MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

BRIEFING NOTE: Visit to Porirua College, to make a pre-Budget announcement regarding student attendance and engagementon on Sunday 1 May 2022

To:	Hon Chris Hipkins, Minister of Education, Hon Jan Tinetti, Associate Minister of Education		
Date:	28 April 2022	**Priority:**	High
Security Level:	In Confidence	**METIS No:**	1286635
Drafter:	Chris Wells, Acting Manager Education	**DDI:** 9(2)(a)	
Key Contact:	Mandy Bird, Acting Director Wellington	**DDI:**	
Messaging seen by Communications team:	Yes	**Round Robin:**	No

Purpose

This briefing note provides information to support Hon Chris Hipkins' and Hon Jan Tinetti's visit to Porirua College to make a pre-Budget announcement regarding student attendance and engagementon on Sunday 1 May 2022 at 2pm.

Proactive Release

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

Nancy Bell
Hautu | Deputy Secretary
Te Mahau | Te Tai Runga

__/__/____

Hon Chris Hipkins
Minister of Education

__/__/____

Hon Jan Tinetti
Associate Minister of Education
01/05/2022

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PORIRUA COLLEGE (255)

Contact Name: Ragne Maxwell, Principal
9(2)(a)

Address: 64 Driver Crescent
Cannons Creek
PORIRUA

Key People

Principal: Ragne Maxwell
9(2)(a)

Ministry Officials: Mandy Bird, Acting Director of Education - Wellington
9(2)(a)

Chris Wells, Acting Manager Education

Josie Whaanga, Senior Adviser, Māori Engagement

Other notable people attending are:

John Topp	Deputy Principal, managing Attendance services in Porirua East 2022:
Lloyd Martin	Director for Porirua Activity Centre / Alternative Education Praxis Education:
Tia Vanilau	Wrap Around Youth Worker: Praxis Education
Mose Skipworth	Achievement & Attendance Officer Porirua College
Tiatia Tua'au	Kaiawhina, Porirua East Attendance
Tamara To'omaga	Kaiawhina, Porirua East Attendance
Kate Gainsford	Principal, Aotea College and Porirua North Kāhui Ako Lead
Jason Ataera	Principal, Tairangi School and Porirua East Kāhui Ako Co-Lead:

Background information about Porirua College

Profile Information

Authority	State
School Type	Secondary (Year 9-15)
School Gender	Co-Ed
Education Medium	English
Decile	1
Electorate	Mana

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1 The July 2021 breakdown of roll information is shown below:

July 2021 Roll	Number	Percentage (%)
Pacific	352	60.6
Māori	193	33.2
Other	25	4.3
Asian	14	2.4
European/ Pākehā	9	1.5
International	0	0.0
Total	571	102*

*Note: students may affiliate with more than one ethnic group.

Impact of COVID-19

2 COVID-19 has had a significant impact on Porirua College and its predominantly Pacific community. The school has had to be agile and innovative in maintaining student and whanau engagement and attendance.

3 The school applied for the Urgent Response Fund. $72,024 was applied for, and a total of $42,572 was approved between August 2020 and June 2021.

4 The application was primarily for a tailored attendance service support and approach.

5 This had a significant impact on a number of students with the lowest attendance. Most improved their attendance at school, and others have been supported into courses and employment as more engaging alternatives. Some examples are provided below:

a. Student R: Y12 - 58 credits L1, 13 credits L2 when he started getting support. Student R went on to pass Level 2 in mid-December. He has now got a roading job through the Achievement and Attendance Officer's family connections - *"Getting a credit plan made me just want to smash through and get them... He gave me some basketball shoes because I came to school early and went to classes."*

b. Student F: Y12 68 credits L1, 14 credits L2 when she started the being supported who finished with 88 credits L1 and 34 credits L2. Student F is back as a Y13, when she had been dropping out - *"she said he'd ring my parents if I didn't pick up my attendance. That made the difference, to be honest."*

c. Student W: had Level 2 when he started being supported and was dropping out of school. He passed Level 3 during November - *"He got me some school shoes, so I'd have uniform. He's cool, it's just the way he is."*

6 The plan was to continue this work and extend it for all students as their attendance drops, rather than when it is already a serious concern.

7 Pacific Education Innovations Funding of $34,600 in August 2021 enabled continued additional attendance service support in Porirua College through to July 2022.

Anything else of note about the school?

8 Porirua College is one of four secondary schools serving the Porirua area: Porirua College, Aotea College, Mana College and Bishop Viard College.

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9 The four College Principals work cooperatively and collaboratively together to strengthen the education service provision for secondary youth in Porirua.

10 As a result, rolls are growing in all four schools as Porirua students are choosing more to stay in the city for their secondary schooling.

11 Porirua College is the host school of the contracted attendance service provision for 2022 in Porirua, working with Rangikura School in Porirua North and Titahi Bay Intermediate School in Porirua West to contract attendance Kaiāwhina to provide a whānau based approach to the attendance service.

12 In addition, you agreed in December 2021 (Metis1278957) to Porirua College taking an innovative approach in 2022 to be the host school of the combined Porirua Alternative Education and Porirua Activity Centre service provision.

13 Previously the Alternative Education and the Activity Centre were separate entities, hosted by different Colleges within the group of four Porirua colleges plus Tawa College.

14 In December 2021, in response to staffing issues at the Porirua Activity Centre, the Principals of the host and contributing schools proposed a one-year trial which would combine the Alternative Education provision in Porirua and the Porirua Activity Centre.

15 Porirua College will continue to hold the contract for Alternative Education and also became the host school managing the Activity Centre and employing the two registered teachers. The subcontracted Alternative Education provider, Praxis, now provides the entire service. This includes having registered teachers taking responsibility for the core curriculum needs of ākonga in both the Alternative Education and Activity Centre. The service is for at-risk students in Porirua in Years 9 to 13 and can accommodate 44 ākonga at any one time.

16 Teaching and learning for ākonga entering under either pathway happens at the Porirua Activity Centre, which is located on Kenepuru Drive, Porirua (not on a school site). All social and emotional learning happens at various sites according to the context in which ākonga are learning.

17 Attendance and engagement of previously disengaged youth has improved since the inception of this combined model, and the Ministry is funding research alongside this pilot to inform future practice.

18 The average student attendance rate is 71% since operating under this new model from February 2022, including the impact of Covid for the period of March (62%).

19 Attendance in February was 80%, 10% above the national average.

20 The philosophy of teaching and learning is based on connection (building relationships) and engagement (inclusive of whānau), focussing on developmental outcomes for students - belonging, cultural identity, mastery of skills, responsibility, and generosity.

21 An evaluation of the trial model will provide an interim findings report at the end of May 2022 to inform the redesign of alternative education.

Education Review Office

22 The school was last visited by the Education Review Office (ERO) in 2020. ERO found that the school can draw on existing strengths in its:

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- redeveloped curriculum provision that is culturally responsive to meet the diverse range of students' interests and needs and provides coherent pathways for further learning
- useful systems for monitoring all students' learning and wellbeing and supporting collaborative approaches to improving outcomes for students
- caring, inclusive and culturally diverse school culture providing a positive environment for students to engage in and lead their learning.

Kāhui Ako | Communities of Learning

23 The school belongs to the Porirua East Kāhui Ako.

24 The school's mission, "P.C Pride", is to develop powerful learners who are willing and able to use this quality in service to their communities. Other aspects of P.C Pride include being responsible (manaakitanga), building positive relationships (whanaungatanga) and being engaged (tū maia).

25 To support these outcomes, the board's current strategic themes focus on tangata whenuatanga and connecting the learning between schools and homes in Porirua East through:

- voice – everyone has a voice that can change the way things are
- action – learners make a difference
- identity – know who you are, be who you are and show who you are.

26 School leaders and teachers are active participants in the Porirua East Kāhui Ako. Strategic priorities have been purposefully aligned to reflect the Kāhui Ako goals of voice, action and identity. This has strengthened the school's focus and priorities of addressing social and learning disparities identified within the Kāhui Ako.

Visit and event information

Runsheet

27 Ministers will be met by Ministry officials and the Porirua College Principal, on arrival in the carpark at the top of the Porirua College driveway.

28 While operating under the Orange traffic light for COVID-19, the school has asked that masks be worn whilst inside the buildings and where two metres distance cannot be maintained between people.

Time	Activity
2.00pm	Ministers arrive at Porirua College, greeted by Porirua College Principal, Ragne Maxwell, and Ministry officials
2.05pm	Party escorted into the centre of Rangituhi House, adjacent to the carpark
2.10pm	Welcome by Ragne Maxwell, Principal, followed by introductions of key people. Introductions will then be followed by the Principal providing a brief background of Porirua College's attendance and engagement initiatives
2.20pm	Ministers invited to make announcement

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2.35pm	Principal, Ragne Maxwell, invites Ministers to meet with invited key people to discuss attendance and engagement initiatives in more depth – accompanied by light refreshments
3.00pm	Ministers depart

Participation in government programmes

School Donations Scheme

29 The school opted into the School Donations Scheme for 2020, 2021 and has opted in for 2022.

30 The school received $85,560 in lieu of donations in 2020, $90,735 in 2021 and will receive $100,223 in 2022 based on the July roll return.

Note correction to figures for proactive release:
(+$10,523 top up in 2021, total $101,258)
(+$5,693 top up in 2022, total $105,915)

Ka Ora, Ka Ako | Healthy School Lunch Programme

31 The school is taking part in the programme and has done so since November 2020. They have chosen the internal delivery model.

32 Feedback from the Principal is that.

"Our seniors love the lunches just like the juniors. They settled well into the habits we had established of eating lunch sat together in classes and houses. Seniors often lead karakia with junior classes and support with monitoring that food and boxes are properly recycled in the right bins. This is becoming a role for seniors, and we are buying blazers that seniors who support lunch eating can wear as part of their uniform, like the prefects do. They are being emblazoned with the Ka Ora Ka Ako label. This is extending senior leadership tuakana/teina roles in the school.

We have consulted with our students about their favourite lunches and other things they want to try. We have been really impressed by how much they have embraced the healthy eating, although we also do a lot of cutting veges up small so that they can't easily remove them! We had one student enrol this year who hadn't attended school for the last two years but started in our Year 9. Every day he went home raving about the lunches and his older sister decided to also return to school, signing up with us.

We cannot express how much of a difference this has made in our school. Finally, we can feed our kids properly so they can concentrate in class!"

Access to Period products

33 Porirua College has opted into the national initiative and to date has not ordered products. They are also eligible for dispenser units.

Learning Support Coordinators

34 The school is part of the Porirua East Kahui Ako cluster, which has been allocated 4 Learning Support Coordinators (LSC).

35 The LSCs are based at Maraeroa School, which is 0.15km from the school.

36 There are currently seventeen students receiving learning support services at the school. One student receives Intensive Wraparound Service, eleven students are

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funded from the Ongoing Resourcing Scheme (all verified as high). Five students receive In Class Support funding.

Creatives in schools

37 Porirua College successfully applied for Round 2 of Creatives in Schools. The name of their project is Birds Don't Land There Anymore which involves students from Years 9, 10, 11 and 12.

38 Their creative is Moses Viliamu.

Catchment context

39 There is currently space for around 3,649 students in Porirua East schools. The total March 2022 students enrolled in schools in the catchment was 2,558 which is a slight decrease from the March 2021 figure of 2,594. This leaves space for around 1,091 students across all the schools. No school is operating at over 100 percent utilisation. The rolls of the primary schools have decreased to 1,463 which is the lowest they have been since 2010.

40 Porirua College is the only state, secondary school in the catchment and the roll of the College has been growing in recent years with more senior students choosing to attend their local school. This catchment has seen previous trends of up to 50% of the population leaving each day to attend schools in other catchments but we have seen this start to decline.

41 There is one kura in the catchment, Te Kura Maori o Porirua which has a roll of about 288, up from 276 in 2018.

42 The catchment is surrounded by growth in Porirua and up the Kāpiti Coast and we expect that Transmission Gully will facilitate further growth.

Property

43 Porirua College property is in fair condition. There was a large redevelopment of the school approximately 10-15 years ago that saw some buildings replaced and others refurbished.

44 The gymnasium is approximately 45 years old and is in poor condition. A school-managed project is being undertaken to make the building weather tight, with additional funding of almost $2M provided by the Ministry. This project has been slow to progress. The school feels the building is not fit for purpose as there is no spectator space for visitors or parents to watch sports, and may advocate for a rebuild. However, the current space is able to support curriculum delivery. The school has mentioned seeking community funding to be able to expand the gym's size, but we are not aware to what extent the school has progressed this.

45 The Ministry is building a satellite for Mahinawa Special School at the College, which is expected to complete by mid-2023

Annexes

Annex 1: Talking points

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Annex 1: Talking Points

- Attendance and engagement are long-standing issues in our education system that arise from a number of factors, both in- and out-of-school. These include: bullying; learner health, wellbeing and sense of identity; household income for transport, food or school materials; and teacher-whānau relationships.
- Covid-19 has exacerbated attendance and engagement issues.
- To lift attendance and engagement rates we know we need to create environments where students and whānau successfully connect with their teachers and schools, where teachers are supported to meet the individual needs of students, and where curriculum supports engagement.
- Our work in this area is already well underway. There are many supports in place across the system, specifically aimed at improving attendance and engagement. We also know that having a curriculum that engages students and that they feel connected to is a critical part of our response. We put significant investment into enhancing the national curriculum through last year's Budget.
- Our investment in Budget 2022 continues our work to address issues of attendance and engagement through a combination of system-level and more targeted investments. It is aimed at making the education system a place where learners feel supported and valued and where they want to be. For those who have disengaged for whatever reason, we're investing to make sure they have pathways back into education.
- Budget 2022 funding to support student engagement includes:
    - $40m to establish the Regional Response Fund. This is part of our continued investment into the reform of Tomorrow's Schools, putting more frontline support closer to schools so they can best support their learners. The fund will empower frontline decision-making and support communities to find solutions to local issues.
    - $11.2m for a refresh and enhancement of the PB4L School-Wide delivery. PB4L School-Wide has a proven track record of creating safe and inclusive school environments for all learners.
    - $7.75m for intensive supports for Māori and Pacific learners at risk of disengaging, using Kaupapa Māori and bicultural evidence-based approaches.
    - $6m for the continuing transformation of Attendance Services to better meet learner-need.
    - $15.5m to scale-up Te Aho o Te Kura Pounamu's support for reengaging at-risk learners in line with its proven 'Big Picture' approach. When fully implemented, this will reach around 3,500 at-risk learners each year.
- These investments will help us address long standing issues around learner attendance and engagement through working closer with communities and addressing the causes of poor attendance and engagement.
- This ongoing work will be consolidated and strengthened through the Engagement in Learning Strategy, which the Government is currently developing. The Strategy will also provide a platform for future investment in this area.

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