



## Briefing Note: Pacific PowerUP programme and attendance

<b>To:</b>	Hon Tracey Martin, Associate Minister of Education		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education Hon Jenny Salesa, Associate Minister of Education		
<b>Date:</b>	3 February 2020	<b>Priority:</b>	Low
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1217494
<b>Drafter:</b>	Nic Hill	<b>DDI:</b>	s 9(2)(a)
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is to:

- provide you with the information you requested on the Pacific PowerUP programme and its impact on attendance
- seek your agreement that this Briefing will be proactively released

Agree / Disagree

### Summary

- You requested information on the Pacific PowerUP programme and its impact on attendance.
- In the programme expert teachers discuss the factors that lead to achievement with parents and how they can support their children. Attendance is one of the factors discussed. Improved attendance is not a specific outcome sought, therefore the programme's impact on attendance is not measured explicitly through the evaluation.

  
Susan Howan  
Associate Deputy Secretary  
Strategy and Implementation

3/2/20

  
Hon Tracey Martin  
Associate Minister of Education

11/2/2020

## Background

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1. At the status meeting on 2 December 2019 you requested information on the Pacific PowerUP programme and its impact on attendance.

### The programme

2. Pacific PowerUP was established in 2013 to support Pacific parents, families and communities to be informed, knowledgeable and confident supporters of their children's learning journey and able to develop equitable partnerships and relationships with schools. It also provides academic support to school students and a safe learning environment for early learning aged children.
3. Programme evaluations have found that the programme is effective in meeting its key outcomes, and:
  - helped parents develop an understanding of their role in their children's education and gain the knowledge and confidence to be able to actively take that role
  - built the confidence of both parents and students
  - provided a safe environment aligned with cultural values in which to learn about education
  - supported greater family organisation, cooperation and communication about learning.
4. Parents said that the programme changed their families by making learning, and learning conversations and practices, part of their family's regular activities. Many parents who attend are also inspired to show support for their children's education by role modelling, such as undertaking further study or retraining or studying as a family.
5. The parent programme is delivered by community providers and covers:
  - understanding the education system
  - understanding and supporting your child with NCEA
  - supporting early literacy and numeracy
  - how to read school reports
  - parent-teacher interviews and what questions you can ask
  - subject choices, careers and vocational planning
  - time management and study techniques
  - how to be involved in and influence local curriculum
  - other topics or activities, such as careers expos, ESOL, understanding learning support.
6. In 2019 some locations also provided parents and their children with four sessions of the Reading Together® programme to support literacy in the home.
7. In Budget 2019 the programme received additional funding of \$9.2m over four years.

8. In 2020, the programme will be delivered in 65 locations nationwide through community providers (community groups, churches, Pacific school principals, Boards of Trustees). To note, we will also take the opportunity to rebrand the programme in 2020.
9. At the 2019 SunPix Pacific Peoples Awards the Pacific PowerUP programme won the Pacific Service Excellence Award, which celebrates and recognises an organisation whose work makes an important contribution to Pacific families and communities.
- Why??*

#### Impact on attendance

10. The impact of the programme on student attendance is not one of the outcomes sought, therefore any impact on attendance is not measured explicitly through our evaluation. However, as part of the programme expert teachers discuss with parents the factors that support educational achievement and how they can support their children. Attendance is one of the factors discussed.
11. In 2020 we will be developing a guided resource kit which will also be available online for schools and communities. The toolkit will include evidence about key factors affecting the success of Pacific learners – including attendance.

#### Proactive Release

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12. 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.