Critical need to know and action

1. A school’s annual financial statements are now required to disclose the time that board of trustees’ members spend on board activity. Read more...

2. The new food safety law – the Food Act 2014 - comes into effect on 1 March 2016. It is important to note that the new food safety laws are being phased in. Read more…

3. The Triennial Elections for School Boards of Trustees will be held during May/June this year. Read more...

4. The Ministry of Health is aware that misleading information regarding HPV immunisation has recently been circulated to schools by email. Read more…
5. Apple has advised that in very rare cases, the two prong Apple AC wall plug adapters may break and create a risk of electrical shock if touched. They have an exchange programme in place. Read more...

6. Schools' Planning and Reporting reminder – due 1 March. Read more...

Heads up

1. **ENROL updates**: Please enrol all new students, complete the early childhood participation question for new entrants and complete non-enrolment tasks. Read more...

2. The School Records Retention/Disposal Information Pack has been republished. It gives advice to schools on their legal obligations to retain, store and dispose of school records. Read more...

3. NZSTA is running 40 additional Vulnerable Children Act workshops. Visit NZSTA's website to register.

4. A set of resources to assist schools/kura to implement the Vulnerable Children Act has been developed and will be published progressively on our website.

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7. Reminder: Please take the time to complete the children’s workforce survey, closes 15 March. Read more...

8. A reminder to use attendance code ‘G’ for term time holidays. Read more...

9. Two new reports show NZ teachers rank among the best in the world. Read more...

10. **Final reminder**: English for Speakers of Other Languages funding applications for terms 1 and 2 are due 1 March.

11. Schools interested in taking part in the Kids Voting programme (Year 7-10) should register before 15 July. Read more...

12. Check out the latest Vocational Pathway updates. Read more...

13. Evidence to Action Conference 2016, 5 April, Wellington featuring international keynote Ron Haskins

14. Process for funding for school maintenance. Read more...
1. **PLD for Provisionally Certified Teachers (PCTs) and Overseas Trained Teachers (OTTs)**
   Te Tapuae o Rehua consortium is delivering Ministry of Education funded *PLD workshops for PCTs and OTTs and their mentors* in English medium schools (Yr 1-13). All workshops run from 9am to 3pm and have no course cost. Email National Coordinator, Joan Turner with any queries.

2. **From the Connected Learning Advisory**
   Read the latest article *Weighing up devices by type*, which focuses on choosing devices that best meet the needs of students. Also, check out the following webinars coming up:
   - 9 March – How we can support you
   - 23 March – Choosing the right device
   - 13 April – Making decisions around whole school platforms

3. **Fields of Remembrance**
   Last year, we partnered with the Fields of Remembrance Trust on the *Fields of Remembrance in Schools and Kura project*. This year, we have partnered with The Trust to focus on supporting all early learning services to join in the nation’s four year World War I commemoration effort.

   We encourage schools and kura to participate again this year and either re-establish the Field of Remembrance from their commemoration package, or partner up with a local early learning service to commemorate together for ANZAC 2016. For more information please visit our dedicated WWI webpage

### Regional news

- Tai Tokerau
- Auckland
- Waikato
- Bay of Plenty - Waiariki
- Taranaki, Whanganui, Manawatu
- Hawke’s Bay - Tairāwhiti
- Wellington
- Nelson, Marlborough, West Coast
- Canterbury
- Otago, Southland
Critical need to know and action

School audits 2015 – Remuneration of boards of trustees members

A school’s annual financial statements are now required to disclose the time that board of trustees’ members spend on board activity (expressed in the form of a single aggregated FTE).

Some concern has been expressed that it is unrealistic to expect boards of trustees to accurately account for hourly commitment retrospectively – particularly when no record has been kept during the year.

The requirement has come about because it is included in new accounting standards for all New Zealand entities and was issued by the External Reporting Board which is an independent body. Boards of trustees are required to report against these standards (for the first time) in respect of their 2015 annual financial statements. The Auditor-General’s auditors are similarly required to carry out their audits in accordance with those standards.

The requirement about the aggregated FTE was included in an accounting standard that was first issued in May 2013 and revised in October 2014. In both cases the effective implementation date for schools was 1 January 2015.

We apologise for not letting schools know of this particular new requirement before 1 January 2015. We overlooked the need for schools to know before this date, so that board of trustee members could keep track of their time during the year. We should have picked this matter up earlier than we did and given timely advice to schools. We have put things in place to ensure we notify schools in good time if Accounting Standards affecting the audits are changed.

We have clarified with the Office of the Auditor-General that for the 2015 annual financial statements an estimate of the FTE will be acceptable. The estimate should be based on the number of board and board committee meetings held during the year, and an estimated average...
or typical attendance along with an estimated average or typical hourly commitment per meeting. Auditors are likely to seek evidence for the number of meetings, and not seek timesheet-type proof about the hourly commitment. They will look for a figure based on a reasonable approach.

The Ministry’s Kiwi Park model financial statements (provided to all boards and schools’ financial service providers) include detailed guidance on this matter. A worksheet is also provided in the model to help boards carry out the calculations.

An acceptable approach to calculating the aggregated FTE is outlined below. This is a simplified version of the Kiwi Park model worksheet.

**Step 1**

a. Identify the number of board meetings held  
b. Estimate the average/typical attendance (excluding the principal)  
c. Estimate the average/typical number of hours per person per meeting (including preparation time)

For example: 10 meetings x 8 people x 4 hours = 320 hours

**Step 2**

a. Identify the number of committee meetings held  
b. Estimate the average/typical attendance (excluding the principal)  
c. Estimate the average/typical number of hours per person per meeting (including preparation time)

For example: 50 meetings x 3 people x 4 hours = 600 hours

**Step 3**

Estimate the extra hours per week that the board chairperson puts in

For example: 45 weeks x 5 hours = 225 hours

**Step 4**

Divide the total hours by 1,880 to get the FTE

For example: 320 + 600 + 225 = 1,145. 1,145 / 1,880 = 0.61 FTE

This is not intended to be an onerous exercise – the key element is to identify the actual number of meetings held during 2015.
New food safety law

The Food Act 2014 comes into effect on 1 March 2016 and takes a new approach to managing food safety. Under the Act, all schools, kura, early childhood education (ECE) services and kōhanga reo must make sure the food they serve children is safe and suitable to eat.

Depending on the type of food service provided, some will have additional obligations under the Food Act 2014 (the Food Act) and the Food Regulations 2015 (the Food Regulations).

The new food safety laws are being phased in:

- New private schools, Partnership Schools Kura Hourua, state and state integrated schools opening after 1 March 2016 will need to meet the requirements of the Act from the date they open.
- Existing schools and kura (as at 29 February 2016) have until 31 March 2018 to apply for registration and to get ready to meet the requirements of the Act.

We are working with MPI to produce guidance for schools and kura and will provide an update in April via the Bulletin.

Learn more about the new food safety law at Ministry for Primary Industries website, see Examples of how the Food Act 2014 applies to education providers Factsheet, or use the where do I fit tool to find out if it applies to you.

If you have any questions or concerns, please get in touch with your local council or MPI at info@mpi.govt.nz

Triennial Elections for School Boards of Trustees

The Triennial Elections for School Boards of Trustees will be held during May-June this year. The range of dates available to hold an election is Friday 13 May – Friday 10 June. A common election date of Friday 3 June is recommended.

We provide schools with funding to contribute towards the cost of running school trustee elections including the Returning Officers fee. Initial funding will be paid directly through schools’ April Operations Grant instalments.

Trustee elections are the biggest democratic event in New Zealand. Schools and kura around the country seek approximately 12,000 parent representatives to represent their community in setting the strategic direction, and decision making for their school.

For more information and support to get your school and community ready to participate in the elections, contact NZSTA on 0800 ELECTION or visit the NZSTA School Trustee Elections website.
Apple has advised the media and the Ministry that in very rare cases, the two prong Apple AC wall plug adapters may break and create a risk of electrical shock if touched. These adapters were shipped to New Zealand and some other countries from 2003 – 2015 with Mac and certain iOS devices such as iPhones and iPads.

Apple has put an exchange programme in place, whereby new adapters will be sent direct to users, and the affected adapters returned to Apple via pre-paid courier bag. There is no cost to users for the exchange.

Please follow up on this message and identify any potentially affected adapters at your school, and have them swapped out by Apple. Full details of the programme are available on the Apple website.

It is only the “duckhead” wall plug adapter which is potentially affected, the rest of the components of the AC adapter are not.

There are three options available for the exchange:

- **Arrange exchange via the Apple website.** You will need the serial number of your laptop (10-digit string starting with C0, C1 or CP) and your Apple ID
- **Contact an authorised Apple Service Provider near you.** Service providers can be found on the Find Locations page.
- **Contact Apple Support via the Apple website** (select “Mac” and then “Hardware Issues”)

**Advising students and your community** – Please use your internal communications channels to relay these messages to your students and school communities especially if they use Apple devices.

**TELA Apple laptops** - At the time of writing it looks as though most TELA Apple laptops will be affected. An email with these instructions has been sent to principals and the key TELA contact for those schools with TELA Apple laptops.

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**Misleading information regarding HPV immunisation**

The Ministry of Health is aware that misleading information regarding HPV immunisation has recently been circulated to schools by email. [View the letter from Ministry of Health.](#)
The following information is due by 1 March:

- Charters and Analysis of Variance Reporting
- National Administration Guideline (NAG) 2A reporting of National Standards and Ngā Whanaketanga Rumaki Māori for schools with students in Years 1-8.

Guidelines and templates and tools are available to help schools and kura develop their documents. Further support is available from your school's senior advisor who will be happy to assist you.

Submitting your planning and reporting documents
Submit your planning and reporting documents using the School Data Portal. We encourage you to check your login and password access to the portal ahead of submission. View the guidelines for submitting documents here.

Schools that use a Student Management System (SMS) are able to submit their National Standards NAG2A(c) data directly through their SMS. For help doing this please contact your SMS vendor.

Schools and kura who are required to report Ngā Whanaketanga Rumaki Māori NAG2A data must use the mandated template in the online tool Te Waharoa Ararau ā-Motu.

If you have administration rights and are using Te Waharoa Ararau ā-Kura, you can export your data to the NAG2A report which can be accessed by clicking on the NAG2A tab when logged in. Guidance for using the tool is available. If you require support using Te Waharoa Ararau please contact tewaharoa.ararau@education.govt.nz or (04) 463 0948.

Heads up

ENROL updates
Please remember to enrol all new students in ENROL with the correct First Day of Attendance. If the previous school has not withdrawn them, please contact the school.

For new entrants, ensure your enrolment form includes all the questions necessary about Early Childhood Education participation (early childhood education type, number of years and number of hours). An example of the questions is available on the Enrolment Form Guidelines on Education Counts.

Non-enrolment tasks are now being generated for students who left at the end of 2015 and have not re-enrolled. Please fill these forms in promptly.

Thank you for your help in maintaining accurate ENROL data.
School Records Retention and Disposal

The School Records Retention/Disposal Information Pack gives advice to schools on their legal obligations to retain, store and dispose of school records.

Information includes:

• Using the retention and disposal schedule
• Creating, using and maintaining records
• Storing and handling records
• Keeping electronic records

This document will be renewed in 2017. For further information, visit our website

Vulnerable Children Act workshops

NZSTA is running 40 additional Vulnerable Children Act workshops. Visit NZSTA’s website to register.

Vulnerable Children Act resources

A set of resources to assist schools/kura to implement the Vulnerable Children Act has been developed and will be published progressively on our website.

Progress and Consistency Tool

Workshops for schools interested in using the Progress and Consistency Tool (PaCT) begin in Auckland on 3 March and continue through term 1 and 2. Visit the PaCT website for more information.

Sir Paul Callaghan Science Academy

Since 2012, the Sir Paul Callaghan Science Academy has run four day professional development programmes to develop ‘champions of science’ for New Zealand primary and intermediate schools.

They now offer “zero course fees” and are seeking registrations from primary and intermediate teachers.

Academy Dates

• Whangarei (Mon 18 – Thu 21 April)
• Palmerston North (Tues 24 – Fri 27 May)
Critical need to know and action

- Auckland (Mon 18 – Thu 21 July)
- Tauranga (Tues 9 – Fri 12 August)
- Christchurch (Tues 13 – Fri 16 Sept)
- New Plymouth (Mon 3 – Thu 6 October)

If interested, contact Ian Kennedy at ian@roadshow.org or check out the Curious Minds website.

Children’s workforce survey

Reminder: Please take the time to complete the children’s workforce survey, closes 15 March. Read more...

Term time holidays - attendance code ‘G’

A friendly reminder to use attendance code ‘G’ for term time holidays. If a student goes on holiday during the school term, it’s an unjustified absence - coded ‘G’.

Having a record of these holidays can be useful when principals and boards are looking at absence and achievement.

The full list of Attendance Codes is available on our website.

New reports

Two new reports show New Zealand teachers rank among the best in the world. Both reports are new analysis of results from the 2013 OECD Teaching and Learning International Study (TALIS), which looked at teachers in 35 countries.

Our own analysis, released today, shows New Zealand teachers are at or above the TALIS average for job satisfaction and self-efficacy. 92 per cent of New Zealand teachers enjoy working at their schools, compared with a TALIS average of 90 per cent. Read more in the latest Insight for Teachers: Year 7-10 teachers self efficacy and job satisfaction.

And last week, an OECD analysis ranked New Zealand teachers fourth highest in the world for professionalism. It also found that, unlike many other countries, we have no drop in teacher professionalism at socio-economically disadvantaged schools. This shows that New Zealand students have access to great teachers, no matter what their background. You can read more on the OECD website.

ESOL funding applications

Final reminder: English for Speakers of Other Languages funding applications for terms 1 and 2 are due 1 March.
Kids Voting for local authority elections

Kids Voting, which replicates an actual election in the classroom, is once again being supported in the lead up to the local authority elections in October 2016. The programme will be offered to students in years 7 – 10.

Robert Peden, Chief Electoral Officer describes Kids Voting as “giving students the chance to take part in an election with real parties, real candidates, and real issues, (that) will help them grow up to become the active, engaged citizens we all want them to be”.

Schools interested in taking part should register before Friday 15 July.

Schools within the Auckland Council should register with the Auckland Council at kidsvoting@aucklandcouncil.govt.nz

Schools outside the Auckland area should register with Local Government New Zealand at kids.voting@lgnz.co.nz

Visit the Kids Voting webpage for more information.

Vocational Pathways

Check out the latest Vocational Pathway updates. Read more...

Evidence to Action Conference 2016

Evidence to Action Conference 2016, 5 April, Wellington featuring international keynote Ron Haskins

Process for funding for school maintenance

In every school in New Zealand, work is taking place to ensure schools are being well maintained and the buildings are fit for purpose. This year circa $700 million will be spent on school property. This includes designing and building new schools and classrooms, addressing weather tightness issues, modernising and replacing old buildings, and the Christchurch School Rebuild Programme.

While the larger projects are being led by the Ministry in partnership with schools, the majority of property projects are being managed by schools as part of their 10 year property planning processes.

When it comes to the larger redevelopments, the decision on the level and timing of the investment is based on a range of information, including demographic information, engineering, geotechnical and other specific property related assessments.

The Ministry’s Education Infrastructure Service has a three stage process to identify and then phase work:
Assessments and school level planning
There is an ongoing condition assessment programme prepared every five years for each school’s board of trustees as part of their property management responsibilities. From this the school draws up its 10 year property plan. Five-Year Agreement funding is then provided to upgrade, modernise or replace existing buildings over the first five years of the plan.

The Ministry also undertakes specialist assessments, such as weathertightness inspections, earthquake resilience, geotechnical, and demographic information.

Where health and safety items are identified or raised by schools there is always additional funding and support available if current funding allocations are inadequate.

From these assessments we know that the majority of schools are doing a great job of maintaining their buildings.

Business case development
The planning process also allows us to identify those schools that will need resources beyond what Five Year Agreement funding can address. This involves work conducted under nationwide Ministry programmes to address weathertightness issues, earthquake resilience, and major or significant redevelopments (usually where multiple issues need to be addressed at the same time).

For redevelopments, school-based and demographic information culminates in a business case for investment which explores a range of options.

As can be expected in a portfolio of 2100 schools, there are a small number of schools that have issues needing significant investment to address but they don’t all need to start immediately. We have been phasing the timing of these redevelopments based on funding available to the Ministry, and other factors like construction industry capacity.

In October 2013 the 8 Point Plan to transform school property services identified over $300 million would be invested over the next six years to assist approximately 30 schools to address complex infrastructure issues and modernise their facilities. Just over two years later 25 of these redevelopments have started.

Approval
The redevelopment’s cost and scale will determine whether it needs to be approved by Cabinet, Ministers or the Ministry and then project planning can get fully underway.

Conclusion
The key focus of our investment in property is to provide environments with quality heating, lighting, ventilation and acoustics to support people teaching and learning in different ways.

General Information
General information items 1-3 have been included in full in the above General Information section.
Tai Tokerau | Hira Gage

No news this issue.

Feel free to call me on 09 436 8914 or email me at: hira.gage@education.govt.nz

Auckland | Isabel Evans

Kia ora

**Special Education Update – recent progress in Auckland**

The Special Education Update is a significant programme to deliver a new system of additional learning support for all children and learners to succeed personally and achieve educational success. The programme includes 22 local improvement projects around New Zealand, including five in Auckland.

We’ve established a programme of five area/district projects in the Auckland region, focused on the early identification of children and their whānau who would benefit from a planned transition into school. We are working in partnership with educators, Resource Teachers Learning and Behaviour (RTLB) and in some cases other agencies. The objectives are:

- Parents are engaged with the school and supporting their child’s learning.
Teachers have built a relationship with the child and parents, and have strategies in place to enable the child to learn.

The child is engaged in learning.

The five project teams are led by three district managers and have members from the Ministry, RTLB, schools, special schools and early childhood educators. These teams are meeting regularly and have developed project plans together to address local issues in supporting children with additional learning needs:

1. **Counts Manukau** there are two projects: Manukau Transition Early Childhood to School Project and Franklin Early Response Project. The Manukau project team includes Ministry staff and RTLB cluster managers for Clusters 10, 11, 12 and 13. The Franklin project team includes Ministry staff and leaders from the Te Akonga Centre and the principal from Parkside School.

2. The **Auckland City** Transition Early Childhood to School Project team includes Ministry staff, RTLB cluster managers for Cluster 7 and 8 and a Lead RTLB principal for cluster 7 from Newmarket Primary.

3. Two projects are underway in the **North West** district: the North West Transition Project team includes Ministry staff, RTLB cluster managers for Clusters 3, 4, 5 and 6 and the North West Waitakere (Te Ko Tuitui/Arohanui catchment/RTLB cluster 5) Collaborative Pathways Project team includes Ministry staff, principals from Oaklyn and Arohanui Special Schools, RTLB Cluster 5 and the principals from the Kotuitui school community.

Reference groups have been set up in each of the three districts with project team members and other sector stakeholders. These groups participated in Learning Loop baseline assessment workshops in December 2015 to identify how we are working together now, and to identify success indicators for ten aspects of quality service and collaborative practice. A further two workshops are planned for March and June (interim and follow up assessments) and the learning will inform wider national work.

A regional advisory group is overseeing the five Auckland projects. Membership includes Ministry managers and representatives from the Auckland Primary Principals Association, special schools’ principals, RTLB lead principals, RTLB cluster managers and the early childhood sector. The first meeting in 2016 is planned for Wednesday 24 February. Invitations and a proposed agenda will be sent out shortly.

The Ministry’s Special Education Update Programme Board meets monthly and Adele Peart-Baillie, Special Education Auckland Regional Manager, attends these meetings.

If you have any questions or would like more information about the five Auckland Update projects, please contact your district manager or contact Jennifer Margaret at Jennifer.Margaret@education.govt.nz or call her on 09 632 9557.
NZSTA upcoming workshops
The programme of professional development opportunities provided by the Northern Hub of NZSTA is now available. Workshops include:

- Vulnerable Children Act 2014 - Ensuring the Health and Wellbeing of Children
- Implementing a Work Health and Safety Culture
- Succession Planning - R101

If interested, please register on the NZSTA website.

Progress and Consistency Tool (PaCT) workshops in Auckland
PaCT workshops will be running on 3 and 4 March at the locations and times below.

The workshops will cover a presentation of the tool, benefits of PaCT in supporting teaching and learning as well as consistent Overall Teacher Judgements and the opportunity for Q and A. There are additional workshops scheduled for 7 and 8 April with details to come in the next Bulletin.

<table>
<thead>
<tr>
<th>Date</th>
<th>Region</th>
<th>Location</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 3 March</td>
<td>West Auckland</td>
<td>Learning Network, Corner Soljan Drive and Universal Drive, Henderson</td>
<td>10.30am-12.30pm</td>
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<tr>
<td></td>
<td>North Auckland</td>
<td>Fairway Lodge, 17a Silverfield, Takapuna</td>
<td>1.30pm-3.30pm</td>
</tr>
<tr>
<td>Friday 4 March</td>
<td>South Auckland</td>
<td>Jet Park, 63 Westney Road, Mangere</td>
<td>10.30am-12.30pm</td>
</tr>
<tr>
<td></td>
<td>Central Auckland</td>
<td>Kohia Teachers Centre, 78 Epsom Avenue, Epsom</td>
<td>1.30pm-3.30pm</td>
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</table>

To register for the workshops, please contact Pact.feedback@education.govt.nz or Bryce Pederson at Bryce.Pederson@education.govt.nz or on 027 206 8335.

Your help to raise ECE participation
The participation rate in early childhood education (ECE) in Auckland continues to increase but we need your help to keep this increasing. There are a few simple things that you can do to ensure more 3 – 4 year old children are able to attend a quality ECE centre prior to them enrolling at your school.

- Do your families know of other children who are not enrolled at an ECE service – how can you or the Ministry help to enrol those children?
- If you’re enrolling kids, especially at year 1, ask parents what type of centre they’ve attended. Feedback we’ve had is that some parents don’t understand that prior participation in ECE includes attendance at playgroup, home-based care, kohanga reo, kindergarten, play centre, childcare centres, Te Kura – in other words, all the types of ECE that we celebrate in this country.
Kia ora koutou

Communities of Learning
We have 10 approved Communities of Learning (COL) across Waikato representing 30 per cent (or 87) of all schools and kura across our region. This means that 36 per cent of all children and young people from the Waikato are in a school or kura who are in a Community of Learning, approximately 26,000 students.

It's very exciting to observe, discuss and hear the great work that's going on as these COL develop their achievement challenges and organise the way they wish to work together. I expect that we'll have our first three Achievement Challenges, along with the high level plans, confirmed later this term and appointment of people into the various roles soon after that.

We have recently welcomed Bevan Smith as our lead education advisor for COL. He has a specific responsibility and will grow his specialist skill in supporting COL alongside education managers and senior advisors that work with schools and kura. Bevan will also link with other lead education advisors across the country to ensure we are learning from others and can apply this within our context.

If you would like to talk to us about forming a COL or want some help on any of this, get in touch with your senior advisor or Bevan via email at bevan.smith@education.govt.nz - I also encourage you to connect with colleagues in other parts of the country who may be in a COL already.

Parents, families and whānau, iwi, early childhood education services, kōhanga reo and other community based organisations are all important people to have in the mix as COL develops. We've seen some exciting examples of how this collaboration is happening already and I hope to share this in future Bulletins.

The Teacher Led Innovation Fund is another component of Investing in Educational Success. Hauraki Plains College with the Hauraki Māori Trust Board has entered into an innovative
education initiative. Project Papatuanuku (Mother Earth), aims to educate secondary school students in practical farming methods on peat land and the associated science and technology, as well as research into increasing productivity. At the same time, students will gain NZQA qualifications from the college. It is applied real world education on the farm. Read more on the Radio New Zealand news website.

Supporting senior student achievement
We are keen to support your focus on students who are at risk of not achieving NCEA Level 2. There are many great initiatives, plans and projects that secondary schools have been doing through 2015 and I expect that this will continue to build this year. Your senior adviser is happy to discuss what you’ve been doing and talk with you about students who may require that extra bit of support, particularly those who are already 16 years of age. We can also make connects for you with other parts of the Ministry of Education who are very skilled and provide specialist support in this area. We’ve got a team of people here to support you.

Waikato staff movements and responsibilities
We’ve recently experienced some movement in our staffing and as a result made some changes to the allocation of schools for each of our 12 senior advisors. We’ve tried to align the portfolio of schools and kura to communities across the Waikato and the strengths we have in the team.

Your current senior advisor will be in touch to talk to you further and ensure that the transition to any new person is well-managed across the remainder of this term. I expect that if have been allocated a new advisor, they will take the time to become familiar with your school or kura and will develop a really strong working relationship with you.

We’ve got a great group of people here in our office; we all learn new things every day. Even though you might only see one person regularly, please know that there is a whole team sitting behind them to help you in the best way we can.

We’ve also got four managers of education: Rowan Brickell, Mere Lawson Nuri, Alison Harold and Jean Paterson. They support the senior advisors and work with other staff that have a focus on:

- early learning
- supporting the engagement of parents, families and whānau in learning
- te reo Māori in and through education
- individual support for children and young people ensuring strong learning pathways
- curriculum, teaching and professional learning
Critical need to know and action

Over the coming months don’t be surprised if Rowan, Mere, Jean or Alison wants to come and see you! But we’ll also use the Bulletin to tell you a bit more about the work they are leading in their areas.

Message from Waikato District Commander Bruce Bird

The NZ Police has noted that in rural primary schools, burglaries are on the rise. The police, like us and you, are keen to nip this in the bud immediately. There are a number of measures that can be put in place to keep your property secure.

Primary Interventions

• **Identify highly desirable items and, where possible, remove them from classrooms at night.**
  For example, storing laptops/ipads etc in one highly secure location is easier to control than in individual classroom spaces. This also reduces knowledge among students as to where and how to access stored electronics in classrooms and reduces the likelihood of this information being innocently passed on.

• **Use deterrent signage to communicate when desirable items are not present.**
  For example, signs on classroom windows “No laptops or ipads are stored in this classroom” or “no cash held on premises overnight”.

• **Where items can’t be removed, securely attach them to the room.**
  Ensure items like projectors, smart-boards and desktop computers are attached with chains and or specially-designed metal brackets bolted to the wall/ceiling.

• **Consider appointing a security problem-owner within each school.**
  Consider allocating a proportion of management units to a staff member to identify, manage, and advocate for crime risk and preventative opportunities within each school. This person could liaise with their local School Community Officer to come up with local solutions.

• **Identify neighbours who can assist with guardianship outside of school hours.**
  Network with school neighbours and community members who have natural surveillance over school entrances and any high risk areas. Engage support of these individuals to be aware of any suspicious activity and to report it to Police immediately.

Secondary Interventions

• **Maintain a school inventory list of all electronics by serial number (SNAP) and SelectaDNA.**
  Ensure schools maintain their own list of high value items so that stolen items can be accurately reported to Police. When electronics, in particular, are stolen in bulk, they may end up being on-sold to legitimate dealers. Police can work with dealers to try and identify stolen property through serial numbers. SelectaDNA (and its deterrent signage) can also assist when property is recovered via other avenues.

• **Investigate geo-locational tracking software on all computer devices.**
Schools within Hamilton City area are eligible to participate in the free laptop security tracking programme ‘Kaitiaki’ run by Waikato University. However, there may be other paid/freeware options for consideration on the internet, particularly for schools in rural areas.

- Ensure all suspicious activity is reported to Police.
  Educate staff, and other school stakeholders to report all suspicious activity to Police regardless of how 'unimportant' it may seem. Often small details provide significant insights into larger crime problems.

If you are worried or would like to discuss it a bit more, I encourage you to get in touch with your local police, as they are there to assist.

**Hamilton Children’s Team**

The team is up and running in the city and has a key focus and responsibility for ensuring children and young people in this city, who may be vulnerable, get the best service from the collective of agencies and providers that are working with and for them. If you work with children in Hamilton and you are worried about a child or young person who might be at risk of abuse or neglect, contact the Vulnerable Children’s Hub on 0800 FOR OUR KIDS (0800 367 687) to discuss this.

**And finally...**

In the spirit of supporting learning pathways from early childhood into schooling, whilst up in the Coromandel Cameron Frethey, Mere Lawson Nuri and I visited Kirsty Miller at Riverlee early childhood service.

This service has a focus on providing children with a ‘home away from home’ environment. The learning we observed the children engaged in was just great. We think as a team it’s important for us to understand how services are working and particularly how they support children through to schooling. There is no other way to do this than to get out there and hear and see it happening. It took us a while to find the place...but we got there!

Noho ora mai
Paula

**Bay of Plenty - Waiariki | Ezra Schuster**

Talofa lava and kia ora koutou

I hope the last fortnight has been a good one and things are starting to settle down. It’s been another busy fortnight with plenty of activity across the region. As always, take the time to read the critical need to know info in this fortnight’s Bulletin as well as my regional updates and news below.
Launch of the Faith Based Community of Learning

It was a real pleasure to support the launch of the Faith Based COL on Thursday 11 February at John Paul College with the nine Catholic schools: Aquinas College (Tauranga); Bishop Edward Gaines Catholic School (Tokoroa); John Paul College (Rotorua); St Joseph’s Catholic School (Opotiki); St Mary’s School (Putaruru); St Mary’s School (Rotorua); St Mary’s School (Tauranga); St Michael’s School (Rotorua); and St Thomas More Catholic School (Mt Maunganui). The launch was well attended by teachers, staff and board members from each of the schools and started with a mass led by the Bishop of Hamilton. Well done again to these schools.

Engaging Iwi

Led by Gina Royal, one of senior education advisors, we met with several iwi and hapu at Owhata Marae, tangata whenua - Te Roro o te Rangi on 10 February to listen to their vision for their tamariki and share some of our priorities. It was a great hui with plenty to follow up on and I was encouraged (but not surprised) with their enthusiasm and passion for education. The iwi and hapu representatives asked some great questions especially around the Communities of Learning and how they could be part of this exciting initiative. I have suggested they either engage directly with you as principals or to work with us to make a connection. There’s some exciting potential in aligning and strengthening what iwi and schools can do together to raise achievement and I look forward to sharing progress with you.

Progress and Consistency Tool (PaCT) workshops

Before the end of this term, we will be presenting workshops on the tool, benefits of PaCT in supporting moderation practices, as well as opportunities for Q and A. Workshops will tentatively take place on:

- 4 April in Rotorua from 1.30pm-3.30pm
- 5 April in Taupo from 9:30am-11.30am and then at 2 pm-4pm in Whakatane
- 6 April in Tauranga from 10am-12pm

Venues and final times will be in the next Bulletin and may be subject to change. Please feel free to contact your senior education advisor or email cheryl.bunker@education.govt.nz if you have any questions concerning the PaCT tool in the Bay of Plenty-Waiariki region.

Local special education courses and workshops for parents and educators

I’ve attached two documents for you to share with your staff and or networks: a compilation of Special Education courses and workshops for the Tauranga and Western Bay of Plenty areas and a pamphlet promoting Incredible Year Parent (IYP) workshops in Taupo starting this week.

- Special education courses and workshops for Tauranga and Western Bay of Plenty area
Out and about
Opening of the Essence of the Pacific early learning centre
It was an honour to speak and open ‘Essence of the Pacific’, the first pan-Pacific early learning centre for the region, on the grounds of Sunset Primary School last Saturday 13 February. It was a great community event with representatives from the various Pasifika communities in Rotorua and the wider Western Heights community. I’d like to acknowledge principal Niels Rasmussen and board chair Richard Totten for their leadership and support for the centre, as well as the amazing Rotorua Pacific Island Charitable Trust for their vision. The centre will be a great pathway for Pasifika families in that community to move seamlessly from early learning through to schooling – well done! Here’s an article in the local paper Rotorua Daily Post

Launch of Masters Teaching programme in Rotorua
It was a real pleasure to be the guest speaker to launch the new Masters of Teaching, Early Childhood Education (MTECE) at Waiariki Polytechnic last Wednesday 17 February. The MTECE is the first postgraduate ECE qualification in the North Island and one of only two nationally. It’s great it’s been offered in our own backyard.

If there is anything in this update or in the Bulletin you want to discuss, please contact your senior education advisor, one of our managers or me directly. You can email me: ezra.schuster@education.govt.nz or call 027 296 8196

Ia Manuia,
Ezra Schuster
Kia ora koutou

Many of you have had a change of senior advisor or are new to our area and it is timely to explain the role of the senior advisor. This person is your key contact into the Ministry. Your senior advisor will be able to provide support, advice and guidance in relation to: raising student achievement, supporting students (including IRF requests), roll reviews, enrolment concerns, resourcing questions, school planning and reporting, network concerns (including enrolment schemes) and various other topics. No question is too small or insignificant.

If you contact your senior advisor you can expect a response in 24 hours as part of our service delivery. Your senior advisor will be in contact with you this term to gain an understanding of your school’s goals and priorities, including students targeted for extra support and the progress of Māori and Pasifika students who are often most at risk. This helps us to ensure support provided to your school is appropriate and timely.

Communities of Learning

We have begun our 2016 programme of work with current and potential Communities of Learning (COL). A number of meetings have been held where COL are working on their Achievement Challenges. Other meetings are planned with existing clusters of schools who have indicated their interest in creating a COL. It has certainly been exciting to see the collaboration that is occurring in our area. Individual schools have made steady progress in accelerating student achievement and are now looking towards that collaboration and support of others to shift our more challenging students.

If you are interested in forming or joining a COL, please either contact either:

• your school’s senior advisor, or

• Jude Fawcett (who is our lead Advisor for COL) 06 349 6422, Jude.Fawcett@education.govt.nz

We are happy to meet with individual schools or attend principal meetings.

Schools Planning and Reporting

Thank you to our schools who have submitted their school charter, analysis of variance and NAG2A reporting through the portal. The planning and reporting documents are a key part of your school’s self review cycle. They outline for parents, whānau, the school and the wider community what your board intends to achieve for students, how it will do this and the progress it has made.

We know many of you are completing your charters to meet the 1 March timeline. If you require any assistance to help your kura or school develop its planning and reporting documents please refer to Guidelines and resources or contact your senior advisor.
Health and Safety - Preparing for 4 April 2016

With the new Health and Safety Regulations coming into effect on 4 April, there are a number of things your school can do now to prepare for when the new legislation comes into effect:

• familiarise yourself with the key requirements of the legislation
• review your health and safety policies and practices
• identify health and safety risks in your workplace (a workplace includes any place where a worker goes or is likely to be while at work) and take all practicable steps to prevent these from causing harm
• make health and safety part of your workplace culture
• visit our dedicated health and safety web space

There is other support available including presentation and speaking notes with information on the new legislation for schools and kura. Principals may like to use the presentation when talking about the legislation with their boards, staff and the community.

There is now a questions and answers log to address education provider questions about the new legislation. If you have a question that isn’t already answered in the Q&A log, please email healthandsafety.info@education.govt.nz

I am always interested in news you may want to share, so please don’t hesitate to contact me: 06 349 6352 or email jann.marshall@education.govt.nz

Ngā mihi
Jann

Hawke’s Bay - Tairāwhiti | Marilyn Scott

He mihi mahana ki a koutou katoa; warm greetings to you all; I hope that the term has started well for you, your staff, students and parents.

Some of you would’ve already met with me this year about Communities of Learning and I look forward to catching up with those I am yet to meet. Your calls and queries are always welcome!

As always, take the time to read the contents of the Bulletin especially critical bits of information, as well as my update below.

Availability of Study Support Centres in Hawke’s Bay/Tairawhiti

We currently have funding available for new Study Support Centres in Hawke’s Bay/Tairawhiti.

Study Support Centres are for educationally at risk students from years 3-8 from low decile schools. The Centres provide an after school programme for students, designed to improve study
habits to support further engagement and achievement as students progress through education.

If you are interested in further information, please contact your senior advisor.

Ngā mihi

Marilyn Scott
Director of Education
Hawke’s Bay/ Tairāwhiti

Wellington | Pauline Cleaver

Kia ora koutou

**Working with the Department of Corrections**

Following an incident in Upper Hutt last August, we have been working with the Department of Corrections to support their processes and planning around the notification of a release of a child sex offender back into a community. We have agreed that our regional office will nominate a member of the planning team early in the notification process.

Coralea Easther from Corrections has offered support to schools when planning prevention and awareness raising programmes around keeping children safe. You can contact Coralea Easther, Acting Operations Director, Corrections Services, Lower North by email: coralea.easther@corrections.govt.nz

**School Bulletin content**

If you have any items that you would like to include in the School Bulletin please send these to Moana Ransfield. We would be keen to celebrate in your successes and achievements or assist in sharing ideas across the region.

Please feel free to contact me also if you wish to discuss any issues or ideas.

Ngā mihi

Pauline
Welcome
I am delighted to welcome to our office, Martin Hillier, our data analyst. Martin is a senior analyst from the national office in Wellington, currently stationed in our area. He has been with the Ministry of Education for almost three years. His work involves producing student engagement indicators like stand-downs, suspensions and early leaver exemption statistics. Martin will provide us with greater analysis of trends and issues in our region which in turn will enable us to focus our support for you more effectively. Please contact your senior advisor or our COL lead advisor if you want to discuss how Martin might support your school or COL.

Assistance from us
In recent months, some schools/kura and ECE centres have had to deal with a crisis or serious incident. I want to remind you that you are not alone when you are faced with something like this. We are able to support you in a number of ways and can provide both practical and strategic support. Please call me in the first instance and I will activate support for you.

School planning and reporting documentation
I am sure you don’t need a reminder that the due date for submitting Charters is 1 March. These can be uploaded via the portal. Directions to assist you were provided in the 16 November 2015, Issue 40 of the Bulletin but if you need any assistance just call your senior advisor who will help.

Nelson office – special education staff
In the last Bulletin, we included an overview of the ECP team. In this issue we have included an overview of the Special Education staff based in the Nelson office.

Christine Curnow is the service manager for the special education team in Nelson. She manages a team of 19 specialists including psychologists, speech language therapists, early intervention teachers, physiotherapists, occupational therapists, and advisors on Deaf children and special education advisors. Christine also manages the ORS funding across the district.

Contact details for Christine:
Email: christine.curnow@education.govt.nz
Phone: 03 539 1518 or 027 289 7471

<table>
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<tr>
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<th>Designation</th>
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<tr>
<td>Adriana Isin Tomic</td>
<td>Clinical Psychologist</td>
<td>027 244 8201</td>
<td>03 539 1536</td>
<td>Full time</td>
</tr>
<tr>
<td>Aynsley Wilkinson</td>
<td>Early Intervention Teacher</td>
<td>027 836 2571</td>
<td>03 539 1544</td>
<td>Full time</td>
</tr>
<tr>
<td>Bernadette Cook</td>
<td>Registered Psychologist</td>
<td>027 836 2572</td>
<td>03 539 1516</td>
<td>Full time</td>
</tr>
</tbody>
</table>
Outstanding success story
Congratulations to Stella Bogdanoff, a student from Motueka High School who won the 2015 Top Subject Scholarship Award both in Drama and in Painting. Stella is also a 2015 Outstanding Scholar Award winner. Details of these achievements and the spread of schools across the country with students gaining these awards can be found on NZQA’s website.

Health and safety workshops
I know many of you have been asking for more support to understand the changes in the pending legislation. The following workshops are available for principals and board members. These workshops will provide you with the key information you need to have, as well as all the support that is available. To help with seating, please RSVP to Helen Batt Helen.Batt@education.govt.nz with the number attending from your school.

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>Monday 29 February</td>
<td>6 – 7pm</td>
<td>Blenheim – Marlborough Girls College</td>
</tr>
<tr>
<td>Tuesday 1 March</td>
<td>6 – 7pm</td>
<td>Nelson - MOE office</td>
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<tr>
<td>Wednesday 2 March</td>
<td>6 – 7pm</td>
<td>Greymouth – Greymouth High School</td>
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Having met with a number of you this year, I am delighted at how positively you feel the term has started. This is all down to the hard work of you and your staff. I hope your term continues to go well and remember we are here to support you wherever we can.

Kind regards, Erika Ross
Canterbury Regional News
22 February 2016

Kia ora
Today marks the fifth anniversary of the devastating earthquake that changed our lives forever. This is an important day for us all to reflect on what happened that day and to look at how far we have come. The recent quake on 14 February was a powerful reminder of the ever present need to be well prepared and for us to ensure we have plans in place for the wellbeing, health and safety of staff and students.

A series of events are being held today to mark the terrible destruction bought by the quake and to remember the 185 people killed. Many of our schools and early childhood centres are holding special ceremonies and others are attending city remembrance events. Our Ministry offices will observe a minutes silence at 12:51 for the victims of the quake.

The impact of the recent quake and the series of ongoing aftershocks may still be affecting some. Our thoughts are with all those for whom this is an emotional set-back and please be reassured that we are here to assist and support you.

Not everyone will be impacted in the same way and there are some who will feel no personal impact at all and require no help but there will be others on an emotional rollercoaster. In this newsletter I have repeated some workforce support information and attached some documents for distribution should any of your staff or students require any further support.

Our main priority remains the continued support to students, education staff, boards of trustees and parents to build on the work already being carried out at schools across Canterbury. So thank you all, for everything that you do to make sure that the learning and safety of our young people remains at the forefront.

Supporting our schools
We continue to support children under stress by supporting the adults responsible for teaching them and running their schools. School staff are encouraged to utilise the education workforce wellbeing package including measures for relief staff, mentoring, and employee assistance programme help.
### What

| Schools’ Employee Assistance Programme | • Coaching/Counselling either as an individual or part of a group  
| | • Workshops on “CV and interview skills”, “uncertainty and change” and “building resilience to stress”  
| | • Customised programme tailored to an individual’s career transition requirements  
| | • Personal and/or professional coaching/support or financial advice for individuals. | For whole school or individual | How to access support or information For further information or to book Employee Assistance contact Trace Church at: Trace.Church@eapservices.co.nz 03 348 0854 0800 327 669 |

| Principal mentoring | Professional support for principals | Group or individual | Contact your Principals Association |

| Teacher retraining opportunities | For teachers choosing retraining as a surplus staffing option in priority areas such as:  
| | • te reo Māori  
| | • Pasifika languages  
| | • special education | Individual | Contact TeachNZ on 0800 165 225 |

| Relief teaching support | • Relief funding for schools where higher than expected teacher absences are occurring or for the provision of additional teacher support  
| | • Relief funding to enable staff to attend EAP workshops, EQC meetings, etc. | School | Complete Christchurch Teachers’ Support Package Application Form and send to: Christchurch.Workforce@education.govt.nz (Timesheet template available from email above) |

| Non-teaching administrative support | Funding where additional salary costs are incurred to enable staff to attend EAP workshops, job interviews, EQC meetings etc | School | Complete Christchurch Teachers’ Support Package Application Form and send to: Christchurch.Workforce@education.govt.nz (Timesheet template available from email above) |
Strengthening our schools and communities

Five years on from the devastating earthquake on 22 February 2011, we continue to work with you as we rebuild and renew our education network for all of greater Christchurch’s students and young people.

Work undertaken since the quake and what is planned for the future supports our vision that Canterbury will be the leading education community in New Zealand, with every child and young person engaged in learning and reaching their potential.

- $1.137 billion is being spent over 10 years to rebuild and repair Christchurch’s schools.
- Six schools are now complete: Pegasus Bay School, Halswell School, Waitākiri, Marshland, West Rolleston and Rāwhiti.
- Lyttelton Primary School will be completed by Term 2 this year.
- A total of 37 projects are in design or under construction, and we have allocated 22.08 per cent of the $1.137b.
- More than 500 new early childhood spaces have been created.
- An extra $10 million is assisting teachers and support staff in greater Christchurch.
- The $2.3 million ‘Grow Waitaha’ programme is supporting teachers in their new flexible and open learning spaces.
- Nine new satellite classrooms are being built for children with special education needs.
- Two pilot programmes are supporting Pasifika Language students.
- We have worked with Rūnanga o Ngāi Tahu to deliver an education plan by Māori for Māori.
- Secondary schools are working together to support the innovative delivery of the curriculum.
- Over 520 Trade Academy places are helping to improve student pathways.

School openings

Hundreds of our students are settling into their new learning environments after the official openings of Rāwhiti, Marshland, Waitākiri and St Francis of Assisi schools.

These are special times for us as we continue to make strong progress with the rebuild.

The schools were joined by invited guests and their communities, as well as all of those who worked to make the move to their fantastic new facilities a reality.
Kia ora koutou and warm Pasifika greetings

We have been busy working alongside our newly established Communities of Learning as they work towards developing practices and systems to support a collaborative approach to “success for all” students in their communities. The difference between cooperation and deep collaboration is being explored as well as what will contribute to collective success.

The work out of Stanford on “The Five Conditions for Success” highlights the importance of common agendas, shared measurement systems, mutually
reinforcing activities, continuous communication and backbone support organisations. This has helped support some of the “nuts and bolts” discussions with COL. Further information and a link to the Stanford review article are available from the Porirua Education Initiative, who has also used these ideas.

Communities of Learning
We’ve recently had discussions with communities in Gore, South Otago, Oamaru and Invercargill, and meetings are coming up in Cromwell, Dunstan, Wakatipu and Dunedin. We now have a team ready to support COL discussions along with myself and your education advisor. Ros Allan, our COL lead advisor is available to support any meetings as are our education managers. Please contact your education advisor or any one of us if you want further information about forming a COL.

A bit of research- Accelerating how we learn to improve
Our staff have recently been reading Accelerating How We Learn to Improve by Anthony S. Bryk. The focus of the American Education Research Association 2014 Distinguished Lecture is “the power of structured networked communities to accelerate learning to improve”.

Bryk talks of developing “practice–based evidence” which “favours the use of iterative testing to guide the development, revision and continual fine-tuning of new tools, processes, work roles and relationships”, with a focus on improvement that is carried out through networked communities.

The complexity of teachers’ work, increasingly heterogeneous nature of students and explosion in professional knowledge demands that more attention is given to the organisational environment in thinking how the work is carried out. Bryk suggests that “if educators joined together in structured improvement networks, our field would have extraordinary capacity to innovate, test and rapidly spread effective practices”. He highlights the importance of learning and working together to achieve “much more for many more”.

Please contact me if you wish to discuss any issues or ideas. I look forward to hearing from you.

Ngā mihi mahana
Julie

Email: julie.anderson@education.govt.nz
Direct Dial: 03 471 5217
Cell phone: 027 836 4846
## Events

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<th>Date</th>
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<tr>
<td>12-13 MAR 2016</td>
<td>Pasifika festival 2016, Western Springs</td>
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<tr>
<td>3-6 APR 2016</td>
<td>2016 SPANZ Conference and 29th Annual General Meeting, Queenstown</td>
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<tr>
<td>20-22 APR 2016</td>
<td>New Zealand Educational Administration and Leadership Society Conference 2016, Dunedin</td>
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<td>21-22 APR 2016</td>
<td>19th Annual NZ Association for Cooperative Education Conference, Auckland</td>
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<td>21-22 APR 2016</td>
<td>NZEI National Pasifika Fono, Wellington</td>
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<td>25-26 MAY 2016</td>
<td>2nd Annual Future Education and Technology 2016, Auckland</td>
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<tr>
<td>31 MAY - 3 JUN 2016</td>
<td>Trans-Tasman Principals’ Conference 2016, Auckland</td>
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15 February 2016

Dear Principals and Boards of Trustees

Vaccine safety information

We are writing to you to confirm the safety and effectiveness of the Gardasil vaccine. There is a significant body of safety data on the vaccine, which has been approved for use in over 125 countries and administered to more than 80 million girls or women. The vaccine offers lasting protection against human papillomavirus (HPV).

Unfortunately, the Ministry of Health is aware that misleading information regarding HPV immunisation has recently been circulated to schools by email. Schools host school-based immunisation programmes, but decisions about the safety and administration of the vaccines given in those programmes are made by Medsafe, PHARMAC and the Ministry of Health.

The email’s central claims are made by individuals involved in campaigns against immunisation in multiple countries. They do not represent reputable or mainstream medical advice. The email contains a number of false claims about the likelihood and seriousness of adverse reactions to the vaccine, and misrepresents official statements from the Minister of Health and Medicines Adverse Reactions Committee.

In New Zealand, approximately 50 women die each year from cervical cancer. The HPV immunisation programme was introduced to reduce the incidence of cervical cancer and other diseases caused by HPV. The number of abnormal smear tests and cases of genital warts has decreased significantly in young women since HPV vaccination started. We expect this will lead to a reduction in cervical cancer as vaccinated women reach the age in which cervical cancer develops.

The Ministry of Health has published an accurate summary of the most recent international research into the safety of the vaccine at www.health.govt.nz/news-media/news-items/hpv-vaccination-safety. If you would like any further detail regarding the safety and effectiveness of HPV or any other vaccine, please contact the Immunisation Advisory Centre on 0800 IMMUNE.

The Ministry of Health encourages parents with concerns about adverse reactions following immunisation to discuss them with their doctor or nurse. They will in turn provide information to the Centre for Adverse Reactions Monitoring (CARM) as appropriate, and then to the Ministry. Parents can also report reactions directly to CARM via www.otago.ac.nz/carm).

Yours sincerely

Dr Stewart Jessamine

Acting Director of Public Health
Registrations are now open for

Free parenting and caregivers’ programme

Starting Tuesday 23 February

- Then held every Tuesday from 10.00am to 1.00pm (excluding school holidays)
- At the Taupo Events Centre Function Room
- Light lunch and refreshments provided
- Transport and childcare provided on request

For more information and to register, please contact:

Rachele Tiopira
Tuwharetoa Health
Mobile: 021 0279 8016
Email: rachele@thct.co.nz