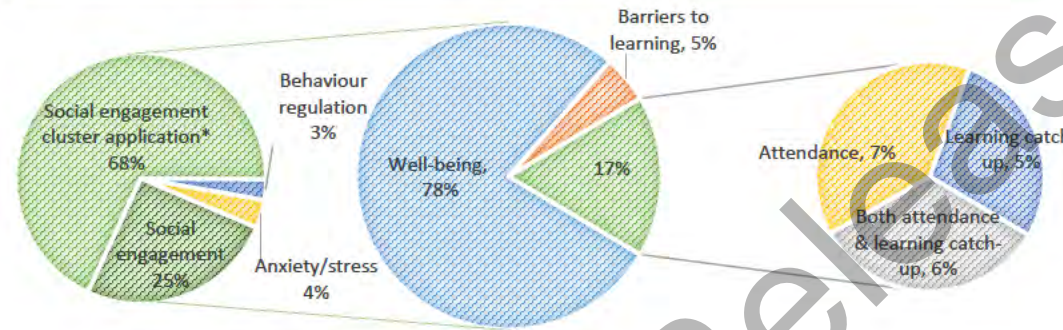
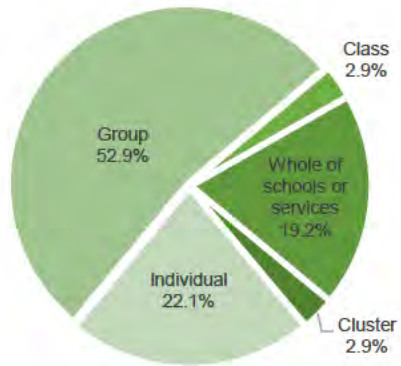
Proactively Released

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

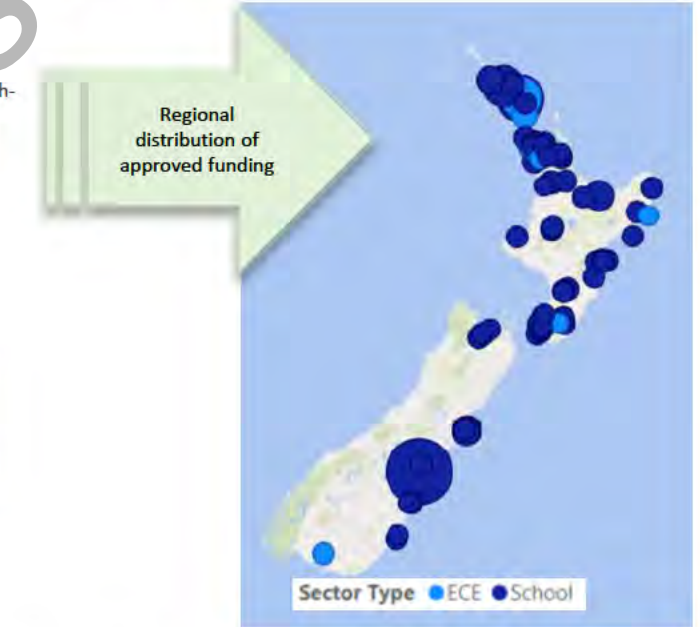
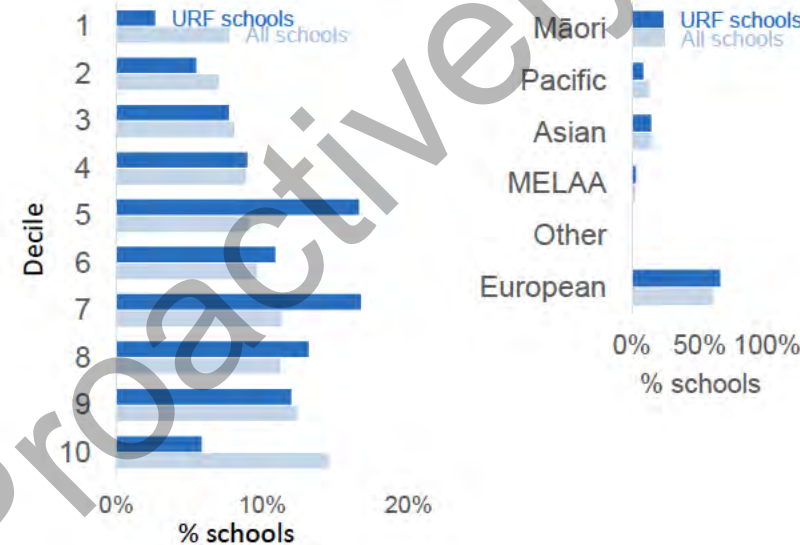
Sector groups working with Directors of Education set regional priorities for the URF and approve funding.

Approved applications by main recipients



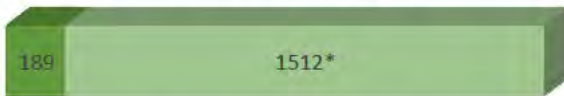
*A group of 46 schools put in an application for 9,338 students

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.



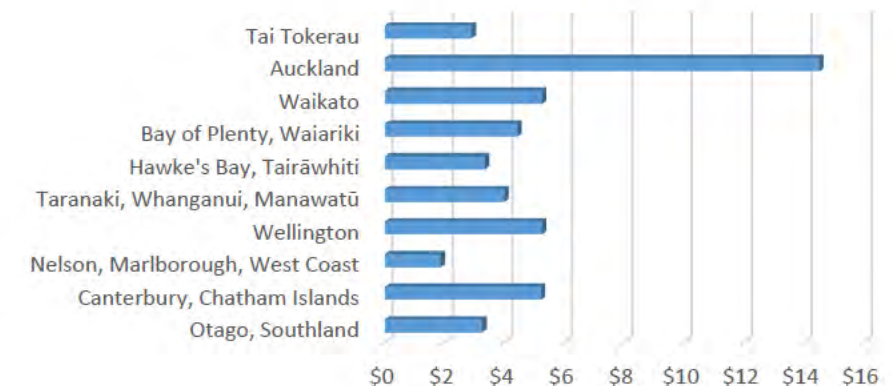
The URF started 1 July with \$1.8m allocated to date. Applications to date have supported 20,672 ākonga, 153 schools and 16 early learning services.

■ Applications approved and funded ■ Applications received



* Not all requests are in scope; Directors will redirect some to device supply programme, teacher wellbeing fund, welfare support through other agencies.

URF distribution by region (\$m)



Needs and interventions by category and setting

28 August 2020

Well-being

Needs	Examples of interventions
Social Engagement	Early Learning
Children are needing to relearn how to be together, communication skills, making connections and feeling safe	Creating time for each child to have one to one attention to positively express themselves, and be supported in group play
Anxiety/Stress	Work with whānau showing signs of increased anxiety, reluctance to send their tamariki to early learning, to free up staff to focus on tamariki that are in attendance
Increased needs of ākonga related to anxiety	Sensory toys and equipment, yoga and mindfulness sessions for ākonga
<ul style="list-style-type: none"> Some children are chronically anxious and some have started having panic attacks Some children inwardly focused as a result of anxiety caused by COVID, and changes in family and home circumstances 	Primary
Behaviours	Individual and group sessions to learn techniques to positively manage anxiety and to support well-being
Schools needing to manage increasingly extreme behaviours than in the pre-COVID proportion of children	Additional teacher aide support for break times to facilitate playground games, support prosocial play
Children are traumatised as a result of what has happened at home including witnessing violence	Targeted support to a small group of high needs ākonga identified as having (or likely to have) suffered particular stress, family violence, poverty, trauma
Some groups of young children are very unsettled	Introduction of a Zones of Regulation programme, co-taught by principal and a professional Psychologist
<ul style="list-style-type: none"> withdrawal reactions violent outbursts wetting and soiling tantrums climbing and leaving the classroom 	Lego Building Room dedicated to creative play and well-being
	Funding for a professional (psychologist) to lead a parent support group for the parents of anxious children
	Funding for a male teacher aide to work with a group of boys on alternative projects around the school
	Funding to enable ākonga to listen, share in traditional local stories by kaumatua and kuia
	Secondary
	Providing training for staff, senior ākonga and community members to support high risk ākonga exhibiting suicidal ideation/self-harm
	Support for teen aged mothers who experienced isolation, relationship break-ups, domestic violence, eating disorders during Alert Level 3 and 4
	Employment of a female counsellor for 1-2 days a week to ensure ākonga (mostly young women) can be seen in a timely manner
	Coordinating a tuakana/ teina project to provide opportunities for older role to awhi younger ākonga

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.

Engagement in Learning

Needs	Examples of interventions
Re-engagement in learning	Early Learning
Children need to settle back into routines	Visiting whānau homes, kaiako and kaimahi can work with whānau regarding health and well-being of the mokopuna and whānau
Some ākonga are having difficulty re-engaging in their learning; slow to task, not focused on their learning, sluggish and disinterested	Primary
Catching up on lost learning	Teacher aides to plan and oversee accelerated literacy, numeracy and support programmes for identified junior ākonga at risk of not achieving
Need to catch up and cover lost learning for maths and reading	Teacher aide additional support for check-ins with each student daily - promoting well-being, creating a relationship and providing a trusted adult with time to talk/discuss
Drop off in the number of children expected to meet curriculum level	Employing teacher aides to support children with learning gaps
A number of ākonga who tended to find learning challenging have fallen further behind and are losing ground relative to peers	Targeted access to Phonics programme, Number Sense Programme, 5 Plus Programme
STEM subject pathways for senior Māori and Pacific ākonga are not working	Training and supporting staff to create and use whānau education action plans to strengthen learning partnerships, to improve attendance and engagement
	Secondary
	Staffing to work with individual ākonga: supervise and mark their assessments, and support them to complete their NCEA internal assessments and prepare for their externals
	Providing tailored academic and vocational support initiatives to encourage the attendance and engagement of groups of Year 13 ākonga
	Funding an additional counsellor as some ākonga not attending will return if they can access this
	Supplementary tutorial programme for Pacific ākonga studying for NCEA, out of school hours
	Funding to pay for additional NCEA courses and programmes from external providers

Attendance

Needs	Examples of interventions
Some families are struggling to cope with the impact of COVID on their lives and children and attendance at school is negatively impacted	Early Learning
Children are not able to attend school because of underlying health conditions	Transport support to encourage and more easily enable attendance
Some students are returning only intermittently	A dedicated employee to work directly with whānau showing signs of increased anxiety, reluctance to send their tamariki to school or early learning
<ul style="list-style-type: none"> students are struggling to re-establish and settle into routines changes in family situations are creating uncertainty and discontinuity which is impacting attendance 	Additional support worker to show families that they are our priority regardless of whether their children are able to attend. Give children the opportunity to access resources at home that may be lacking within their environment. Ensure connections between home and centre continue. Support the well-being of families in a way that is respectful with some proud families
Additional support needed to get NCEA level students back into school and into their learning	Primary and Secondary
	Employing a special attendance advisor to work with a community of schools and early learning services
	Providing additional support staff to work with whānau who are finding it difficult to return their child to school and address any barriers e.g. not having clocks, transport, shoes, clothing or food (working with other agencies)
	Enabling teachers, teacher aides, principals and kaumatua to visit homes, to reassure whānau that their child will be safe at school and talk to them about the school's well-being programme
	Improve the attendance of students by supporting their well-being and that of their families - emotional, social, physical, and spiritual. A number need individual plans and support packages around them to attend
	Support worker to meet and greet students on arrival at school to tackle increased lateness issues for a group of students
	Teacher aide to provide extra support for parents and children who have heightened anxiety especially around drop off each day