

BRIEFING NOTE: Meeting with Waitakere Area Principals Association (WAPA) on 11 June 2021

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	3 June 2021	Priority:	High
Security Level:	In Confidence	METIS No:	1261239
Drafter:	Scott Samson Senior Education Advisor Eng Leong Lim, Manager, Learning Support	DDI:	09 632 9488 9(2)(a)
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Messaging seen by Communications team	Yes / No	Round Robin:	No

Purpose

1. This Briefing note provides information for your meeting with the Waitakere Area Principals Association (WAPA) on Friday 11 June 2021, from 10am to 11.30am at Fruitvale School.
2. WAPA would like to raise the following key issues and opportunities with you:
 - Trauma in children in schools
 - Leadership Centre for Principals
 - Regional Hubs for education
 - Restraint and Seclusion Legislation
 - The full complement of Learning Support Co-ordinators for the region
 - The challenges of growing school rolls in the West
3. **Agree** that this Briefing will be proactively released.


Dr David Wales
National Director
Sector Enablement and Support

7/6/21


Hon Jan Tinetti
Associate Minister of Education

11/06/2021

Waitakere Area Principals Association – Executive members

Contact/Host Name: Donal McLean – Principal
principal@fruitvale.school.nz
9(2)(a)

Address: 9 Croydon Road
New Lynn
Auckland

President: Tony Biddick
Principal, Henderson Primary School

Immediate Past President: Donal Mc Lean

Vice President: Sepora Mauigoa
Principal, Glendene Primary School

Other members: Ashley Maindonald
Principal, Western Heights School, Auckland

Faye Hauwai
CEO, Learning Network NZ

Paul Pirihai
Principal, Rosebank School

Raewyn Matthys-Morris
Principal, Whenuapai School

Martyn Weatherill
Principal, Laingholm School

Adeline Blair
Principal, Kelston Boys High School

Fruitvale School – Key people

Board chairperson: Mr Poata Eruera
9(2)(a)

Principal: Donal Mclean
9(2)(a)

Staff members: Hine Viskovich
Deputy Principal

Shirley White
Learning Support Co-ordinator

Bridget Dadley
Teacher

Ministry officials – Auckland

Ministry Official/s:

Deidre Alderson
Deputy Director Learning Support – Auckland

9(2)(a)

Grant Malins
Education Manager – West Auckland

9(2)(a)

Visit and event information

Runsheets

Time	Activity
10am	Arrive at Fruitvale School
11.30am	Depart Fruitvale School

Background information about Waitakere Auckland Principals Association

4. The Waitakere Auckland Principals Association (WAPA) is made up of 95 members.
5. Membership is open to all school principals in the Waitakere area who have a current teacher registration.
6. The purpose of WAPA is to:
 - promote and develop exemplary leadership for student success in Waitakere schools
 - provide collegial guidance and support
 - promote continued professional development opportunities for its membership
 - advocate on behalf of education as a public good
 - actively monitor and develop the role of principals in the Waitakere area.
7. Activities hosted or organised by WAPA include:
 - Waitakere 2020 Learning Project that aims to lift achievement across the Waitakere Area in areas of student achievement, leadership and community engagement
 - Newly Registered Teachers' Function
 - Piha Wetlands Project to restore an area of native wetland vegetation next to Waitakere Regional Park
 - Leadership Days.

Background information about Fruitvale School

8. Fruitvale School is in West Auckland, for children from years 1 to 6.
9. Teachers and children from different cultural backgrounds reflect the diversity of the school community.
10. Profile Information:

Authority	State
School Type	Primary
School Gender	Co-Ed
Education Medium	English
Decile	4
Electorate	New Lynn

The July 2020 breakdown of roll information:

July 2020 Roll	Number	Percentage (%)
Māori	58	18%
Pacific	88	27.3%
Asian	80	24.8%
Other	22	6.8%
European/ Pākehā	74	23%
International	0	0%
Total	322	

Learning Support Coordinators

11. Fruitvale's Learning Support Co-ordinator (LSC) is part of the Kōtuitui Kahui Ako and is one of fourteen LSCs across twelve schools.

Education Review Office

12. Fruitvale School was last visited by the Education Review Office (ERO) in 2016.
13. ERO found that "the school has a history of positive ERO reports and its growing roll is an indication of both community expansion and the high regard parents have for the school. Children benefit from the settled, inclusive school culture and enjoy positive relationships with adults and each other."

Property

14. A circa \$600,000 project which will deliver ILE upgrades to a total of eight teaching spaces is nearing completion. The staffroom and hall kitchen have been refurbished, a teaching workstation created, and investment in resource and covered outdoor areas made. The project has been funded from 5YA, the School Investment Package and Board of Trustee funding.
15. A further \$8 million has been invested in a new standalone 8 teaching space block to cater for roll growth.

Key issues and opportunities WAPA would like to raise at this meeting

Trauma in children

16. WAPA has identified trauma in children as a key issue for West Auckland schools. To strengthen supports for children presenting with complex behaviour needs, they have begun several initiatives such as Riroriro and West 5:4Trauma.
17. Riroriro is a transition to school initiative led by Fruitvale School. This programme supports ākonga who are entering school with trauma and provides high level supports before they can engage with a busy classroom environment. Professionals and staff work alongside the children and whānau to create a safe environment to meet the learning needs of the children.
18. Fruitvale School's vision is to create a network of relationships to grow Riroriro. The value of this piece of work is shared across other schools in West Auckland and is a key focus for WAPA.
19. West 5:4Trauma is an action research project established in 2020 inspired by the Riroriro initiative. Five primary schools (Fruitvale, Prospect, Lincoln Heights, Birdwood and Sunnyvale) collaborate with the aim of improving the way they work with new entrants who have experienced trauma.
20. The Principal of Fruitvale School has submitted two Urgent Response Fund (URF) applications on behalf of the West 5: 4Trauma group, one in 2020 and one in 2021. The 2020 URF application was declined by the URF Regional Group as it was not targeted to specific students. The 2021 URF application was declined because it was requesting professional learning and development for teachers.

Ministry support

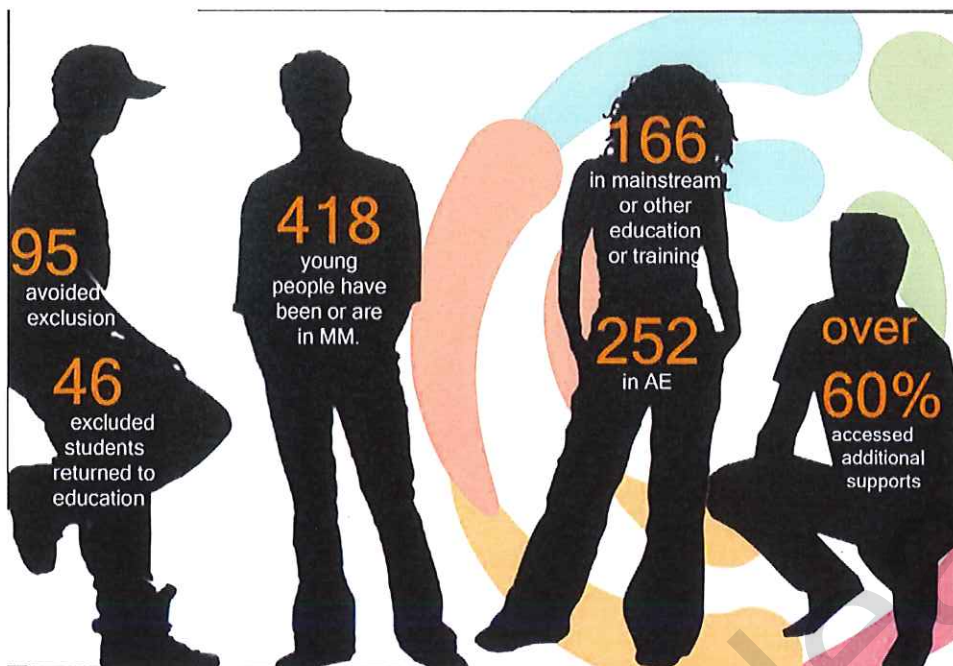
21. Ministry learning support staff can use a range of evidence-informed approaches to support students, parents and teachers, including trauma informed practices. The specialist staff often provide coaching and training in trauma informed practices as part of support for a student. Tailored PLD for groups of school staff is also often provided by Ministry learning support specialists or RTLB. Sometimes, a school-wide trauma informed approach can help all school staff respond effectively to the impact of trauma.
22. Other supports provided by the Ministry include:
 - Positive Behaviour for Learning (PB4L)
 - new Curriculum Lead positions to provide frontline support to schools, kura, early learning services and ngā kōhanga reo.
 - Wellbeing and Mental Health Teaching Resource for Teachers. This teacher resource has been distributed nationally to schools whose students are Year 7 and up, including Teen Parent Units, Activity Centres, Alternative Education providers and Resource Teacher Learning and Behaviour (RTLB) Clusters.
 - individual student support provided through Learning Support services, Resource Teachers for Learning and Behaviour (RTLB), Interim Response Funding and Behaviour Crisis Response Services.
 - As at the end of May 2021, West Auckland received the highest number of Interim Response Fund requests in Auckland (a total of 248 requests, out of 1050 in Auckland). All requests in West Auckland received support from the Ministry.

Proposed Family Harm Initiative

23. The Ministry is partnering with Oranga Tamariki and NZ Police to support schools and kura in West Auckland whose students have been exposed to family harm.
24. This partnership is looking to start an initiative similar to the Family Harm Alerts Pilot which operates in South Auckland. In the pilot, the Ministry advises staff in schools of students who have potentially been exposed to family harm. The Ministry is working with other agencies to resolve any potential privacy issues, and to ensure that the privacy controls are robust before information sharing.

Managed Moves

25. The Managed Moves Programme was first piloted in West Auckland in 2017. It aims to improve the coordinated provision of supports and services around students at risk of being alienated from the education system. The goal is for students to engage with, and feel included in, an education system that works for them.
26. Alongside the development of the Managed Moves Programme, the Waitakere Alternative Education Consortium (WAEC) is focused on improving the provision of education in Alternative Education and strengthening relationships with mainstream education. This work is supported by Ministry and a multi sector advisory group.
27. WAEC introduced a specialist Teacher Aide/Youth Mentor role (now called Kaitautoko) and its success saw WAEC observe an increased demand for this Kaitautoko role. WAEC recognises this role as instrumental in enabling the team to achieve good outcomes for young people.
28. Since the Learning Support Coordinator (LSC) role was established, WAEC has developed a stronger connection with the Ministry's National Office policy team and aligned its work with the Learning Support Action Plan and the LSC role.
29. WAEC, through the Managed Moves Co-ordinators, continue to develop stronger connections with mainstream schools by working alongside young people and supporting schools to access any supports they require.
30. The work WAEC has undertaken has resulted in more positive outcomes for students and led to changes in the way schools work with their vulnerable students to promote more supportive solutions, as shown in the figure below:



Leadership Centre Principals

31. We believe WAPA is referring to the work of the Teaching Council, supported by the Ministry, on the Rauhuia | Leadership Space. This is a space for teachers to:
 - have the opportunity to grow their leadership capability and lead through values
 - build new knowledge about effective leadership through partnerships
 - easily find and participate in a range of networks relevant to their learning goals
 - be engaged in work to address significant issues, advocating and participating in problem solving at local and national levels.
32. The Rauhuia | Leadership Space currently includes a range of resources to help support teachers' understanding and growth in leadership.

Regional Hubs for education

33. Last month the Government announced Budget funding to progress the Reform of Tomorrow's Schools to provide more responsive, accessible and integrated local support to the sector. These include:
 - A significant investment in curriculum to support a refresh of both the New Zealand Curriculum and Te Marautanga o Aotearoa and support their delivery, through a new online curriculum hub and the new Aotearoa New Zealand's Histories and Te Takanga o Te Wā curriculum content.
 - Providing a number of advisory positions to support the sector (up to 48 roles by 2024) and a flexible fund (\$10 - \$15m) to support the regions to respond more quickly with local solutions to meet the needs of ākonga.
34. These will be services and supports that will be delivered through Te Mahau, formerly referred to as an Education Service Agency, within a redesigned Ministry of Education.
35. The redesign is about providing a more responsive, accessible and integrated local support function for early learning services and schools by substantially rebalancing the Ministry of Education towards more regional and local support. See Annex 3

'Establishing Te Mahau within Te Tahuu o te Matauranga' for additional information about the redesign.

Restraint and seclusion legislation

36. The Education and Training Act 2020 included changes to the framework regulating the use of physical restraint in schools.
37. Sections 100 and 101 of the Act require that the Secretary for Education issue rules and guidelines on the use of physical restraint at registered schools.
38. A Physical Restraint Advisory Group including representatives of parents, the education sector and disability communities met regularly with the Ministry in the second half of 2021 and early this year, with the aim of developing a consensus view on the content of updated Rules and guidelines.
39. WAPA has expressed concerns about the current guidelines and are keen to understand what the anticipated changes will mean in practice for their community. We are unaware of the specifics of their concerns. Martyn Weatherill, WAPA Executive Member, is an influential member of the Advisory Group.
40. The Ministry will shortly commence consultation with schools, kura, teachers, non-teaching staff, learning support specialists, disabled people, children and young people and their parents and whānau about whether these rules and guidelines would work for them and whether there are any gaps.

The full complement of Learning Support Co-ordinators for the region

41. The Auckland region has 162 LSCs, with 57 of those working with and for 54 schools and eight Kāhui Ako in West Auckland.
42. We estimate that thirty schools in West Auckland do not have LSCs, comprising a combined roll of 11,373 students. Based on the approximate ratio of one LSC for 500 students, we estimate that a further 22 LSCs would be required for a full complement to support for the West Auckland region.
43. The LSC hold regular meetings which are attended by multiple agencies and services. Attendees include the Special Education Needs Coordinator (SENCo), Learning Support Service Managers, Ministry field staff and Education Advisers, RTL, Marlborough (Child and Youth Mental Health Services), Oranga Tamariki, and Managed Move Co-ordinators.
44. The attendees use the Learning Support Delivery Model "panel discussion" to prioritise and address the Learning Support needs of schools and early learning services.
45. The LSCs are also part of the Paihere Project involving all 8 Kāhui Ako (including schools without LSCs).
46. Schools not attached to a Kāhui Ako have been encouraged to join a SENCo group for sharing information and best practice in learning support.

Growth in West Auckland/ network planning

47. The National Education Growth Plan (NEGP) outlines the Ministry's programme to manage, maintain and grow the schooling network to meet increasing school age population forecasts across New Zealand in high growth areas to 2030.

48. The NEGP identifies the Massey, Riverhead, Hobsonville and Whenuapai areas for significant future growth, with 30,000 additional households expected by 2048.
49. The Ministry will therefore need to accommodate approximately 4,000 additional primary and secondary students in this catchment by 2030.
50. Areas of New Lynn and Avondale are expected to have significant intensification enabled by the Auckland Unitary Plan, and Kelston and Henderson will also experience infill development.
51. The Ministry undertakes demand analysis and network assessment for groups of schools across the Auckland region. This informs a range of options to deal with growth. This analysis determines whether new schools are required for a particular area, the need for enrolment schemes, or changes to school structures and additional classrooms.
52. As part of the Ministry's planning, we consider population shifts both in the short-term and the long-term. As part of this analysis, we consider population projections, local council information, known and planned residential developments, including Kāinga Ora projects, enrolment data and how well schools are utilised.
53. Our projections indicate that three new secondary schools are likely to be needed, at Kumeu and Whenuapai by 2031, and in the longer-term in Massey/Redhills.
54. Four new primary schools will be needed at Riverhead, Whenuapai, Hobsonville Point and Massey/Redhills by 2026.
55. The Auckland Accelerated Enrolment Scheme Programme, which was developed through the NEGP, identified 135 Auckland schools that need to implement or amend enrolment schemes.
56. The Enrolment Scheme Programme is being rolled out in three phases over three years:
 - Phase one commenced in 2019/20 where seven West Auckland schools implemented enrolment schemes.
 - As part of phase two, we are currently engaging with 14 West Auckland schools. These schools include Rosebank School, Fruitvale School, 4 schools in Kelston, 7 Henderson schools and Parakai School.
 - The list of phase 3 schools has yet to be finalised but is unlikely to include any West Auckland schools. However, an alignment of some zone boundaries may be required to better manage growth.

Other key initiatives WAPA may wish to discuss

Paihere Project

57. The Paihere Project is a steering group of representatives who meet regularly to:
 - share information and good practice
 - align the work happening with children and young people across the community
 - hear updates from Learning Support Coordinators
 - connect across sector and work collaboratively
 - support the work happening in West Auckland to address barriers to education in West Auckland.

58. The Steering Group of the Paihere Project includes representatives from WAPA, a Learning Support Manager from the Ministry, Waitemata District Health Board Youth Health, Waitakere Alternative Education Consortium, Ko Taku Reo (Deaf Education) and Achieving @ Waitakere (A@W).

59. The Learning Support Delivery Model is a key driver for the Paihere Project.

Kelston Visioning Project

60. The Kelston Visioning Project (Project) is a collective and collaborative model of education in West Auckland, based in the Avondale/Green Bay/ Kelston catchment. The Project is led by the Principals of:

- Kelston Girls College
- Kelston Boys High School
- St Leonards Rd School
- Kelston Intermediate.

61. The Project was established to address the deteriorating property at the schools and recognising that the current property does not meet students' needs. The Project also aims to address the issue of falling rolls, and the academic underachievement from both Kelston Boys' High School and Kelston Girls' College.

62. The Ministry funded a facilitator to undertake engagement with the schools and assist in developing the Kelston vision to support the Kelston Visioning Project. The schools have undertaken several collaborative projects together and tried to identify ways that the schools can best provide for their students into the future.

63. This collaborative process has resulted in a proposal to co-locate Kelston Boys' High School, Kelston Girls' College and Kelston Intermediate schools. The proposal includes:

- shared facilities for student well-being
- professional development for all staff on site
- shared sports facilities would also be available for community use
- Ko Taku Reo – Deaf Education New Zealand
- A satellite unit for Oaklynn School.

64. The schools are committed to providing full bilingual pathways in English, Māori, Tongan, Samoan, and New Zealand Sign Language for students. These schools have close links and collaborate with local primary schools and early learning services.

65. The Project prepared a document, Te Whānau – Matauranga o Kerehana, that outlines the co-location concept and its benefits for students and the community. This document also outlines a consultation plan, steps towards collaboration and ako (to teach and learn) workstreams and plans.

66. The Ministry is currently considering the proposal and options identified by the Kelston Visioning Project and the viability of a shared educational campus.

67. Minister Hipkins visited the school sites at the end of 2019.

68. The Principals sent a follow up letter dated 27 May 2021 to Minister Hipkins to seek support in progressing the proposal to the next stage (see Annex 4).

69. WAPA may request an update on the progress of the assessment to determine the viability of the shared campus and may seek comment at Minister Tinetti's visit on 11 May 2021.

Issues previously raised by WAPA

School Infrastructure

70. WAPA has previously noted their concern about the condition of the building stock in West Auckland schools.
71. WAPA also has a view that schools in other parts of Auckland appear to be prioritised over West Auckland in terms of property initiatives.

Learning Support services – behaviour needs

72. WAPA has a view that students in their area present with greater needs and have a higher prevalence of severe incidents than other areas and yet they receive less resources than other geographic areas.
73. The Ministry's Auckland team continues to engage with WAPA to identify how we can better meet the needs of students in West Auckland, using the Learning Support Action Plan as a framework.

Teacher supply

74. WAPA has previously raised the issue of the challenge of recruiting teachers, and specialist teachers for secondary subjects. WAPA have commented in the media in the past and engaged with New Zealand Education Institute (NZEI), Auckland Primary Principals Association (APPA) and New Zealand Principal Federation (NZPF) to address this issue.

Impact of COVID-19

75. Many West Auckland schools noted higher levels of transience and falling attendance immediately following the four Auckland lockdowns. Schools found students were unsettled following their return to school, particularly those with additional needs.
76. We are aware of the proactive support that schools have provided their communities during the Covid lockdowns. One example is Lincoln Heights School that ran a drive through for more than 1000 surplus lunches for the community. The Principal and one of the Deputy Principals personally delivered 100 lunches to children at home who they knew would not have access to transport.
77. The URF was used to support schools to further assist their students to return to onsite learning.
78. Across West Auckland, 178 schools and education providers (including ECE) received URF funding. Many applicants submitted more than one application.
79. The Ministry processed 471 URF applications from West Auckland between 2020-2021. A total of \$2,785,248 has been allocated to West Auckland schools and early learning services to support attendance, engagement in learning and wellbeing.
80. Fruitvale School received \$20,752 of URF for two applications which were for teacher aides to support engagement and attendance for ākonga.

Kāhui Ako | Communities of Learning

81. There are 8 Kāhui Ako in the West Auckland region, comprising 73 schools (primary, intermediate and secondary) as well as early learning services.
82. All these Kāhui Ako are active and responsive to working collaboratively.
83. Not all members of WAPA choose to be part of a Kāhui Ako. The current President of WAPA, Tony Biddick is not involved in a Kāhui Ako.

Participation in government programmes

Ka Ora, Ka Ako | Healthy School Lunch Programme

84. There are 21 West Auckland schools participating in the Ka Ora, Ka Ako Programme:
 - 9 Full Primary
 - 1 Intermediate
 - 2 Kura Kaupapa Māori
 - 1 Specialist School
 - There are 8 Contributing schools.
85. Fifteen of the schools started this programme in Term 1, four have just started and two more will start in term 3.

Period Products

86. In the Auckland region, 345 schools have opted in to receive period products. Of these schools, approximately 15% or 53 are in West Auckland.

Proactive release

87. 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 redacted in line with the provisions of the Official Information Act 1982.

Annexes

- Annex 1 - Q&A Potential Questions that WAPA may ask
- Annex 2 - Speech notes
- Annex 3 - A3 Establishing Te Mahau within Te Tahuhu o te Matauranga
- Annex 4 - Letter from Kelston Principals to Minister Hipkins

Kelston Schools

- Adeline Blair, the Principal of Kelston Boys' High School is a member of the WAPA Executive. She may take the opportunity to mention the Kelston Visioning Project, particularly as the four schools have recently written to Minister Hipkins complaining about a lack of progress.
- The Principals of Kelston Boys' High School, Kelston Girls' College, Kelston Intermediate, St Leonards Primary School and the Kelston Deaf Education Centre (now Ko Taku Reo) have formed the Kerehana Vision group and have developed a future plan for the Kelston Learning Village (working title) – the regeneration of the area's schools. The vision focuses on ways the schools can work collaboratively to improve teaching and learning, develop clear pathways for students, and deliver better educational outcomes for priority learners.
- Part of the schools' vision is a desire to co-locate onto one site, with a new campus developed, and this has broad support in the community.
- Any investment in the Kelston schools (above 5YA) would, as with other schools, be subject to prioritisation based on need. This ensures equitable investment across the national property portfolio.

The Ministry meets with WAPA representatives to discuss property and infrastructure matters and provide a forum for schools' concerns to be raised.