



## Briefing Note: Visit to Hutt Valley High School to launch Te Oranga Mauri and Mental Health Education guides on Wednesday 28 September 2022

<b>To:</b>	Hon Jan Tinetti, Associate Minister of Education (School Operations)		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education Hon Kelvin Davis, Associate Minister of Education – (Māori Education)		
<b>Date:</b>	19 September 2022	<b>Priority:</b>	High
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1291034
<b>Drafter:</b>	Isobel Mills-Williams	<b>DDI:</b>	9(2)(a)
<b>Key Contact:</b>	Pauline Cleaver	<b>DDI:</b>	9(2)(a)
<b>Messaging seen by Communications team:</b>	Yes	<b>Round Robin:</b>	No

### Purpose of Briefing Note

The purpose of this paper is to:

- Support your visit, with Minister Kelvin Davis, to Hutt Valley High School in Lower Hutt on Wednesday 28 September 2022 from 10:00am to 11:00am to launch Te Oranga Mauri and the Mental Health Education Guidelines.
- Provide you with communications products for the launch.
- **Agree** that the Ministry of Education release this briefing once it has been considered by you and the visit has occurred.

**Agree / Disagree**

### Summary

- You have agreed to launch *Mental Health Education Years 1-13: A guide for teachers, leaders and school boards* alongside *Te Oranga Mauri – Te Hā o Hinepūtehue* with Minister Davis.
- At the request of your office, arrangements have been made for you to visit Hutt Valley High School, in Lower Hutt, on 28<sup>th</sup> September 2022 to officially launch the documents.
- Hutt Valley High School is located at 84-114 Woburn Road, Lower Hutt.
- A run sheet for your visit to Hutt Valley High School (Annex 1), speech notes (Annex 3), draft press release (Annex 4) and reactive Q&As (Annex 5) are attached.

- Note that a separate briefing note for Minister Davis is being prepared to support his participation in the launch.



Pauline Cleaver  
Associate Deputy Secretary  
**Te Poutāhū**

19/09/2022



Hon Jan Tinetti  
Associate Minister of Education  
**(School Operations)**

20/09/2022

## Background

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1. As part of the response to the disruptions caused by COVID-19 in early 2020, the Government announced the Budget 2020 Education Wellbeing package, designed to support the mental health and wellbeing of our learners and educators.
2. As part of the package, \$32.8 million has been invested over four years towards supporting high quality curriculum teaching on mental health, healthy relationships and wellbeing issues in schools, kura and early learning services.
3. The release of these documents are part of a raft of supports and resources being implemented as part of the broader wellbeing package. Also included in this package is the introduction of 38 Curriculum Leads in regions around Aotearoa.

## Te Oranga Mauri – Te Hā o Hinepūtehue

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4. *Te Oranga Mauri – Te Hā o Hinepūtehue* is a resource that looks at te oranga o te mauri (holistic wellbeing) from various angles and affirms existing successful practice in kura.

### Development

5. The resource has been created by several key mātanga, subject matter experts specifically from Te Ao Hauora (the health and clinical sphere), Te Ao Māori (Māori worldview proponents) and supported by Ngā Āhuatanga Ako (learning dimensions).
6. The Iwi Leaders Group technician, Maxine Graham and Hana O'Regan have also been involved.
7. The lead writer on the resource is Joni Angeli-Gordon alongside other subwriters from both Auckland Uniservices and the University of Auckland.

### Key messages

8. *Te Oranga Mauri – Te Hā o Hinepūtehue* offers new ways of aligning with regenerating ancestral practice by increasing awareness of your own mauri, the mauri of others and the impacts of mauri. This will encourage action to bring about mauri tau and mauri ora which aids the learning of ākonga.
9. *Te Oranga Mauri – Te Hā o Hinepūtehue* is grounded in mātauranga Māori and kōrero tuku iho and meant for tumuaki, tumuwhakahaere and kaiako (principals, leaders and teachers) to support teaching and learning throughout the marau levels.
10. There is emphasis on reconnecting with local iwi knowledge and kōrero tuku iho to support marau-ā-kura, as well as generic mātauranga that is known across Aotearoa. It has been designed to align with both *Te Marautanga o Aotearoa* and *Te Tamaiti Hei Raukura* as part of the refresh process which is underway with *Te Takanga o Te Wā*.

## Mental Health Education guidelines

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11. *Mental Health Education Years 1-13: A guide for teachers, leaders, and school boards* is a resource which will be released at the end of September 2022 has been designed to support teaching and learning within the Health and Physical Education learning area.

### Development

12. The guide has been developed in consultation with Aotearoa New Zealand experts and sector groups including; the Asian Mental Health Services, Waitematā District Health Board, Le Va, Refugees as Survivors NZ, Adolescent Health Research Group, New Zealand Suicide Prevention Office, the New Zealand Council for Educational Research, and Moana Research to ensure the guide is culturally sustainable and inclusive, user friendly, and focused on learner and whānau wellbeing.
13. The lead writers on the resource were Dr Katie Fitzpatrick and Dr Melinda Webber, both of the University of Auckland.

### Key messages

14. *Mental Health Education Years 1-13: A guide for teachers, leaders, and school boards* supports a holistic approach to mental health education.
15. The guide provides information and support for schools to respond to contemporary challenges faced by ākonga, such as the current global pandemic and other significant global and national change.
16. The guide reflects Aotearoa New Zealand's ongoing commitments to national and international legislation, including Te Tiriti o Waitangi and the Human Rights Act (1993). The guide recognises that under Te Tiriti o Waitangi, the Crown is required to protect and promote the mental health of Māori, to respond to Māori health aspirations, and to meet Māori health needs.
17. The guide will be sent to all English-medium Aotearoa New Zealand state and state integrated schools with ākonga in years 1-13 during Term 4 2022 and will be available on Down the Back of the Chair and TKI from the date of the launch. It will be accessed on TKI at [hpe.tki.org.nz/guidelines-and-policies/mental-health-education](https://hpe.tki.org.nz/guidelines-and-policies/mental-health-education).
18. The guide provides detail and clarity to mental health education in the curriculum, describes best practice, and supports schools to design quality programmes with and for their learners.
19. Mental health education has been part of *The New Zealand Curriculum* since the 1990s, and this guide does not represent any changes to the current (2007) curriculum. Rather, it supports effective teaching and learning about mental health through the existing curriculum.
20. Mental health education is different to mental health support. It is important that mental health education is primarily educative. This means that the focus is on learning, rather than trying to "fix" specific health issues or behaviours.

### Risks and mitigations

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21. There is likely to be a high media interest in the release of these documents, and we are developing a full communications plan in preparation.
22. These are highly anticipated documents, particularly given the current environment and discourse around mental health. It is important that kaiako, teachers and communities do not feel that these documents create extra pressure on an already pressured sector, but there is a risk that these documents will heighten expectations of teachers and schools.
23. To mitigate this, we are being explicit in our messaging that these two documents are not going to provide kaiako and teachers with the expertise of health professionals, nor will they provide them with the skills to diagnose mental health conditions. These

documents form part of a range of supports for the sector and are not the sole answer to the mental health crisis in Aotearoa.

## Supports

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24. These documents form part of the \$199 million wellbeing initiative.
25. Curriculum Leads are available to facilitate connections to educational psychologists, other mental health professionals, and mental health services available to schools and learners where needed.
26. A supporting resource, *Mental Health Education and Hauora: teaching interpersonal skills, resilience, and wellbeing* was distributed to all schools in 2020. This book gives practical teaching and learning activities and information helpful for designing mental health education programmes for ākonga in Years 7-11. It is available online in PDF format from NZCER, along with supporting resources developed by the New Zealand Health Education Association.
27. Resources to make it easier for teachers to notice and respond to social and emotional learning using the Key Competencies are also part of the wider package. Ata and Oho were released earlier this year and they support rich opportunities for learning in the classroom across the curriculum.
28. Wellbeing storybooks that encompass all three curricula, *Te Whāriki*, *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* are in development. These storybooks support te oranga mauri of ākonga and are designed for ages 3-8.
29. Sparklers has undergone a review and they are now in the process of implementing the recommendations of the review, including alignment with the *Mental Health Education* guide. This is being managed by the Ministry of Health.

## Other relevant information

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30. School leaders at Hutt Valley High School are also planning a Te Awakairangi March for Mental Health during Mental Health Awareness Week, similar to the event they held in 2020. A copy of the flyer for the 2020 event is provided for your information as Annex 2.

## School Information

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### HUTT VALLEY HIGH SCHOOL (261)

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Contact Name: Denise Johnson  
021 279 0720

Address: Woburn Road  
Lower Hutt

## Key People

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Principal: Denise Johnson

Ministry Officials:

Roy Sye  
027 836 4850

## Profile Information

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Authority	State
School Type	Secondary (Year 9-15)
School Gender	Co-Educational
Education Medium	English
Decile	8
Electorate	Hutt South
Te Mahau   Region	Wellington

The July 2022 breakdown of roll information by ethnicity is shown below:

July 2022 Roll	Number	Percentage (%)
Māori	301	17.6
Pacific	84	4.9
Asian	291	17.0
Other ethnicity	67	3.9
European/Pākehā	968	56.6
International	4	0.2
<b>Total*</b>	<b>1,715</b>	<b>100.2%</b>

\*Note: the actual school roll is 1,710. Students are able to select more than one ethnic group.

## Education Review Office

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31. The school was last visited by the Education Review Office (ERO) in August 2018 where ERO commented that:

*The school states that its valued outcomes for all students are expressed through the school vision of: 'Aim High – Be the best you can be; with the values of Excellence – Pukenga, Diversity – Puāwaitanga, Innovation – Auahatanga, Respect – Mana and Citizenship – Tangata whenua'. These are the guiding principles for the charter and school operation.*

*Inclusion, wellbeing and engagement are key desired outcomes. Annual goals in 2018 include raising the achievement of Māori students and improving literacy levels for students in Years 9 and 10.*

32. ERO's recommended next steps for the school are in:

- *enhancing programmes and initiatives to achieve more equitable achievement for those Māori and other students identified as at risk of poor educational outcomes*
- *continuing to promote the presence of te ao Māori across the curriculum to better support students' culture, language and identity.*

## Kāhui Ako | Communities of Learning

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33. The school does not belong to a Kāhui Ako.

## Learning Support

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34. The school does not have access to a Learning Support Coordinator (LSC).
35. In 2019, Learning Support Co-ordinators were allocated on the basis of where schools were placed regarding their engagement with the Learning Support Delivery Model. At the time Hutt Valley High School was not in the advanced stages of working with this model.
36. Hutt Valley High School receives learning support for 28 students. Six of these students are receiving ORS funding support at a Very High needs level, 20 students are receiving ORS funding at a High needs level, 1 student is receiving behaviour support.
37. The school has raised concerns about the inequity of LSC allocation to the Hutt Valley. Hutt Valley High School has a high student need regarding learning support. Having access to a LSC would be helpful in responding to students with learning support needs.
38. The schools in Lower Hutt agreed to form a steering group called Puni Kura Cluster. The steering group is made up of six principals from primary through to secondary level and the RTLB Cluster 29 Manager. Hutt Valley High School's principal is part of this steering group. The steering group has been focused on the development of a Standardised Learning Support Register with the purpose of identifying students with learning needs across the Hutt Valley area.

## Participation in government programmes

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### School Donations Scheme

39. The school is ineligible for the scheme as it is Decile 8.

### Ka Ora, Ka Ako | Healthy School Lunch Programme

40. The school is ineligible for the programme.

### Ikura Products in Schools initiative

41. Hutt Valley High School has opted into the national initiative and to date has ordered products.

### Creatives in Schools

42. Hutt Valley High School did not apply for Round 1, 2 or 3 of Creatives in Schools.

## Impact of COVID-19

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43. Hutt Valley High School submitted five applications for the Urgent Response Fund (URF) totalling \$157,375. All five applications were approved for partial funding totalling \$82,375.
44. The school's applications included social, emotional and behavioural support to provide a youth worker and additional counselling services across the school. There was a notable increase in student anxiety following the lockdowns in 2020. There was a marked increase in students seeking counselling services, particularly due to Year 9 students' transitions to secondary school being disrupted and senior students' concerns about NCEA. This support was extended through 2021 in another approved URF application.
45. Targeted support was also provided to a group of 30 students with autism spectrum disorder to provide a suite of support to re-transition them back into the classroom environment.
46. A package of support was also initiated for a group of Year 9 and 10 priority Māori ākonga to bolster their literacy and numeracy so that they could re-engage back with the curriculum. This also included a Te Ao Māori programme for cultural identity support. A Māori youth worker was also employed to provide mentoring to a group of Māori tāne ākonga.

## Property

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47. The school has a completely new board. The previous board signed off the 20–30 year masterplan for Hutt Valley High School in June 2022.
48. The weather tightness project, across 4 blocks, to remediate leaking roofs is underway. The designer has been appointed and the first planning meeting is scheduled for next week.
49. The first redevelopment design meeting to replace blocks C, E and M with 26 teaching spaces across two buildings was held with the design and build supplier, Hawkins, on 7 September. The intent is for construction to start in 2024, with a tentative completion date in 2026.
50. A cluster of 16 teaching spaces was constructed as an emergency response to the elevated mould issues in block C (now demolished). An Offsite Manufactured Building (OMB) will be delivered in 2023 to temporarily house dance and drama, which will be decanted from the E and M blocks.
51. The school has raised some concerns over the duration of the redevelopment project and the impact of the temporary accommodation. The cluster of classrooms encroach on to the school's top sports field and impacts the school's sport programme.
52. Some of the temporary accommodation is planned to remain on site, as a medium-term replacement of the P Block which are end of life relocatables.
53. There is an expectation that there will be future roll growth investment required at this school.
54. The School Investment Package contributed \$400,000 to the (block C) emergency response.



55. As of 6 September, the school is confirmed to have been sent a total of 20 portable air cleaners through all three distributions under the Ministry's COVID-19 ventilation response. The school has also received 20 CO2 monitors, six from the Term 1 and 2 distributions at the start of the year and 14 from the Term 3 distribution.

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