



BRIEFING NOTE: Visit to Glenview School, to on Tuesday 30 November 2021

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|--|--|---------------------|--------------------|
| To: | Hon Jan Tinetti, Associate Minister of Education | | |
| Cc: | Hon Chris Hipkins, Minister of Education | | |
| Date: | 24 November 2021 | Priority: | High |
| Security Level: | In Confidence | METIS No: | 1276473 |
| Drafter: | Annie Chenery | DDI: | 9(2)(a) [REDACTED] |
| Key Contact: | Annie Chenery | DDI: | 9(2)(a) [REDACTED] |
| Messaging seen by Communications team | Yes | Round Robin: | No |

Purpose

This briefing note provides information to support your visit to Glenview School on Tuesday 30 November 2021 from 10:00am to 11:30am. You are visiting Glenview School to hear about the impact that the trauma-informed/Neurosequential PLD Model has had on engagement, behaviour and learning.

Proactive Release

- a **agree** that the Ministry of Education release this briefing in full once it has been considered by you.

☒ **Agree** / Disagree



Nancy Bell
Hautū Deputy Secretary
Te Mahau | Te Tai Runga

24/11/2021



Hon Jan Tinetti
Associate Minister of Education

26/11/ 2021

Glenview School (2847)

Contact Name: Lynda Knight-de Blois

9(2)(a)

Address: 106 Bedford Street
Porirua East
Porirua

Key People

Board Presiding Member: Mark Tinilau

9(2)(a)

Principal: Lynda Knight-de Blois

9(2)(a)

The school is inviting Kris Faafoi and Barbara Edmonds, Local MP, to attend and will confirm with us if they have accepted the invitation. We will let your office know.

Ministry Officials: Kayne Good, Manager Learning Support

9(2)(a)

Victoria Parsons, Service Manager

9(2)(a)

COVID-19 compliance requirements for the visit

- 1 On arrival at the school, Kayne Good and Victoria Parsons will meet you and bring you to the school office to sign in.
- 2 A member of the school staff will escort the group to the school wharehau for the mihi whakatau. Refer to the run sheet for more details.

Visit and event information

Trauma Informed Practice Programme in the Porirua East Kāhui Ako

- 3 You are visiting Glenview School to hear about the impact that the trauma-informed/Neurosequential PLD Model has had on engagement, behaviour and learning.
- 4 The Neurosequential Model in Education (NME)¹ can support ākonga who have had adverse childhood experiences to help the brain restructure. Whole school trauma informed practices focus on collaborative, relationally based strategies to teach and support regulation for all ākonga.

¹ <https://www.neurosequential.com/nme>

- 5 Porirua East Schools are working with Kathryn Berkett to create a trauma-informed response for a small group of students. This work is also informed by Dr Bruce Perry's work.
- 6 Each school has created an intervention for students based on trauma informed practice. The focus is on supporting students to feel a sense of safety and security. This intervention provides school staff with training in NME which focuses on the importance of trusted nurturing, safe relationships and regular, repeated and patterned activities. NME can include small group work and one-on-one support. All staff at Glenview are able to support students to self-regulate if needed. This work aims to:
- Build self-confidence and ongoing positive relationships with peers
 - Develop their self-management and leadership skills
 - To support them to understand and identify how they are feeling and start to develop self-regulation skills.
- 7 Kathryn Berkett has supported the work at Glenview School and is also working with other Porirua East schools. This support includes coaching staff in techniques to support students' sense of security and safety. The model is to support the adults in the school to build the relationship with students. This work supports other whole-school approaches such as PB4L: School wide, zones of regulation and restorative conversations.
- 8 Glenview School's framework, Te Āiotanga links NME with Te Ao Māori and Dr Mason Durie's Kaupapa Māori model, Te Whare Tapa Wha. Te Āiotanga, means calmness and serenity, and illustrates the connection between Te Ao Māori and NME. This is part of a whole school approach; all adults are trained in NME and able to create environments that support students' self-regulation. All adults are trained and able to provide 1:1 coaching in NME strategies and mentoring when needed.
- 9 Glenview School has been implementing Te Āiotanga for the past two years. This approach has not been formally evaluated, however, Lynda reports a significantly lower rate of severe behaviour incidents, zero stand-downs, suspensions or expulsions, increased engagement and improved learning outcomes, particularly in reading.
- 10 The broader Kāhui Ako programme in Porirua East Schools is currently being evaluated, but early information shows positive shifts. Students are able to use strategies to feel calmer and regulate their emotions.
- 11 Once evaluated, the model and findings will be shared with other schools. The next stage will be looking at ongoing sustainability of the intervention.
- 12 RTLBS are also working with all the schools involved in the Porirua East Kāhui Ako with the intention of supporting the pilot.

Ministry's position on trauma informed practice programmes

- 13 The Ministry is committed to a world class inclusive public education where diversity is valued and planned for. Part of planning for diversity involves understanding that challenging behaviours within a school context are often an expression of ākonga unmet needs and distress.

- 14 Trauma-informed approaches emphasise self-care practices and teachers working together to support nurturing, trauma-informed environments for all students.
- 15 Trauma informed practices work well when they are embedded as part of the local curriculum, alongside peers as part of everyday school-wide approaches. Techniques such as teaching and practicing self-regulation strategies, can be offered to ākonga as part of their inclusive local curriculum.
- 16 It is encouraging that many schools are interested in working to better support students impacted by trauma. There is no one-size-fits-all solution to these complex issues, and trauma-informed practices can help teachers understand what happens when a student experiences distress, and how to respond effectively.
- 17 Overly focusing on trauma in isolation can conflict with the ecological and strengths-based approach which are key principles in our learning support practice framework, He Pikorua.
- 18 As part of continuing to plan for diversity within New Zealand classrooms, it will be essential to integrate Te Ao Māori perspectives into the future development of trauma informed practices. Glenview's School's framework Te Āiotanga, illustrates the important connection between Te Ao Māori and NME.

Runsheets

| Time | Activity |
|---------|---|
| 10:00am | Minister arrives <ul style="list-style-type: none"> Report to the front office where a member of staff will escort you to the wharehui |
| 10:10am | Mihi Whakatau <ul style="list-style-type: none"> A mixture of students and staff speaking, it will be informal, and children focussed. The Minister can respond in English and talk to the students. The students can sing a song for the Minister. Cup of tea after proceedings. |
| 10:30am | Meet with staff and students and short tour of new buildings |
| 11:00am | Short meeting with Lynda Knight-de Blois about the impact that trauma-informed/Neurosequential PLD Model has had on engagement, behaviour and learning |
| 11:30am | Minister departs |

Background information about Glenview School

Issues

- 19 The school has recently been redeveloped following a rationalisation process, where the school went from seven teaching spaces to four. The Principal has been raising an issue with us recently that the school should have five teaching spaces as the roll is growing.

- 20 The roll of the school in 2017 was 70 students and was stable, with no anticipated population growth in the area. The decision to rationalise was made on that basis. However, since 2017, the Porirua Regeneration Project was announced, and separately the roll has grown to 107 in July 2021. With four teaching spaces, the school has space for 100 students. We are working with the school to implement an enrolment scheme as we believe the roll has grown by students enrolling from across Porirua East rather than from their local catchment. We will work with the school on whether roll growth teaching spaces are required. The school also would like its Pacific programme approved as a special programme under the enrolment scheme which we are also happy to support.

Profile Information

| | |
|------------------|-------------------------|
| Authority | State |
| School Type | Contributing (Year 1-6) |
| School Gender | Co-Educational |
| Education Medium | English |
| Decile | 1 |
| Electorate | Mana |

- 21 The July 2020 breakdown of roll information is shown below:

| July 2020 Roll | Number | Percentage (%) |
|------------------|--------|----------------|
| Māori | 40 | 37.4 |
| Pacific | 45 | 42.1 |
| Asian | 10 | 9.3 |
| Other | 9 | 8.4 |
| European/ Pākehā | 3 | 2.8 |
| International | 0 | 0 |
| Total | 107 | 100 |

Impact of COVID-19

- 22 The school submitted three applications for the 2020/21 Urgent Response Fund.
- 23 \$49,546.00 was applied for, and \$20,290.00 was approved in August and September 2020.
- 24 \$9,972.00 was approved for their first application to provide 104 students with well-being support who were returning to school post the first lockdown with escalation in severe behaviours and dysregulated.
- 25 The school's second application was approved for \$10,318.00 to support 40 students with attendance, engagement in learning and achievement since returning back to school. About 75% of the school's roll were not able to engage with online learning programmes as most students did not have devices for remote learning and/or a good internet connection. The school wanted to employ a Whanau Māori engagement worker to connect with their most vulnerable whānau to work kanohi ki te kanohi with

them on targeted teaching and design programmes to being their tamariki back up to speed with any lost learning time.

- 26 \$60,000.00 in URF funding was also approved for Porirua East Kāhui Ako to run a micro-pilot across the 11 schools in the Kāhui Ako, supporting its 2,903 students. The funding would be used to trial an alternative model of school-based mental health provision. This would involve a Neurosequential Model in Therapeutics (NMT) or Neurosequential Model in Education (NME) The Kāhui Ako sought to enhance the mental health, school presence and engagement, resilience, behaviour and success of all their learners, but in particular those students in Eastern Porirua impacted by poverty, trauma and family stress which had been exacerbated by Covid 19.

The school has also received approximately \$90,000 of Whanau Ora funding to support the Trauma Informed Practice they are undertaking across Porirua East

Education Review Office

- 27 The school was last visited by the Education Review Office (ERO) in 2017. ERO found that data shows a positive trajectory of improvement in achievement in relation to National Standards, particularly for Māori children. Student wellbeing and pastoral care are key areas of focus for trustees, leaders and teachers. This includes support for families and whānau. ERO were due to return in 2020, due to Covid-19 the regular schedule of visits has been delayed.

Kāhui Ako | Communities of Learning

- 28 The School belongs to Porirua East Kāhui Ako. Lynda is the Kāhui Ako Co-Lead.
- 29 There are 11 schools and 13 Early Learning services that are part of the Kāhui Ako.
- 30 The Kāhui Ako have identified three focus areas for their achievement challenge. These are:
- a) How do we improve teacher capability and capacity to meet the needs and aspirations of students who bring a wide range of experiences and strengths to our schools?
 - b) How do we grow leadership and collaboration at all levels of the school?
 - c) How do we engage meaningfully with whānau to ensure mutually beneficial relationships develop around learning and well-being?
- 31 The Porirua East Kāhui Ako received \$45,922 through the Pacific Education Innovation Funding (Tranche 1), to run its culture and Language (Samoan, Tokelau, Cook Islands, Tongan and Tuvalu) programmes across 5 schools (includes Glenview). \$73,028 from Tranche 2 was also approved to continue the programme with the implementation of the Niuean language and two further schools were included.

Participation in government programmes

School Donations Scheme

- 32 The school opted into the School Donations Scheme for 2020 and has opted in for 2021.

- 33 The school received \$16,215 in lieu of donations in 2020 and will receive \$16,905 in 2021 based on the July roll return.

Ka Ora, Ka Ako | Healthy School Lunch Programme

- 34 The school is taking part in the programme. They began serving lunches on 3 February 2021. They have chosen the external model with Kāpura as their supplier.
- 35 Glenview School will be signing up with Kāpura for the next two years until end of 2023

Access to Period products

- 36 Glenview School has not yet opted into the initiative. The initiative is available for any state and state-integrated primary, intermediate or secondary school or kura who wishes to opt in.

Learning Support Coordinators

- 37 The school is part of the Porirua East Kāhui Ako cluster, which has been allocated 4 learning Support Coordinators (LSCs).
- 38 The LSCs are not based at the school
- 39 The LSCs are based at Maraeroa School, which is 1.6 km from Glenview School.
- 40 The school is one of 12 schools in the Wellington region that is part of the counselling in schools programme. Three schools in Porirua East are part of the programme and the schools are talking about allocating their hours across the Kāhui Ako to better support all students.
- 41 The provider, Explore NZ has assigned a team member to work with the school and they're currently working on their development plan.

Porirua East Regeneration

- 42 In 2019 we began engagement with all the schools in Porirua East to discuss the future of education in the area. We wrote to you following this advising that there were three key themes that emerged, which were:
- Shared facilities (such as sporting facility, performing arts facility) to be used by the community as well as students.
 - Shared resources – such as staff, specialist staff, office staff etc; and
 - Cohesive language pathways – enabling students to learn language, culture and identify across all education levels.
- 43 We last met with the schools in Term 1 and confirmed that we were awaiting the final staging and phasing of the Regeneration Project from Kāinga Ora, which has recently been finalised. We are going to meet with the schools again, along with the project partners (Kāinga Ora, Porirua City Council and Ngāti Toa) in the coming weeks.

Creatives in schools

- 44 Glenview School did not apply for Round 1, 2 or 3 of the Creatives in Schools projects.

Property

- 45 Overall, the school property is in excellent condition. The school has undergone a major redevelopment which saw a block of seven classrooms and a library in poor condition replaced with four new modular classrooms and a wharenuī.
- 46 The school has a current 5YA funding of \$100,000 with an annual maintenance allowance of \$13,000.
- 47 The school is leading a project to convert existing space in the administration block into a suitable working space for the school's Learning Support Coordinator. Construction is expected to commence by the end of year.
- 48 The school plans to use its SIP funding of \$45,000 to reconfigure additional space in the administration block into a whanau room and to improve fencing around the carparking area. Ministry staff are working closely with the school to ensure that these projects are in progress before the close of 2021.
- 49 The modular classrooms have a small number of minor snags that need to be resolved. We expect that these will be completed by the end of the month.
- 50 Following its redevelopment, the school is currently able to accommodate around 100 students. The scope of the school's redevelopment was initially decided in 2017 to cater to the school's roll of 70 students. Since its completion, the school has since raised concerns about the lack of space available for their current roll of 107 students. However, the school currently has enough space to accommodate all current students between the existing four classrooms and wharenuī. Another issue raised by the school's principal is that the solution formulated at Glenview is inequitable compared to a similar project at near-by Cannons Creek School.
- 51 Given existing network issues, the Ministry has been attempting for the past year to encourage the school to introduce an enrolment zone to manage over-crowding but have been met with reluctance.
- 52 In addition to the positive redevelopment work, Glenview School will be receiving upgraded lighting, insulation, and acoustic treatments in its administration block, thanks to its inclusion in Ngā iti Kahurangi - the Improving Classrooms in Small and Remote Schools Programme.