




Briefing Note: Visit to Te Manahi Tumuaki (Northland Secondary School Principals' Association) on 16 September 2022

To:	Hon. Kelvin Davis, Associate Minister of Education		
Cc:	Hon. Chris Hipkins, Minister of Education		
Date:	8 September 2022	Priority:	Medium
Security Level:	In Confidence	METIS No:	1294318
Drafter:	Tim Andersen	DDI:	09 4368945
Key Contact:	Hira Gage	DDI:	09 4368914
Messaging seen by Communications team:	Yes/No	Round Robin:	No

Purpose of Report

1. This briefing provides information to support your visit to Te Manahi Tumuaki (Northland Secondary School Principals' Association) on Friday 16 September 2022, from 11:00am – 12:00pm at 'The Heads' - Hokianga.
2. Please find attached the briefing notes as requested.
3. **Agree** that this Briefing will be proactively released.

☒ **Agree** / ☐ **Disagree**


Isabel Evans
Hautū | Deputy Secretary
Te Mahau | Te Tai Raro

08/09/2022


Hon. Kelvin Davis
Associate Minister of Education

10/09/2022

Summary

4. Te Manahi Tumuaki (Northland Secondary School Principals' Association) is a representative group of secondary principals from Tai Tokerau who meet at least once per term. The group is a combination of experienced and relatively new principals. A list of the schools associated with Te Manahi Tumuaki is found at Annex One.

Chairperson: Alec Solomon, Principal of Tikipunga High School
and chairperson of Te Mānahi Tumuaki
9(2)(a)

Address of venue: The Heads Hokianga
State Highway 12 Omapere, Hokianga

Ministry Official: Hira Gage, Director of Education, Te Tai Tokerau

Your Visit

5. You are attending Te Mānahi - Northland Secondary School Principals' meeting on Friday 16 September at 11:00am – 12:00pm in your capacity as Associate Education Minister - Māori Education.
6. The group has asked you to speak to them about the Māori achievement. Speech notes are attached as Annex 2.
7. A run-sheet for your visit is provided below.

Time	Action
11:00am	You arrive at the venue and will be greeted by Chairperson Alec Solomon. Alec will accompany you to the meeting room.
11:05am	Alec will welcome you to the meeting and introduce you. You will speak, and there will be time allotted for a discussion and questions.
12:00pm	You depart.

*Note: you are welcome to stay longer if you wish

Background

8. Feedback from Principals across the region indicates they are under significant pressure as leaders currently.
9. A combination of the fallout from the vaccine mandate on staffing, illness due to Covid and winter bugs, availability of relivers, and very poor student attendance (see Annex 4) has created a very difficult environment for principals to navigate.
10. Through Te Mahau Primary and Secondary school associations Presidents Pat Newman and Alec Solomon are working with the regional Ministry of Education team to understand the issues, co-design help strategies, and implement new policy and funding announcements like the distribution of the Covid discretionary funds of which we have apportioned approx. \$1.5m in the last 12 months to support the return of students to school.

Ā Matou Mahi

11. The region has initiated a cross sector advisory group called Ā Matou Mahi focused on improving student engagement and attendance across the region involving. The group has representatives from Mahitahi Hauora, Ministry of Social Development, Te Puni Kokori, NZ Police, school representatives, NorthTec and Kainga Ora.

‘Let's Get to School Tai Tokerau’ Campaign

12. The “Let's Get to School Tai Tokerau” – Attendance and Engagement Media Campaign was developed through Ā Matou Mahi to do something different to increase student attendance.
13. The region has launched “Let’s Get to School Tai Tokerau” an integrated schools media campaign to raise the profile of the student attendance and engagement problem.
14. We have asked a local journalist and graphic artist to develop this work in collaboration with the principal leaders and the Ministry's regional office.
15. We will develop a social media pack with messaging informed by local students for schools to use on their social media platforms containing consistent regional messages, and the ability to stylise with images from school communities
16. A press release with comment from local principals, teachers and students was prepared
17. A dedicated Facebook page: <https://www.facebook.com/letsgettoschool> was developed for schools to post photos and videos capturing student voice and activities to maintain the momentum to see children return to school

Whānau Engagement and Toikuranui Funds (124K)

18. We have 33 contracts in place directly with marae, hapū and iwi entities across Te Tai Tokerau funded through the Whānau Engagement Fund, Toikuranui, Kura Whānau Reo, Aotearoa NZ Histories.
19. We are currently reviewing the outcomes of these contracts to continue, extent or conclude based on the effectiveness of the outcomes reported.
20. We are receiving enquiries from hapū and iwi asking when the funds will re-open for future contracting opportunities.
21. Hapū and iwi are communicating they are being approached by whānau seeking help to support the learning needs of their children. Hapū and iwi are then approaching the Ministry to look for opportunities to fund the support needed to help their whānau. This is a positive dynamic.

Support to Whānau

22. Whānau Engagement advisors are currently supporting several whānau and ākonga to re-engage in their education pathway. Areas of support range from transport assistance, lack of appropriate equipment, and helping whānau to have courageous conversations with their current school or kura about issues that are impacting their child’s attendance and engagement.

23. Support and guidance is regularly being offered to our NGO sector as they work alongside whānau to navigate the education system. Advice and guidance include supporting whānau with access to specialised support services within Te Mahau, clarification of processes for complaints, stand down, suspension and exclusion along with connecting whānau with key points of contact for the Ministry's schooling team advisors.

Hybrid Learning Trials (275K)

24. Three hybrid learning trials have been initiated to help the education sector understand more about the efficacy and efficiency of Hybrid Learning in Tai Tokerau. The trials are based at Bream Bay College, Bay of Island International Academy and He Waka eke Noa early learning facility.

Key Risks and Benefits

25. Tai Tokerau is the only region to be funded for *Mana Ake* and *Counselling in Schools*. The two services will be integrated to support schools.
26. Three providers are delivering Counselling in Schools to support 37 schools across the region.
27. \$3.47M has recently been confirmed for the implementation of Mana Ake in Tai Tokerau to employ approx. 40 FTE.
28. The implementation of both initiatives has been slow and complicated by procurement challenges
29. The principals may voice their frustration about these initiatives.
30. We are also working alongside education advisors with the redesign of both the *Attendance Service* and *Alternative Education* provision. Both services are not performing for Māori and need to be reviewed.
31. Consultation is underway with hapū and iwi to ensure consideration is given to the impact hapū and iwi can have in both spaces.
32. Some principals may note their concern with this process.
33. Principals may also note the complexity of current student behaviour and wellbeing and express their desire for an updated Attendance Service and Alternative Education system to better support these students on their education pathway.

Other Relevant Information

34. For students participating in NCEA Level 2 achievements have significantly improved for Māori since 2012. Significant improvements are also noted for Māori students participating in NCEA Level 3 since 2019.

NCEA Change Programme:

35. The seven changes being delivered through the NCEA Change Programme is an exciting new opportunity to reimagine and reinvigorate the NCEA system for our ākonga and kaiako.

36. We want to ensure everything we develop to support the NCEA changes will meet the five principles of a strong NCEA qualification – coherence, credibility, equity and inclusion, pathways and well-being.
37. Change 2: Māna ōrite mō te mātauranga Māori within the NCEA Change Programme establishes that it is fundamental that there is parity for mātauranga Māori within all NCEA subjects, and that it has equal value to other bodies of knowledge. NCEA aims to equitably credential mātauranga Māori in NCEA subjects
38. NCEA Te Ao Haka is currently being piloted in multiple schools across the motu and is now a UE subject. This rectifies the inequity that has existed within current Māori Performing Arts unit standards.
39. New NCEA subjects like Whaiora and Mau Rākau that will be developed to provide more opportunities for distinctly Māori bodies of knowledge to be credentialled.
40. NCEA subjects can be seen as contexts within a mātauranga Māori framework, explicitly providing for culturally responsive ways of teaching and learning in Aotearoa New Zealand.
41. Course Outlines and Internal Assessment Activities in NZC NCEA Subjects support and guide teaching and learning for ākonga within te ao Māori contexts.
42. Having an education system more reflective of Māori language, identity and culture will in time increase engagement and achievement of ākonga Māori in schools and kura as they will be able to see themselves in the subjects they are studying, and the processes kaiako have to go through to enable that success.

What are we doing to support mātauranga Māori?

43. Development of learning and assessment materials through redeveloping or creating new Te Marautanga o Aotearoa and kaupapa ako Māori at all three levels of NCEA that speak to a bicultural curriculum, and an indigenous curriculum.
44. Ensuring that mātauranga Māori is equitable, accessible, valued, resourced and credentialled within the New Zealand curriculum non-kaupapa Māori subjects
45. Engaging an operating model and wrap around policies which embeds mātauranga Māori and te ao Māori approaches into all aspects of the NCEA change programme where appropriate.
46. Ensuring there is a breadth of teaching and learning outlined in the learning matrices linked to the assessment materials that enables ākonga to access mātauranga Māori no matter the kaupapa or medium. While for those in the Māori Medium sector, who can continue to learn through te ao Māori naturally, with less barriers that stop them from achieving their aspirations
47. This year, the draft NZC and TMOA Level 1 achievement standards and support materials are being piloted and tested, with a full pilot for Level 1 next year. The Review of Achievement Standards for Level 2 is under development and will be pilots in 2023 for TMOA and TRM in NZC, and 2024 for all remaining NZC subjects.
48. Te Ao Haka Pilot Kura in Te Tai Tokerau:
- Kaikohe Christian School
 - Te Kura Kaupapa Māori o Te Rāwhitiroa

- Te Rangi Āniwaniwa*
- Te Kura Kaupapa Māori o Kaikohe
- Kerikeri High School
- Kaitaia College
- Bay of Islands College

49. Te Reo Māori NZC Pilot Kura in Te Tai Tokerau:

- Bay of Islands College

50. Te Marautanga o Aotearoa Pilot Kura in Te Tai Tokerau:

- Northland College (Te Reo Rangatira)
- Te Rangi Āniwaniwa (Tikanga-ā-Iwi)

Proactive Release

51. 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:	Schools associated with Te Mānahi
Annex 2:	Speech notes
Annex 3:	NCEA Data
Annex 4:	Regional Attendance Data

Annex 1: Schools associated with Te Mānahi

Bay of Islands College
Bream Bay College
Broadwood Area School
Dargaville High School
Excellere College
Huanui College
Kaikohe Christian School
Kaitaia Abundant Life School
Kaitaia College
Kamo High School
Kamo Intermediate
Kerikeri High School
Mangakahia Area School
Northern Health School
Northland College
Okaihau College
Opononi Area School
Otamatea High School
Pompallier Catholic College
Renew School
Ruawai College
Taipa Area School
Tauraroa Area School
Te Kapehu Whetu - Tuakana
Te Kura Taumata o Panguru
Tikipunga High School
Whangarei Boys' High School
Whangarei Girls' High School
Whangaroa College

Annex 2: Speech Notes

- Tēnā koutou katoa, thank you for your welcome and for the opportunity to spend time with you today - as MP for Te Tai Tokerau, as the Associate Minister of Education - Māori Education, but more importantly as a former Tumuaki in this region.
- I would like to acknowledge the President of Te Manihi Tumuaki, Alec Solomon, for his leadership of this group and as Principal of Tikipunga High School. I would also like to acknowledge Hira Gage the Director of Education for Tai Tokerau who is with us today.
- I would also like to acknowledge every one of you in the room as Principals and leaders in education who are currently negotiating a very challenging time in the history of education and schooling in New Zealand
- I am aware that principals across the region are under significant pressure as leaders currently.
- A combination of the fallout from the vaccine mandate on staffing numbers, staff and student illness due to Covid and winter illness, availability of relivers, and very poor student attendance (see Annex 4) has created a very difficult environment for principals to navigate.
- There is good news however – for those students achieving NCEA, and Māori students specifically
- For students participating in NCEA Level 2, the achievements have significantly improved since 2012 for Māori. Significant improvements in NCEA Level 3 achievements since 2019 are also noted for Māori.
- These levels of achievement are testament to the hard work that is occurring in your schools – well done!
- I know you are concerned about student attendance and engagement – we all are! It is a huge challenge for us all.
- I acknowledge the close working relationship between the Primary and Secondary school associations and the local office of the Ministry of Education to understand the issues and work to co-design new initiatives.
- You know your region best – so you will know what works.
- I can't help but have seen the extensive media coverage around your locally designed media campaign to raise awareness of student attendance – “Let's Get to School Tai Tokerau”!
- I also want to acknowledge the work occurring in the hybrid learning space.
- For those involved in the hybrid learning trials at Bream Bay College, Bay of Islands International Academy and He Waka eke Noa early learning facility, initiated to help the education understand more about the efficacy and efficiency of Hybrid Learning in Tai Tokerau, well done!
- For the many others negotiating new ground and creating new knowledge in this space – well done!

- In the last two years schools have made adaptations so students can maintain learning when they are not able to attend.
- As a learning community we need to understand more about the efficacy and efficiency of Hybrid Learning, particularly in Tai Tokerau, for we all operate in a new learning environment now.

Conclusion

- Nga mihi, thank you for all the mahi you undertake in the region through complex and challenging times.

Annex 3: NCEA Data

For students participating in NCEA Level 2, the achievements have significantly improved since 2012 for Māori.

2021 Final NCEA Results
- Level 2

620

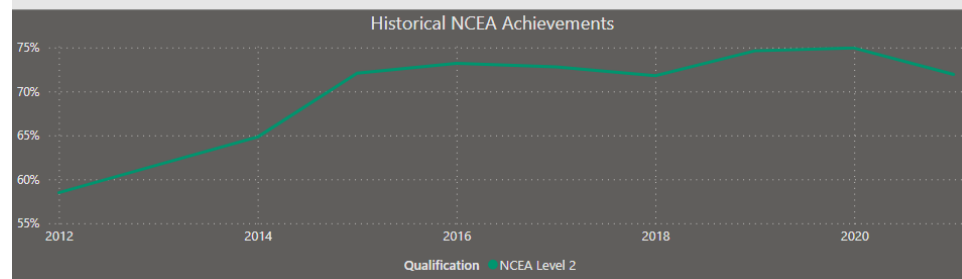
Students Achieved (n)

862

Total Students

71.9%

Achieved (%)



Significant improvements in NCEA Level 3 achievements since 2019 for Māori.

2021 Final NCEA Results
- Level 3

350

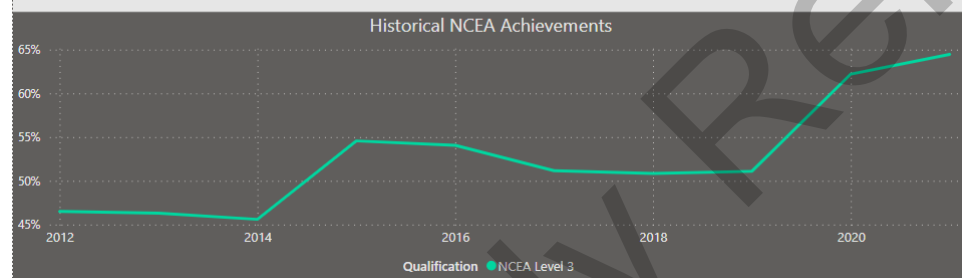
Students Achieved (n)

543

Total Students

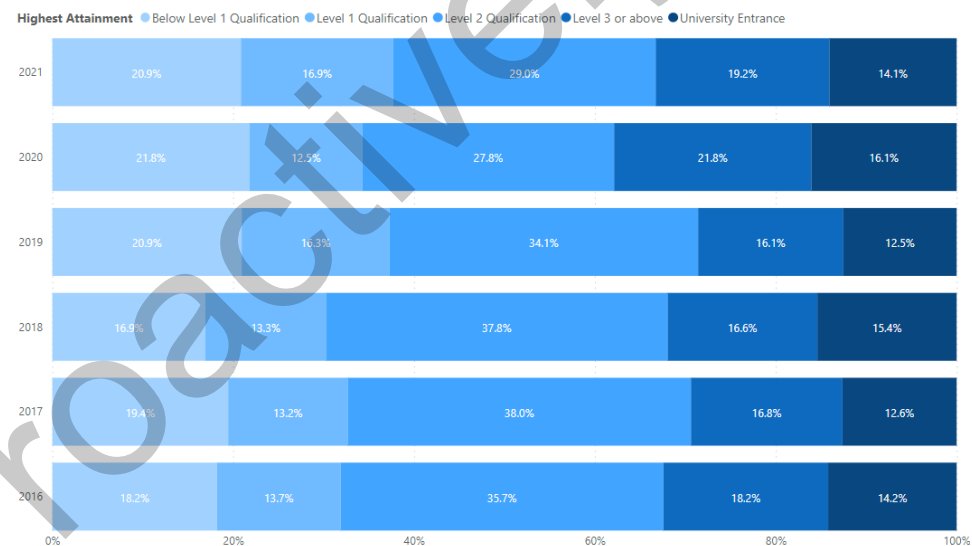
64.5%

Achieved (%)



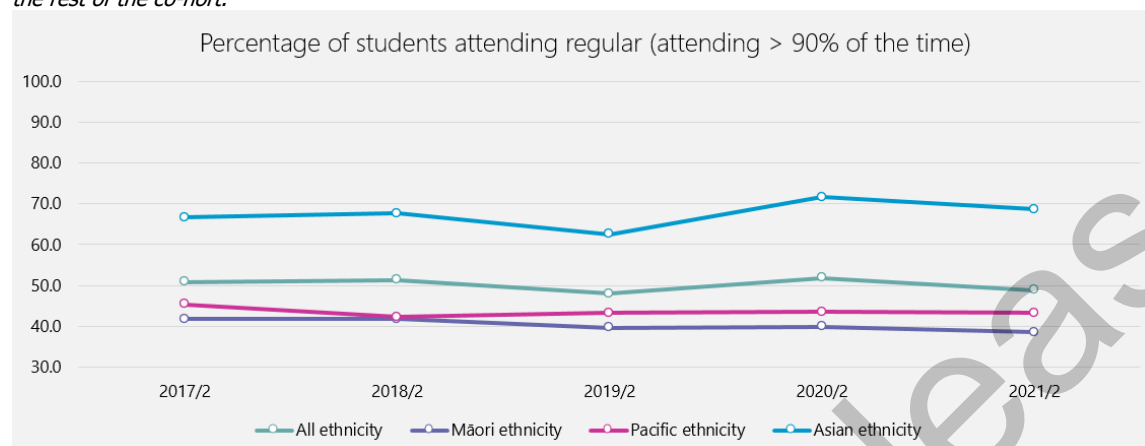
Below shows Māori school leavers highest NCEA attainment by year.

School Leaver Highest NCEA Attainment by Year



Annex 4: Attendance Data

Below shows the regular attendance of Tai Tokerau students by ethnicity. Māori and Pacific has significant lower rate than the rest of the co-hort.



Chronic absence has impacted Māori student population more than others during the Covid pandemic.

