MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Briefing Note: Te Tupu Managed Moves Evaluation Report

To:	Hon Tracey Martin, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	10 March 2020	Priority:	Low
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Drafter:	Ben Ker	DDI:	s 9(2)(a)
Key Contact:	Susan Howan	DDI:	
Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this paper is to provide you with the 'Te Tupu Managed Moves, the story so far' report.

Agree that this Briefing will be proactively released.

Agree / Disagree

Katrina Casey
Deputy Secretary
Sector Enablement and Support

10.3.20

Hon Tracey Martin
Associate Minister of Education

15/3/2020

1

Background

1. In 2018, you approved the Napier Student Managed Move Service, 'Te Tupu', pilot. This is an intervention to support students in Year 3-8 who are at risk of disengaging from schooling. The pilot is supported by a consortium of schools and Kāhui Ako in Napier and includes community groups and whānau,

2. The managing school for Te Tupu is Tamatea High School with a contract term for three years, ending 31 December 2021. There is also funding provided for an evaluation.

3. Te Tupu had undertaken to provide the Minister a progress report at the end of 2019. The report was received by the Ministry of Education on Friday 28 February.

4. A letter from Daniel Murfitt, Chairperson of the Te Tupu Governance Group, is attached as Annex one acknowledging that a report has been provided.

5. The *Te Tupu Managed Moves, the story so far August 2019 to January 2020* report (the report) is attached as Annex two. The report provides an overview on Te Tupu, including what it is and their progress towards how they support the students in the Napier community at risk of disengaging from their education. The evaluation for this report was completed by Springboard Trust. The Ministry's Evidence, Data and Knowledge Group (EDK) were not involved with this report.

The report

6. The report is an initial evaluation that covers the first student cohort of Te Tupu who were part of the programme between August and December (Terms 3 and 4) 2019. The evaluation was undertaken by the Springboard Trust after their proposal was selected by the Te Tupu Steering group.

7. The report has a sample of 14 ākonga who were part of the initial tranche of the Te Tupu pilot. Ākonga attended Te Tupu for between 5 and 17 weeks with a median of 12 weeks. Ākonga are currently at various stages of transition (early to mid) back to their schools (full transition is considered to be three months after leaving Te Tupu). Of the 14 students attending Te Tupu, at the time of the evalution:
   - 9 of the 14 were attending Te Tupu
   - 4 of the 14 had returned to school
   - 1 student had stopped attending and was not able to be located by Te Tupu or Oranga Tamariki.

8. The report summarises the key learnings from the first six months of Te Tupu's operation. This includes early results of an evaluation of the first tranche of students, the voices of students, parents/whānau and the referring schools. Case studies of three students are included.

9. Early anecdotal evidence from this initial report suggests the pilot has had a positive impact on the first tranche of tamariki. However, due to the early stage of the pilot and small number of tamariki in the pilot, this initial report has not been able to measure educational outcomes.

10. The full and final evaluation report for Te Tupu will be made at the completion of the contracted three year pilot for the end of 2021. The Ministry's Napier office have previously discussed the evaluation for the pilot with EDK. The Ministry's Napier office are currently looking at options on how this evaluation is undertaken.
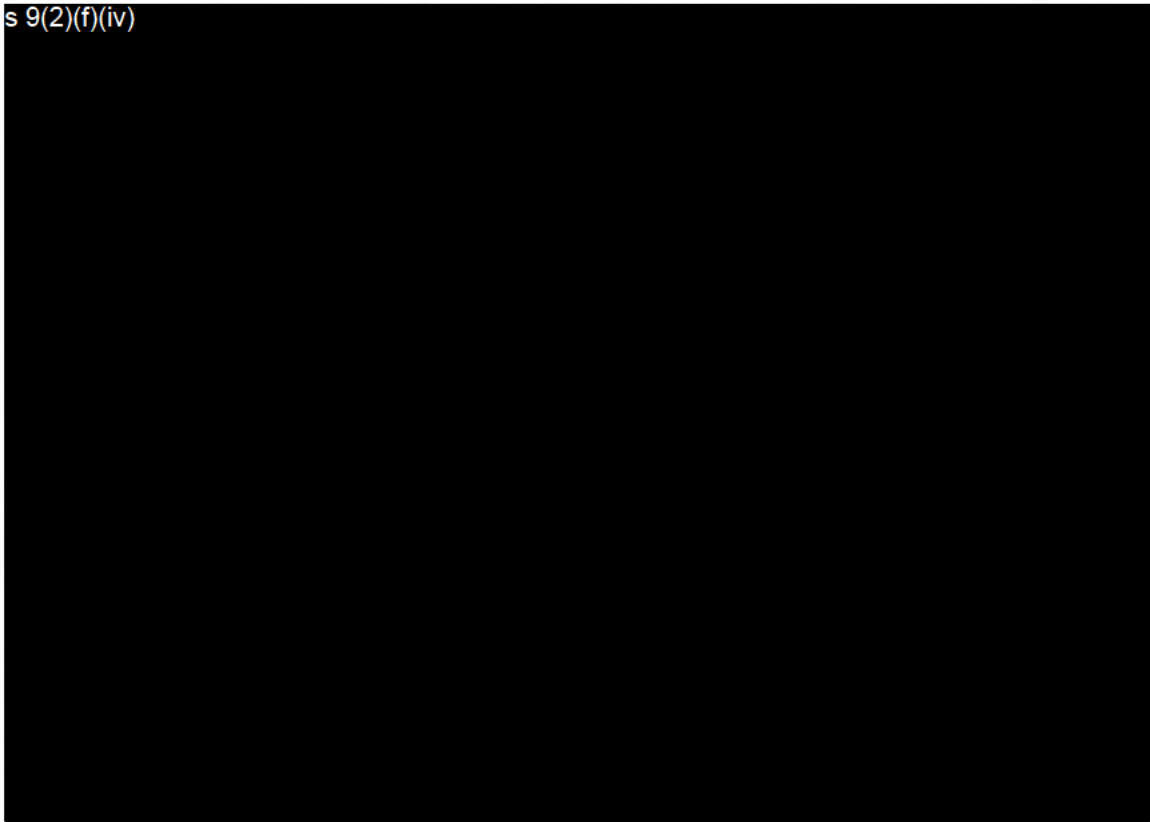
Other Relevant Information

11.   s 9(2)(f)(iv)

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12.

13.

The strength of a community-led initiative

14.   The report shows that the diversity of a wide range of stakeholders involved with Te Tupu is a strength. The contacts and knowledge that stakeholders have can assist Te Tupu staff with issues that may arise.

15.   The Te Tupu Steering Group have been working through issues as they arise and with local organisations, agencies and communities to help find approaches that focus on the best outcomes for ākonga.

16.   Also noted in the report is Te Tupu staff having experienced some engagement issues with Oranga Tamariki staff involved in the care of Te Tupu tamariki. Te Tupu have identified the need to encourage Oranga Tamariki to be involved in the pilot.

Proactive Release

17.   We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

4

Annex One: Letter from the Chairperson of the Te Tupu Governance Group

Hon Tracey Martin
Associate Minister of Education
Parliament Buildings
Wellington 6160
New Zealand

28 February, 2020

Tēnā koe Minister,

Our community, and in particular the people and organisations who have been directly involved in the Te Tupu initiative, have the pleasure in being able to provide you with our early stage evaluation of Te Tupu Managed Moves.

There has been a lot of work since the Te Tupu journey began in early 2018, to the point we now see the initiative delivering for our young people, whānau/families, schools and the community of Napier. This demonstrates what communities can achieve when they work together, and get trust and support from people such as yourself.

Your belief in our initiative enabled our community to fast-track our vision, and remove the financial barriers which were impeding our ability to fully develop and implement an innovative, community-centered, wrap-around approach to supporting some of the most vulnerable children in our community.

This evaluation provides an in-depth view into the intial stages of the Te Tupu service. It provides our team with feedback on their work so far, and highlights our next steps for ensuring ongoing improvement in our service.

On behalf of the governance group, staff, partner schools and agencies, the students and whānau of Te Tupu, I would like to thank you for your support. We also have a belief that what we are achieving will provide insight and opportunities for other communities in New Zealand/Aotearoa.

Ngā Manaakitanga,

Daniel Murfitt

Chairperson, Te Tupu Governance Group

Annex two: Te Tupu Managed Moves, story so far, August 2019 to January 2020 evaluation report

Te Tupu
Managed Moves

The story so far
Aug 2019 to Jan 2020

Te Tupu   SPRINGBOARDTRUST

Rurukutia rurukutia
Rurukutia te poutiriao o mahara
Paiheretia i a Ranginui-atea ki a Papa-tūā-nuku
Pihi ake te whakaaro pai
Hauhake tonu iho
Kia Ūkaipo

Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei

Haumi e, Hui e, Taike e

He Mihi

Term 4 – 2019 has seen the exciting start of Te Tupu Managed Moves after two years of initiation, design, and planning. We have supported our first cohort of students and are starting to see the impact of the team's fantastic work.

This document is the initial presentation of our impact. By gathering first-hand information, publishing and talking about this report, we ensure that the message of Te Tupu reaches a wide audience. The compilation of views enables us to keep learning from our experiences and improve the support that we give to students. The report ensures that everyone engaged with Te Tupu is accountable to the students that come to us.

Each organisation and person involved with Te Tupu has the student at heart. The multiplicity of needs and complexities of each student's environment requires a high level of commitment to ensure their wellbeing and that of each student's whānau.

Te Tupu has multiple stakeholders, which includes schools, government, health organisations, policymakers, education, learning professionals, social agencies and iwi providers. We aim for our tailored programme to have the best possible outcomes for our most important stakeholders: Napier's students.

This initial report provides an overview of our progress towards creating stronger foundations to support our students. It outlines our progress towards achieving our outcomes, the increased positive perceptions of our communities and the importance of cross-organisation collaboration for the benefit of our students. We intend to continue regular self-evaluation to ensure that the programme achieves our expected long-term outcomes.

Working together presents opportunities and challenges. It requires everyone's full commitment, participation and understanding of each other's role in the student's life to ensure each child's safety as they continue their learning journey, and may require organisations to work differently than they have in the past.

Our ability to bring together organisations is only successful if all parties keep the student at the centre. Although we can see how important our work is for the student, the interventions of Te Tupu are not a substitute for the social actions of other organisations that are also supporting these children. Our students need all the support they can get to grow safely in life and Te Tupu is just one contributor to their journey.

I feel confident that the success of Te Tupu will continue to grow with an increase of schools and key organisations participating. As the programme strengthens we will be able to push beyond the initial goals that were defined in 2019.

Damien, the Coordinator of Te Tupu and his team face many opportunities and challenges in 2020. While we challenge ourselves to continue growing and to have a greater positive impact on students, it is important that we maintain the passion, professionalism and care that the team has already shown towards students and their whānau.

On behalf of the governance body of Te Tupu, I would like to thank the team for their dedication and selfless participation in our student's learning journey. The report highlights how focused the team is towards the student, how passionate they have been, and how much they can positively change a student's life.

We look forward to the next stage of our story as we bring ideas and positive actions into Te Tupu as we seek to succeed with `no child left behind'. Moving into 2020, we have set our goals high, and look forward to continue to meet quality outcomes as we evaluate and reflect on this work in a year's time in preparation for the future.

Nāku iti noa, nā

Daniel Murfitt
Principal, William Colenso College
Chair, Te Tupu Evaluation Committee

About this report

Purpose

This report has been written to summarise the key learnings from the first six months of Te Tupu Managed Moves (Te Tupu). Guided by the student-centred model of Te Tupu with multiple stakeholders participating, this report seeks to provide a perspective of the programme's progress and impact.

It provides the results of the evaluation of the first tranche of students to transition through Te Tupu, including the voices of students, their parents/whānau, and the schools that referred the students to Te Tupu.

Contents

This report contains several sections:

- Introduction section, describing this report, the history of Te Tupu, and the evaluation process

- Evaluation section, containing the findings from the evaluation

- Case studies section, describing case studies of several of the students that have attended Te Tupu, and

- Appendix, containing a one page 'overview' of this evaluation report.

Audience

The intended audiences for this report include:

- The Te Tupu Governance Group, to learn what is working well and what our key challenges are, so we are able to adapt quickly to provide better support for our students
- The Ministry of Education, and Associate Minister for Education Tracey Martin, who have provided funding to support this initiative
- Other groups that are interested in setting up an initiative similar to Te Tupu, and
- Any other interested party, such as schools, government, health organisations, iwi, policymakers, education, and learning professionals, social agencies, and anyone supporting the students that attend Te Tupu.

Authors

The evaluation for this report was completed by Springboard Trust.

Baseline data was provided by the Ministry of Education.

The report was written by Springboard Trust and members of Te Tupu Governance Group.

Contents

Te Tupu

About Te Tupu

Managing moves with the student at the centre

What is Te Tupu?	Te Tupu - Managed Moves (Te Tupu) is a support service for Years 3 to 8 students disengaged from schooling in Napier.

The service is based at Richmond School, Maraenui and operates with the following staff:

- Coordinator
- One teacher, and
- Two teacher aides (including 1 from Te Aho o Te Kura Pounamu (Te Kura), distance education service).

The model	Te Tupu offers an alternative option for students that are at risk of being suspended or excluded from school, once the school has exhausted all of their usual support systems.

Wraparound support is provided to the student and their parents/whānau while engaged in the service, and when transitioning back into school.

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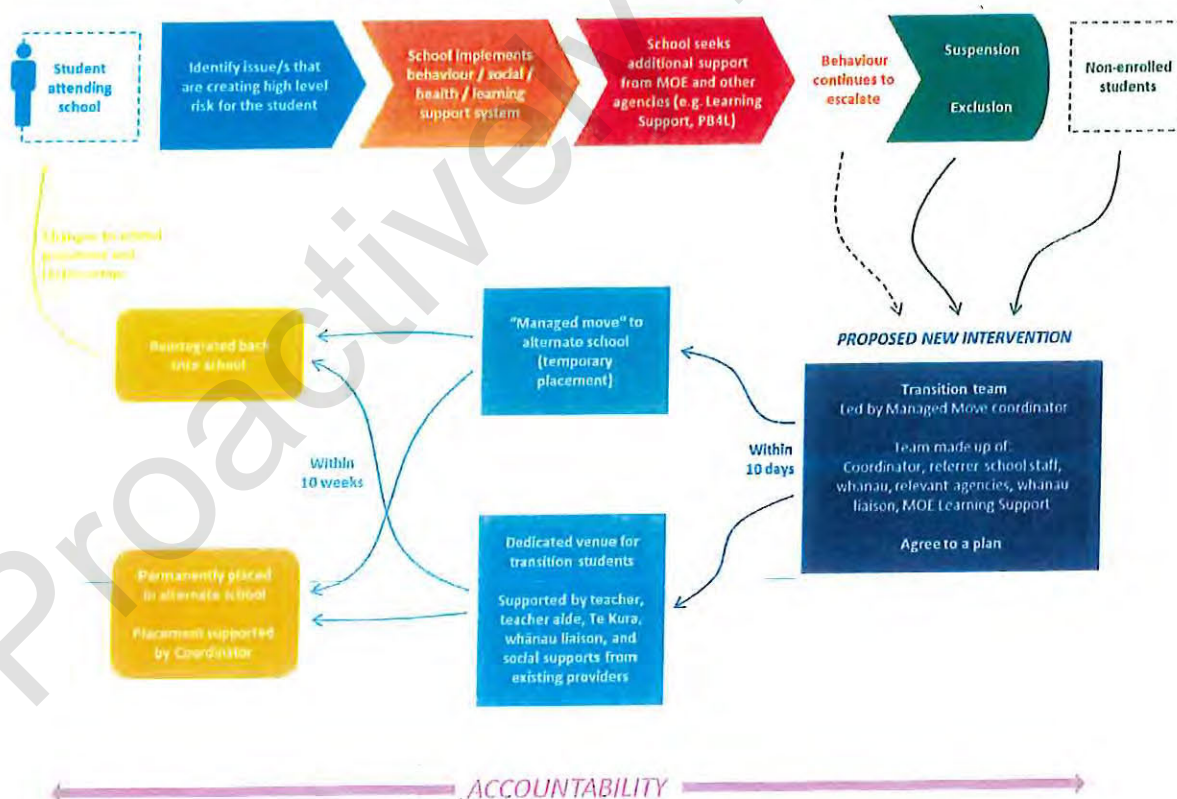
Te Tupu

How did Te Tupu start?	The formation of Te Tupu stemmed from the recommendations of a University of Waikato report commissioned by a Napier-wide education Steering Group to explore student disengagement from schooling.

The report recommendations led to a business case developed through Springboard Trust to advance a transition service to support disengaged students. The business case further defined 'Disengagement' through data that identified persistent themes for Napier schools such as high transience, low attendance, high suspensions, and exclusions as well as non-enrolments in school. |
| **Te Tupu Governance** | The Governance Steering Group (SG) for Te Tupu comprises Napier school leaders, the Ministry of Education (MoE), and Te Kura. In 2018, the SG established a 10-year vision, and this vision guides the kaupapa for Te Tupu.

"In 2028, a best practice, across sector pathway will exist to support whānau from conception of the child through early childhood and the school system: in, through and out. Throughout their schooling journey all at risk students will be engaged in meaningful learning."

A Project Governance Group (PGG) also comprising school leaders and the MoE, together with social/sector agencies and whānau representation, support the SG vision. These agencies include the Napier health and social service Te Kupenga Hauora - Ahuriri, the iwi social service provider Roopu A Iwi Trust, and the Hawke's Bay District Health Board Child Health Team *Rōpū Hauora Tamariki*. An Evaluation Committee (EC) oversees the evaluation process. The PGG and the EC report to the SG. |
| **Baseline data** | The infographic on the following page shows student engagement (or rather, student *disengagement*) data for Years 3-8 students attending schools in the Napier City territorial local authority during 2018 to 2019.

This data was used to justify the need for a service such as Te Tupu within Napier City. Based on the figures, we expect between 50-100 students to be supported by Te Tupu each year. |

Te Tupu

STUDENT ENGAGEMENT IN NAPIER CITY
2018–2019

5500 STUDENTS AGED 7-12 IN NAPIER SCHOOLS

EUROPEAN / PĀKEHĀ	65%
MĀORI	38%
ASIAN	5%
PACIFIC	5%
OTHER	2%

AGE 7: 935
AGE 8: 870
AGE 9: 908
AGE 10: 983
AGE 11: 896
AGE 12: 926
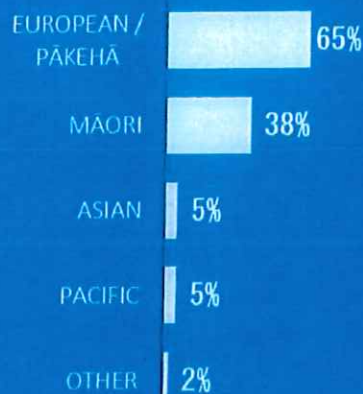
ATTENDANCE

68% OF YEAR 3-8 STUDENTS ATTENDED SCHOOL REGULARLY (OVER 90%) IN 2018

200 STUDENTS IN YEAR 3-8 MISSED MORE THAN 30% OF SCHOOL IN 2018

50 STUDENTS AGED 7-12 WERE NON-ENROLLED FROM SCHOOL DUE TO NON ATTENDANCE IN 2019

BEHAVIOUR

30 STUDENTS IN YEAR 3-8 WERE SUSPENDED IN 2018

8 OF THEM WERE EXCLUDED AS A RESULT

TRANSIENCE

150 STUDENTS AGED 7-10 HAVE ATTENDED AT LEAST 4 SCHOOLS

75 STUDENTS AGED 11-12 HAVE ATTENDED AT LEAST 6 SCHOOLS

Te Tupu

About the evaluation

Evaluation framework	Te Tupu established an Evaluation Framework immediately after its inception to ensure the achievement of 3 key outcomes: 1. Student engagement in learning 2. Improved student wellbeing 3. Improved parent/whānau resilience
Key evaluative questions	This Evaluation Framework was designed with a systemic view and established Key Evaluative Questions (KEQs) defined through 6 development themes: • Student-centric • Learning programmes • Re-integration • Programme quality • Teacher development • Stakeholder engagement KEQs were determined to assess the long-term progress and achievement of outcomes. In turn, these KEQs led to indicators of success. Research observations and suggestions were structured according to the 6 development themes.
Evaluation period	This initial qualitative assessment of the first cohort of Te Tupu students covered Term 4 of 2019, the first full term of the programme.
Cohort	During the evaluation period, there were 14 students in the cohort between Years 3 and 8, referred from 9 Napier schools. The students comprised 10 males and 4 females. 71% of the cohort identified as New Zealand Māori. The median attendance time for male students was 12 weeks and 7 weeks for female students, with an attendance range between 5 and 17 weeks for the whole group.
Methodology	The initial impact of Te Tupu was assessed by conducting surveys, interviews and observations in the field directly with students. Combinations of these methods coalesced as Student Voice, Parent/Whānau Voice, and School Voice. These "Voices"[1] were complemented by case studies drawn from observations of the Te Tupu Coordinator and relevant school representatives. The research instruments used for this evaluation project are available upon request.

[1] Quotes within the report are unedited, verbatim quotes from oral interviews and written comments.

Te Tupu

Observations & suggestions

Introduction	This initial qualitative assessment of the first cohort of Te Tupu students between August and December 2019 offered rich observations that will contribute to the growth of Te Tupu as a programme. The process of gathering qualitative information also presented an opportunity to obtain insights about the next steps for Te Tupu. The suggestions that follow have stemmed from Researcher observations, analysis of the qualitative data and discrete discussions with various stakeholders.
Following pages	Observations and suggestions have been grouped according to the 6 development themes of the Te Tupu Evaluative Framework, and are presented on the following pages.

Student-centric

Programme interventions	Student-centred learning and wellbeing is the cornerstone of Te Tupu. Programme interventions were supported by an extensive bespoke and wraparound approach to student support, where stakeholders drawn from social and educational agencies worked collaboratively towards the same goals and positive outcomes for the student. At the early stages of development, this evolving model for robust care and learning programmes was focused on positive and tailored interventions for the student. Learning at Te Tupu was not a substitute for the literacy and numeracy focus of school learning, rather, there was a stronger focus on belonging and identity, which was then complemented by literacy and numeracy.
Schools with strong pastoral support	The Coordinator appeared to get the most traction for Te Tupu initiatives from schools that had teachers with dedicated pastoral responsibilities. *→ interested in more info on this aspect!* While it may not be possible for all schools to have a single dedicated pastoral support person, it appeared that some degree of pastoral care resourcing within each school would facilitate and support the sustainability of the programme, particularly during the re-integration period.

possible to switch schools to this role if LSCs full role out??

Te Tupu

Dealing with stigma

One concern among education stakeholders was the potential for students to become stigmatised through their association with Te Tupu. Although it was too early to assess the validity of this perception, already one Te Tupu student deprecatingly referred to himself as "kicked out of school".

One way of mitigating this risk could be to systematically look at ways of growing tuakana/teina capabilities among Te Tupu graduates to enhance student self-confidence and to strengthen the mana of Te Tupu within schools.

Sharing successes

The promotion of student success stories would also support the sustainability of the Te Tupu programme. Notwithstanding a need to protect the privacy of students, there is at least the potential for cohort and staff stories to circulate positive messages among community, regional, education and social sector interest groups.

A communications plan could also enable Te Tupu staff and governance bodies to refine the planning and ensure consistency about the messaging around Te Tupu initiatives.

Kaupapa Māori research design

With 71% of the first Te Tupu cohort identifying as Māori, this provoked a strong rationale for establishing an effective co-design research methodology drawing from kaupapa Māori and social science methods to support programme development and evaluation.

A next step for the evaluation team is to identify experts (ideally Ngāti Kahungunu experts) who are able to co-design a Kaupapa Māori-informed research methodology for future evaluation projects.

Learning programme

Behavioural support

Most education stakeholders were clear that learning at Te Tupu was firstly focused on students' behavioural support and wellbeing (psychological/physical); followed by literacy and numeracy. That said, there were mixed understandings about the content of Te Tupu learning programme(s). Some considered there was a need to clarify the 'care' and 'learning' aspects of the programme.

Strengthening the curriculum

The curriculum is currently in the process of being re-designed and strengthened. While the curriculum at Te Tupu is based on the New Zealand Curriculum, it may also be beneficial for Te Tupu to consider using Te Marautanga o Aotearoa and Ngāti Kahungunu curriculum resources in the re-design.

[handwritten: & how these could be transfered back to the driver's school.]

Te Tupu

Re-integration

Initial observations	Although it was difficult to establish an accurate and long-lasting perspective of the student's re-integration at this early stage, we can say there were positive responses from schools about students transitioning to school from Te Tupu.

It seemed the consistent presence of most schools while the student was at Te Tupu made the student's transition back to school more comfortable and seamless for all parties. This is important because the success indicators and expected outcomes take shape through the experiences of students that have transitioned and can sustain a higher level of engagement with their learning. |
| **Maintaining relationships** | There was a shared interest among stakeholders to establish clear parameters for Te Tupu to have a continued relationship with the student in the months following their transition back to school.

These parameters are likely to take shape through the conversations between the real-time experiences of students, schools and Te Tupu evaluation priorities. |
| **Strengthening communication** | In parallel with the above, there is an opportunity to fine-tune transition communications for all schools and parents/whānau participating in the student's journey, including the parents of other children if necessary.

Such communications could occur through platforms such as Google Suite, the LincEd student management system, social media, etc. |

Teacher development

slow work ✓✓

Trauma workshop	An MoE Behavioural Specialist led a workshop for Te Tupu staff on the neuro-developmental effects of trauma on children. The word-of-mouth success of this workshop led schools to express interest in similar workshops for their staff.
School workshops	As Te Tupu gains momentum and experiences accumulate, a template could develop for a suite of school workshops to ensure the sustainability of Te Tupu outcomes for students reintegrated with mainstream schools.

Scoping the potential for teacher professional and learning development (PLD) could form part of the next stage of Te Tupu programme development. For example, there was a recommendation to develop staff workshops in Napier on the neuro-developmental effects of trauma on children. |

Te Tupu

Programme quality

Programme assets	Programme quality is one key measure of the success of Te Tupu. Drawing from stakeholder insights, programme assets have been developed through testing and validation. Examples of these assets include: • Student care and learning plans • Te Tupu visitor logs to identify the positive impacts of other stakeholder interventions • The student management system (LincEd) to ensure that relevant information is securely stored and can provide future insights for data-driven decision-making.
Peer review	Time and resource allowing, a peer review process could be developed among education stakeholders for Te Tupu programme assets – in this case, PLD offerings. Other areas for peer review could include the learning curriculum; the range of intervention practices (social worker in schools support, complementary programmes such as the Leg-Up Trust, etc.); evaluations and student record documentation, etc.
Schools not engaged with Te Tupu	A need to engage some schools yet to sign a MoU was identified. Some of those schools have been developing curriculum and programme initiatives that could complement the work of Te Tupu. One suggestion was that Te Tupu could invite those schools to become advisors or lead PLD workshops and share their insights; with the expectation that Te Tupu reciprocates.
Performance indicators	As an education start-up, there has been a need for Te Tupu to develop distinct but parallel performance indicators to mainstream schools. 'Attendance' was one of these indicators. The holistic nature of Te Tupu as a bespoke wraparound support programme has meant that the time the Te Tupu Coordinator and staff spent with students did not always equate to in-class onsite contact time. Te Tupu staff were periodically occupied with student contact time 'at home' (e.g. family home visits), 'between home' (e.g. transportation to and from school, Te Tupu and activities) and facilitating complementary programmes (e.g. Leg-Up Trust). A concept of 'contact time' would be a better measure of the real-time engagement between Te Tupu staff and students. Refining and reporting against a concept of 'contact time' and developing other relevant measures could enable a better understanding of the educational value proposition.

Te Tupu

Evaluating responsiveness

At a programme level, there is the potential to collaboratively develop an evaluation tool for schools and Te Tupu to gauge their responsiveness to each other and students. This initiative could dovetail with the learning programmes and re-integration work of evaluating curriculum design and transition communications.

Stakeholder engagement

Introduction

Critical for Te Tupu is the engagement of its stakeholders, and there was evidence that many relevant agencies and services were highly engaged with Te Tupu students. Still, there was room for improvement and, in step with the stages of the Evaluation Framework, Te Tupu has begun to identify the progressive levels of stakeholder engagement over time.

Flexibility and responsiveness

Te Tupu has already established an approach of consistent responsiveness, flexibility, nimble operation and problem-solving as the programme has interfaced with student and stakeholder needs.

For example, prompted by a situation occurring during the term, Te Tupu established stronger engagement of Public Health Nurses in student care plans.

The programme also continuously sourced opportunities to further the reach of Te Tupu and partnership opportunities (e.g. Sport Hawke's Bay, Waka Ama, Big Brother/Big Sister, etc.).

The teaching and leadership teams were also evidently committed to growing their fluency (and that of others) with Māori language, culture, and identity.

Support from Principals

The evaluation of stakeholder engagement has focused on the school voice through the perspectives of school Principals. Principals have unanimously endorsed the work and timely communications from Te Tupu. The presence of Principals and senior school leaders visiting students and supporting their transition back to school has demonstrated this endorsement.

Developing stakeholder strategy and plans for those schools yet to sign the Memorandum of Understanding (MoU) would dovetail with programme quality observations, as would outreach to schools where distance is a major barrier.

Stakeholder engagement plan

It followed from the observations and other suggestions that there was a need to align collaboration expectations between all stakeholders, including government and social agencies. A comprehensive stakeholder engagement plan would be the most efficient way of enabling this.

**Importance of
the Coordinator**

It became evident that the Te Tupu Coordinator role was critical for negotiating complex relationships and managing expectations.

A Coordinator's skill base appeared to be a critical success factor for the position. Experience in teaching and school management/leadership are crucial for the role, as well as excellent relationship skills, and passion for the role. Without this set of competencies, the multi-agency, multi-stakeholder approach to improving student's engagement in their learning would not be possible.

Proof of this was the 94% positive response rate about Te Tupu from parents/whānau, openly positive responses from schools, and the continuous support from key working partners.

Ensuring the sustainability of the Coordinator role appeared key to maintaining effective interest group relations, as stakeholder engagement is only one aspect of the Coordinator's role. Large amounts of effort to achieve successful outcomes currently reside in a single role within the programme.

The singularity of the Coordinator role is a risk factor, which is the case with any start-up initiative. As well as maintaining an appropriate level of support staff for the role, a careful and periodic evaluation of workload and work-type expectations with the Coordinator seems important. An appropriately timed job description review cycle would need to consider the rapid development of the Te Tupu programme.

Professional Learning and Development costs for the Coordinator and teaching staff needs to be considered by other groups wanting to implement a service like Te Tupu.

**Stakeholder
engagement**

Stakeholder engagement was considered particularly critical for student wellbeing. A constant part of the evolution of Te Tupu is to measure the level of collaboration and engagement from stakeholders and agencies that can support students and their parents/whānau.

Different levels of collaboration and engagement from agencies were observed during the assessment period and it became evident that there is still much work to be done. This situation could present a significant risk to the success of Te Tupu as the actions or inaction of key agencies stand to compromise students' wellbeing and engagement in education.

Te Tupu

Oranga Tamariki involvement

A number of Te Tupu students have had various levels of Oranga Tamariki (OT) involvement, however the Te Tupu Coordinator and teaching staff have experienced a lack of engagement from the organisation.

To ensure the success of these interventions, government agencies that have a mandate to support children need to become prominent members of the governance group of Te Tupu. These stakeholders would contribute to the growth of Te Tupu, to support the wellbeing and learning of these children now and into their futures.

Differences in expectation could be mitigated by having an Oranga Tamariki staff member join the Te Tupu Steering Group and/or Governance Group.

This experience has also highlighted the need for Te Tupu to clarify their processes for escalating serious issues when an agency is unresponsive.

Show OT private
See 's.

Student/Tauira Voice

Introduction	The backbone and heart of the Te Tupu Evaluative Framework; this Student Voice forms the evidential base around which all other aspects of the evaluation revolve from a student-centred and systemic perspective.

Key trends and tendencies	- Students felt physically and psychologically safe and secure at Te Tupu - Students liked the learning at Te Tupu - Students learned to accept different behaviours at Te Tupu - Students were positive about learning to manage their feelings and required consistent support to achieve this - Student perceptions were that parents/whānau do not participate in their learning - Students struggled to develop strong social confidence and friend/peer networks - Students were reluctant to return to school at the end of their time at Te Tupu

Statements and evaluative questions	Survey statements, complemented by questions and probes were designed to gauge Key Evaluative Questions (KEQs) and progress towards the three expected outcomes of the Te Tupu Evaluation Framework: 1. Student engagement in learning 2. Improved student wellbeing 3. Improved whānau resilience

"There are choices I make when others are naughty and sometimes I follow them - I'm not as much naughty now"

Te Tupu

Themes

Statements were grouped across five themes benchmarked against NZCER research instruments, and an additional question was included to gauge how each student felt about returning to school after Te Tupu. The purpose was to obtain qualitative information relevant for the student, Te Tupu and stakeholders.

The themes assessed were:

- **Safety and wellbeing:** student perceptions of safety and wellbeing at Te Tupu. We tested student physical and psychological safety, self-awareness and self-confidence, perspectives about being at Te Tupu and perceptions of progress.

- **Peer relationships:** student perceptions of peer relationships inside and outside of Te Tupu. We looked at the importance that each student placed on their friendships, how they perceived their friends regarded them, and their acceptance of different behaviours among peers.

- **Learning:** student perceptions of learning experiences at Te Tupu. We considered the student engagement with the learning that Te Tupu offered and interactions with Te Tupu teachers.

- **Emotions:** student perceptions of emotional needs at Te Tupu. This theme considered teachers' empathy, student regulation of emotions and student readiness to ask teachers for help.

- **Parents/Whānau engagement:** student perceptions of parents/whānau participation in their learning at Te Tupu. We explored what the student shared with their parents/whānau when at home, parents/whānau participation in Te Tupu activities and how Te Tupu staff interacted with students and their families.

Method

Resources:
Survey/
questionnaire and
response cards,
Interview script,
Observation
notes

The methods used for analysing the Student Voice were a qualitative hybrid of Likert survey, directed interview questions, and probes, together with an expressive drawing exercise and observation.

These elements were aligned with the qualitative themes that allowed analysis across the completed surveys and observation notes. Simple quantitative measures for participation and ascertaining general trends in survey answers were included to contextualize the qualitative responses. The cohort's responses and field observations were grouped to identify trends.

Interviews took place onsite at Te Tupu (Richmond School, Maraenui) between Monday, 2nd and Monday 9th December 2019. The Te Tupu Coordinator conducted interviews and the researcher was present as an observer and note-taker, sitting in a side-room alcove, visible but not prominent. Each interview took 20-30 minutes to complete.

Cohort

14 students attended Te Tupu between August and December 2019. At the time of the evaluation:

- 9 of the 14 were attending Te Tupu
- 4 of the 14 had returned to school, and
- 1 student had stopped attending and was not able to be located by Te Tupu or Oranga Tamariki.

We interviewed 6 of the 9 students that *could* be interviewed. Of the 3 remaining students that could potentially participate: 1 was occupied with social agencies, 2 were occupied with offsite activity.

This represented a 67% interview rate of the students that could be interviewed and 43% of the first cohort of students.

Results

Student/Tauira Voice: Likert Scale Responses

	Yes, heaps %	A lot %	A Bit %	Not at all %
1. Safety and Wellbeing (Qs 1, 2, 3)	36.1 6.5/18	36.1 6.5/18	27.8 5/18	0 0/18
2. Peer Relationships (Qs 4, 5, 6)	33.3 6/18	27.8 5/18	38.9 7/18	0 0/18
3. Learning (Qs 7, 8, 9)	23.5 4/17	64.7 11/17	11.8 2/17	0 0/17
4. Emotions (Qs 10, 11, 12)	29.4 5/17	32.35 5.5/17	32.35 5.5/17	5.9 1/17
5. Parents/Whānau Participation (Qs 13, 14, 15)	11.8 2/17	32.3 5.5/17	20.6 3.5/17	35.3 6/17

"I learn to not get angry"
"I can walk into your office and talk with you or walk around outside until I've calmed down"

Te Tupu

Parent/Whānau Voice

Introduction

The Parent/Whānau Voice is crucial for the success of the student education journey. Parent/whānau engagement and participation fundamentally influence student perceptions and the real, material context for student engagement at school.

Key trends and tendencies

- Parents/whānau demonstrated an appreciation of Te Tupu
- Parents/whānau were present to assist their children at Te Tupu
- A significant number of parents indicated 94% positive response to Te Tupu services (no parent chose the 'No, not at all' response category)
- More representative parent/whānau participation would give more meaningful insights into engagement with Te Tupu

Statements and evaluative questions

The instruments used for capturing qualitative information and gauge progress from parent/whānau perspectives followed the same principles of those for the Student Voice. The programme's three long-term expected outcomes were at the centre of the evaluation and questions were grouped under five themes.

Three questions explored whether Te Tupu has affected parent/whānau interactions with other social agencies; how they felt about their child returning to school; and requested additional comments that they would like to make.

Themes

"[Student] has learned that people don't have to be like her or do things her way and that has helped at home with her brothers and sister and that's ok"

The themes assessed were:

1. **Safety and Wellbeing:** parent/whānau perceptions of their child's feelings about the student's physical and psychological safety and wellbeing at Te Tupu.

2. **Peer Relationships:** parent/whānau perceptions of their child's peer relationships at Te Tupu and how they saw the student making friends and accepting different behaviours among peers.

3. **Learning:** parent/whānau perceptions of how Te Tupu met their child's learning needs.

4. **Emotions:** parent/whānau perceptions of how Te Tupu met their child's emotional needs. That is teacher empathy, student regulation of emotions and their readiness to ask teachers for help.

5. **Parents/Whānau Participation:** parents/whānau perceptions of engagement with their child's learning, the parent/whānau interactions with Te Tupu, what their child shared with them at home and how Te Tupu staff communicated with them and their children.

Te Tupu

Method

Resources:
Survey/
questionnaire,
Observation
notes

The methods used for gathering the Parent/Whānau Voice were a qualitative hybrid of Likert survey, directed questions and probes. The paper-based survey comprised statement responses and opportunities for further comment. It was designed for use as either a written survey or an oral interview.

These elements were aligned with the qualitative themes that allowed analysis across the completed surveys and notes from interviews. Interviews for this cohort provided rich content, but at the time, the number was not representative enough to be included in the qualitative assessment.

Simple quantitative measures for participation and ascertaining general trends in survey answers were included to contextualize the qualitative responses. The parent/whānau responses and field observations were grouped to identify trends.

Te Tupu distributed paper-based surveys to all parents/whānau for each student attending Te Tupu during Term 4, 2019. These were completed between Monday, 9th and Friday, 13th December 2019. Te Tupu distributed surveys on Monday with a request for return by Friday.

Additional documentation included a handwritten note dropped off by one of the parents of a student that had completed their time at Te Tupu.

"[Student] makes sure each night that she is going to be attending school the next day"

Cohort

7 of the 9 parents/whānau that were sent surveys responded. Of the 7 responses from parents/whānau, 4 included comments as well as responding to the Likert scale. Additionally, 2 parents gave verbal responses through an interview conducted by the Researcher, and 1 parent chose to only respond to the Likert scale. The interviews took 30 minutes.

77.8% of the parents/whānau that received the surveys responded, representing 50% of the cohort of students.

Results

Parent/Whānau Voice: Likert Scale Responses

	Yes, heaps %	A lot %	A Bit %	Not at all %
1. Safety and Wellbeing (Qs 1, 2)	85.7 12/14	14.3 2/14	0 0/14	0 0/14
2. Peer Relationships (Qs 3, 4)	21.4 3/14	57.1 8/14	21.4 3/14	0 0/14
3. Learning (Qs 5, 7)	46.4 6.5/14	50 7/14	3.6 .5/14	0 0/14
4. Emotions (Qs 8, 9, 11)	59.5 12.5/21	40.5 8.5/21	0 0/21	0 0/21
5. Parents/Whānau Participation (Qs 6, 10)	42.9 6/14	50 7/14	7.1 1/14	0 0/14

Te Tupu

School Voice

Introduction	The School Voice is representative of the stakeholder body of Napier Schools (primary, intermediate, secondary) that have signed a MoU with Te Tupu. As the group of referring schools for this cohort of students, they are the body closest to the formal education journey of the cohort.

Key trends and tendencies	• Schools had positive responses to student transitions from Te Tupu (early stages) • School presence was consistent while the student is at Te Tupu • Although early days, the experiences of already transitioned students suggested Te Tupu was meeting the success indicators of the Evaluation Framework • There was an underlying belief that social agency stakeholders were willing to work collaboratively to focus on student needs • Principals unanimously endorsed the work and timely communications of the Te Tupu Coordinator and staff • Several Principals and senior school leaders (SLT) visited students at Te Tupu • There was a strong, evolving model for robust care and learning programmes focused on 'bespoke' and 'wraparound' interventions • Learning at Te Tupu focused on each student's experience of belonging and identity, which was complemented by literacy and numeracy • The Te Tupu Coordinator and staff were responsive to recommendations for continuous improvement • Te Tupu continuously sourced programme development and partnership opportunities, e.g. Sport Hawkes Bay, Waka Ama, Big Brother/Big Sister, Pegasus Rentals minivan, food from Countdown Supermarkets and Nourished for Nil, raised garden beds from Bunnings Warehouse, apple trees from Bostock

"We see this very much as a village solution"

Method **Resource: Interview Script**	The method used for gathering the School Voice was a semi-structured audio interview with a mix of open and closed interview questions. Open and closed questions ensured that the thematic ground of the KEQs and target outcomes were covered. These elements were aligned with the qualitative themes to enable analysis across the interviews. The Researcher conducted a mix of Zoom audio and mobile phone interviews between Wednesday, 11th and Tuesday 17th December. Zoom was the preferred platform because of its stability, user-friendly interface and ease of recording. Interviews accommodated the busy schedules of Principals and one interview was conducted by mobile phone using an improvised means of recording. Each interview took 20-30 minutes to complete.

Te Tupu

Cohort	Students attending Te Tupu during Term 4, 2019 were drawn from 9 of the 17 Napier schools that had at that stage signed a MoU with Te Tupu.
	To obtain the school view most relevant to this student cohort, we interviewed 8 of the 9 School Principals that had referred students to Te Tupu (an 88.9% interview rate for the Principals that could be interviewed). 1 Principal couldn't accommodate interview times due to the end-of-year school events.

Interview questions	Interview questions gauged:
	• The extent and nature of school stakeholder participation in the student journey through Te Tupu
	• Expectations of the school's partnership with Te Tupu, and
	• Experiences of the process to date.

School stakeholder participation	Te Tupu worked in partnership with schools and relied on the participation and commitment of Principals and senior leadership to contribute to the programme's success.
	Schools and Te Tupu worked closely together on the key transitional stages of the student journey between school and Te Tupu.
	Robust care and learning plans that informed the organic and systematic aspects of transition plans supported these stages of referral and re-integration.
	While the student was at Te Tupu, it was important that the school maintained contact with the student and a presence at Te Tupu. This commitment to presence varied among schools, often determined by workload priorities.
	As a guideline, the average time a student might attend Te Tupu would be ten weeks. However, all Principals agreed that the timeframe was contingent on the particular needs of each student and the range for the first cohort was 5-17 weeks. This contingency was also the case for the hours in a day that a student attended Te Tupu.

"Te Tupu is a much-needed service for learners that are at risk in the current education system.

Existing supports in schools are not enough to give these students what they need."

Partnership expectations

Te Tupu provided an opportunity for students at risk of suspension or exclusion from school to 're-set' behaviours and learning patterns away from the mainstream school environment. The programme also provided students and teachers at school time out from the often-disruptive behaviours of Te Tupu students.

Te Tupu was a catalyst for schools and social agencies to work together to support the psychological, physical and educational wellbeing of each student at Te Tupu. Principals recognised the challenge of getting multiple stakeholders around the table to collaborate on viable support plans. Some social agencies appeared more supportive than others.

As a small, agile unit Te Tupu was considered in an optimal position to broker the relationships between students, parents/whānau, schools and social agencies. Sometimes the relationship between the students, parents/whānau, agencies and/or school had been negative in the past, but Te Tupu was able to facilitate meetings in a way that led to positive interactions.

Many Principals shared the expectations that behaviour and wellbeing were the learning priorities for a student's experience at Te Tupu – followed by literacy and numeracy education.

Experiences to date

Te Tupu was a welcome and necessary resource for students and staff at mainstream schools.

Principals were mindful, supportive and impressed by Te Tupu and their resourcefulness, responsiveness and persistence with often challenging situations.

There remained cases where parent/whānau support was not available, and this derailed the progress of some students at Te Tupu. The parent/whānau connection was fundamental to the psychological, physical and educational wellbeing of the student and the participation of all key social agencies to contribute in building the parent/whānau support was crucial to solving this challenge.

For the most part, Principals were more than satisfied with the communications between their schools and Te Tupu. Some admitted that the pressure of their school workloads meant that communication could be intermittent from their end. Sustained feedback to all stakeholders about student progress and the transition process was considered crucial.

Although early days, Principals were optimistic about the effect of Te Tupu on the behaviours and learning experiences of Te Tupu students re-integrating with their schools.

"It's absolutely vital that the school is in partnership with Te Tupu and doesn't just hand the child off and expect a difference in behaviour in ten weeks' time."

Te Tupu

Suggestions

Ideas about further improving the work at Te Tupu:

- Establish clear parameters for tracking 'return to school' student progress
- Fine-tune transition communications for all schools (and parents/whānau) participating in the student journey
- Grow strong pastoral care links within every school to facilitate the Te Tupu learning programme
- Grow tuakana/teina capabilities among Te Tupu graduates for leadership value and to strengthen the mana of Te Tupu within schools
- Establish a communications plan for student success stories
- Refine expectations of student-centred partnerships with all schools, e.g. transition communications, Principal and SLT visits to Te Tupu etc.
- Develop stakeholder strategy plans for schools yet to sign a MoU with Te Tupu
- Develop plans to cater to schools constrained from participating because of distance
- Clarify 'care' and 'learning' aspects of the learning programme

"It is the first intervention that I've been able to access that is truly designed around the child and not around the constraints of an intervention and ticking the boxes to get support – the support wraps around the child and is designed for the child's needs."

Te Tupu

Case Studies

Introduction	The purpose of a Case Study was to focus on a sustained narrative drawing from the *observed* experience of a student travelling through the Te Tupu programme (from referral to the end of transition):

- immediately before and during the experience of Te Tupu (onsite)
- after participation in Te Tupu (onsite)

Method **Resources:** Case Study Builder, semi-structured Interview Script	Each Case Study was written from a combination of Te Tupu Coordinator and school representative perspectives, facilitated through the Researcher. The Coordinator wrote a reflection of the student journey and the Researcher interviewed the School Representative and then combined the two perspectives. The completed Case Study was then sent back to the Coordinator and school representative for further comments before the final version was produced.

Te Tupu

Case Study 1: Mid-Transition

NB. This is a partial Case Study, as the student has only just returned to school (mid-transition). A completed Case Study will embrace the entire transition period (at this stage conceived as 3 months after re-integration).

Student/tauira details	• Year 7 (age 12) • Female
Referral to Te Tupu	The student was referred to Te Tupu for continued disobedience. Having been out of school for several weeks, she wanted to return. At school she presented with the following behaviours: • Low attendance • Incorrect uniform • Aggressive behaviours towards other students • Aggressive behaviour towards staff • Refusal to undertake work Her attendance was low, largely because she spent time with both Mum and Dad who lived separately. The school engaged with the whānau to broker her attendance at Te Tupu because she was at high risk of exclusion. Mum and Dad were difficult to engage, and her previous contact with several pastoral interventions at school was not positive.
Personal situation	The student's biggest challenge was coping with an extremely traumatic and volatile home life. Within the family, there was a history of physical, sexual and drug abuse. This had a huge mental impact on the student, which manifested as disobedient behaviour or absence from school. The student has much strength if only she could develop the confidence to exercise this more often. She demonstrated good leadership skills and could communicate well with students and adults. She also felt safe enough to build a strong relationship with the Te Tupu teacher aide.

Te Tupu

Student's time at Te Tupu	The goal of Te Tupu was to work with the student and her whānau to prepare the student for a successful return to school. 'Success' was determined as the student's regular attendance and engagement in education without the constant challenge of her environment.
	Initially, to support the student with access and sustained attendance at school, Te Tupu agreed to pick her up and drop her off at the end of each day. Te Roopu A Iwi Trust was also engaged in providing counselling for Mum and Dad.
	Within the classroom environment, the interventions of Te Tupu revolved around creating positive relationships with the student. The teacher aide spent a lot of time with her, which then enabled the student to share information about what was happening in her life, and the teacher aide could build a relationship with Mum. Goal Setting methods were used around the issues that caused her referral, and she was challenged in these areas throughout her time at Te Tupu.
	At the start, the student was very responsive. She was only 1 of 2 students for the first week and 1 of 4 for the second. This allowed her to build positive relationships. Her social maturity meant that she could support the work of the adults. As more students started attending Te Tupu (particularly a large number of younger boys), the student decided she wanted to return to school. Her attendance while she was at Te Tupu was approximately 70%, which was a huge increase from the Term 2 school attendance of 50%.
Return to school	The student has now returned to school. Te Tupu has continued to support her access to the school by transporting her to school in the mornings. The school's student support services continue to monitor and support her.
	The school transition teacher was sent to Te Tupu before, during and after the student's attendance at Te Tupu, which was a different approach to previous programmes.
	Her school attendance has improved, however there is room to improve further. Her behaviour has changed positively, notwithstanding a couple of moderate incidents - she is now calm and smiles more, and is more communicative during conversations.
	Until Te Tupu started picking the student up from home, the school was not aware of her welfare situation as externally she presented well, wearing her uniform and appearing well nourished. With the involvement of Te Tupu it has enabled the school to better understand the home-life circumstances informing the student's behaviours at school.
	The ten-week period at Te Tupu has worked well for the student, and her teachers ask questions about her experience of the programme.

Te Tupu

Case Study 2: Early Transition

NB. This is a partial Case Study, as the student has not yet started school (early transition). A completed Case Study will embrace the entire transition period (at this stage conceived as 3 months after re-integration).

Student/tauira details	• Year 8 • Female
Referral to Te Tupu	The student was referred to Te Tupu by the school. She presented with continued displays of aggressive behaviours culminating in a day at school where she had multiple fights with other students.
Personal situation	The student was living in a motel unit with Dad and her brothers. This arrangement of precarious accommodation surrounded by males may have been a contributing factor to her aggressive behaviour. The student presented as a delightful and polite young woman. Many adults involved with her re-integration have also described her this way. She displayed very nurturing behaviours, especially towards the younger students. Her work ethic was good, and she particularly enjoyed the more artistic elements of the curriculum. The challenges that presented were more the results of her home environment. The motel unit then changed, which then led to the student moving in with Mum, to an address some distance away from school and Te Tupu. Although this period affected her attendance, it soon became clear this was going to be a positive step for the student.
Student's time at Te Tupu	The main outcome was for the student to return to school and complete the necessary learning, which would allow her to progress to whichever secondary school she desired. The other desired outcome was for the student to have a far more settled home life. Te Tupu created a constant positive challenge regarding her relationships with peers and appropriate responses to provocations. They also arranged for her to participate in the Big Sister Programme. This was complemented by the student's relationship with the teacher aide of Te Tupu and her need to maintain a relationship with Mum, which at times involved challenging Mum. The student easily adapted to her environment at Te Tupu. Although it was a challenge for her to be the only female student at the time, she became comfortable creating relationships with male students of varying ages. None of her peer group/friends were present and neither was the drama that she involved herself with at school. It was clear she had a good relationship with the social worker and measures to continue this relationship will be vital as she transitions back to school.

Student's time at Te Tupu, continued

The student's time at Te Tupu was very positive. She didn't present any of the aggressive behaviours that led to her coming to the programme. She displayed some lovely qualities and demonstrated a capacity for leadership potential. Providing her with leadership opportunities was something that was raised during the transition meeting with the school. She seemed more settled living with Mum and was excited to return to school for the start of Term 1 - 2020.

She was constantly challenged about appropriate responses to situations and the impact that her friends had on her school position. These relationships were discussed with her and will be something she has to consider when returning to school. As with many of the students of Te Tupu, the home environment had a huge impact and this appeared to settle somewhat during the time this student was with Te Tupu.

Case Study 3: Transition – Navigating Challenges

NB. This is a partial Case Study and a completed Study will embrace the entire transition period (at this stage conceived as 3 months after re-integration).

Student/tauira details	• Age 7 • Male
Referral to Te Tupu	The student had moved from School 1 to School 2 mid-2019 after experiencing several challenges. The student's behaviour was also very disruptive during his short time at School 2, where he became physical towards other children, and destructive of school property. The student's behaviour could be attributed to extreme disobedience and separation anxiety with Mum. His academic development was hugely hindered by his inability to engage. He was enrolled at School 2 for nearly 2 weeks but had only attended for a few days before he was referred to Te Tupu for the reasons described above.
Personal situation	At the time of the referral, the student was receiving MoE, RTLB and Birthright support. There had been several notifications to Oranga Tamariki, but there was no active involvement from the agency. A significant factor in the student's life was his mother's health, which required regular treatment at the hospital. She was the only person present at home with the student and there was no other whānau support. By mum's own admission, the student often had to look after himself. The behavioural and educational professionals around the student ascertained a deep level of trauma. Although aged 7, he was functioning at the level of a 5-year-old. Te Tupu staff observed extreme behaviours including verbal and physical abuse, smashing windows, etc. When calm, the student is an extremely likeable child. Despite the extreme behaviours, all staff had a real soft spot for him.

Te Tupu

Student's time at Te Tupu	It was paramount that Te Tupu staff built a trusting relationship with the student before they were able to begin challenging his negative behaviours. This took a while and meant that the time he spent at Te Tupu extended from 10 weeks to the end of the year; a total of 17 weeks.
	MoE's Behaviour Specialist and RTLB observed and regularly worked with the student. The RTLB professional found it harder to affect her desired outcomes due to the student's limited capability for academic work.
	The hospital, school and Te Tupu notified Oranga Tamariki about their concerns for the child's wellbeing, but the agency determined the situation was an 'education issue' and appeared to discount the impact the home life was having on the student's ability to learn.
	Birthright tried to engage Mum and whānau through two processes focused on strengthening families, but both were unsuccessful due to the lack of whānau presence and intermittent support from Mum.
	The student's behaviour became more regulated while at Te Tupu, and at times he was able to participate in the more academic learning aspects of the curriculum.
Return to school	The student returned to School 2 at the beginning of Term 1 this year (2020). The first few days were reasonably positive, but his behaviour deteriorated soon after. The student was stood down on 12 February for verbal and physical assault.
	Currently, the student remains in school, and Te Tupu continues to support the student and the school. There is the potential for further involvement with Te Tupu in the future.

Te Tupu

Addendum to Case Study 3

**Te Tupu
Coordinator**

The Te Tupu Coordinator described this student's case as the most compelling case he had worked with to date. The student presented some of the most challenging behaviours within the classroom environment, yet was the student that he thinks of and worries about the most.

This student has experienced an extremely unsettled and traumatic home life which has undoubtedly impacted on his ability to engage in a traditional school environment.

Earlier sections of this report have mentioned that Oranga Tamariki have been unresponsive to the Te Tupu Coordinator's requests for support. The Te Tupu Governance Group has decided to raise the issue in this evaluation report, not to disparage Oranga Tamariki, but in hopes that the agency becomes more involved with Te Tupu in the future and works more collaboratively with other agencies involved in supporting their students.

**Special Education
Advisor**

MoE's Special Education Advisor (SEA) describes the student as a 'funny, loving 7-year-old boy'. She said Te Tupu offered the student a nurturing space to grow, have structure and build positive, trusting relationships.

She said that Te Tupu tries their best to build a team around the child and whānau to best support them. This student's situation required a multi-agency approach, however although attempts were made to offer support through NGOs, there was a lack of engagement from the student's family.

Given the complexity of this student's situation, it would have been ideal for all agencies (including Oranga Tamariki) to get together and design a more holistic approach to the various assessments and interventions required. Unfortunately in this case, there was a lack of communication between the agencies involved.

Pakeha child? Maori? Iwi connection??

*Needed or f.
expected family??*

TE TUPU MANAGED MOVES

THE STORY SO FAR - AUG 2019 TO JAN 2020

Te Tupu

EVALUATIVE DIMENSIONS

TEACHERS' DEVELOPMENT

2019-20
- Testing and validation of PLD e.g. staff workshops on the neuro-developmental effects of trauma on children

2020+
- Scope further PD for teachers involved with transitioning students

RE-INTEGRATION

2019-20
- Positive responses from schools of schools transitions
- Consistent presence of schools while student is at Te Tupu
- Success indicators take shape through the experiences of transitioned students

2020+
- Establish clear parameters for maintaining relationships once returned to school
- Fine tune transition communications for schools & parents/whānau participating in the students journey

STUDENT CENTRIC

2019-20
- Extent of bespoke, wraparound support
- Stakeholders collaboratively working with a focus on the student

2020+
- Grow strong pastoral care links within every school to facilitate learning program
- Grow tuakana/teina capabilities among Te Tupu graduates for leadership value and to strengthen Te Tupu's mana within schools
- Establish a communications plan for student success stories

PROGRAMME QUALITY

2019-20
- Programme assets developed through testing and validation, e.g. student care and learning plans, visitor logs, student management system etc.
- Consistent responsive, flexible, nimble, problem-solving approach to students & stakeholders needs
- Commitment to growing knowledge and capability in Te Ao Māori

2020+
- Engage schools still to sign an MoU as advisors on aspects of programme and teacher development
- Develop the measure of 'Te Tupu contact time' distinct from classroom 'attendance'
- Develop collaborative evaluation tool for schools and Te Tupu to gauge responsiveness to each other and students
- Establish a peer review process for programme assets

LEARNING PROGRAMMES

2019-20
- Strong, evolving model for robust care and learning programmes focused on bespoke and wraparound interventions
- Focus on belonging and identity complemented by literacy and numeracy interventions
- Responsive to recommendations for continuous improvement e.g. stronger engagement of Public Health Nurses in student care plans
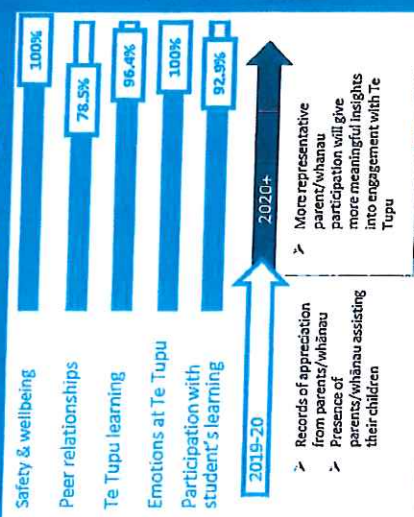- Continuous sourcing of programme development and partnership opportunities e.g. Sport Hawkes Bay, Waka Ama, Big Brother/Big Sister

2020+
- Clarify 'care' and 'learning' aspects of the programme
- Evaluate efficiency of co-design process
- Consider Māori-medium resources and approach to curriculum design

STUDENT VOICE

- Safety & wellbeing — 71.2%
- Peer relationships — 61.3%
- Te Tupu learning — 88.2%
- Emotions at Te Tupu — 61.7%
- Parent/whānau participation with my learning — 40.1%

- Students feel physically and psychologically safe and secure
- Students like the learning
- Students learn to accept different behaviours
- Students are positive about learning to manage their feelings

- Encourage more students and parents/whānau to participate together in the learning
- Encourage a sense of belonging to friend/peer networks
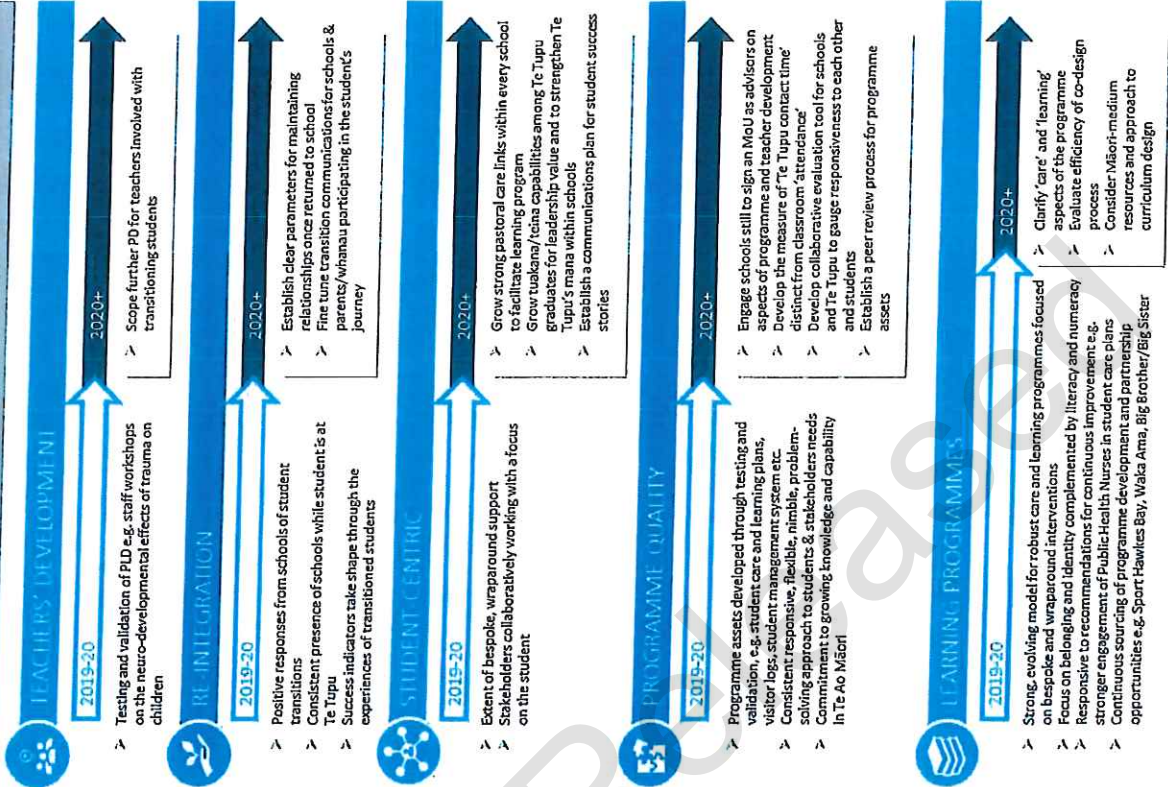- Encourage the development of each student's social self-esteem

PARENT/WHĀNAU VOICE

- Safety & wellbeing — 100%
- Peer relationships — 78.5%
- Te Tupu learning — 96.4%
- Emotions at Te Tupu — 100%
- Participation with student's learning — 92.9%

2019-20
- Records of appreciation from parents/whānau
- Presence of parents/whānau assisting their children

2020+
- More representative parent/whānau participation will give more meaningful insights into engagement with Te Tupu

Statistics

- 10 (71%) MALES
- 4 (29%) FEMALES
- 10% Transitioning back to school T4-2019
- 50% Transitioning back to school T4-2019

TIME AT TE TUPU
- 11.4 weeks (avg)
- 12 weeks (median)
- 7.75 weeks (avg)
- 7 weeks (median)

YEAR LEVELS
- Y34
- 156
- 178

- 0%
- 28%
- 72%
- 46%

- Y34 — 0%
- Y56 — 25%
- Y78 — 0%

- 71% Māori students (identified by Principal)
- 75%

WORKING PARTNERS
- 9 schools referred students
- 3 Govt/Crown agencies
- 9 Social agencies
- 17 MOUs with Schools

STAKEHOLDER ENGAGEMENT

2019-20
- Evidence that most relevant agencies and services are highly engaged
- Principals' unanimous endorsement of the work and timely communications
- Presence of Principals and senior leaders visiting students
- Coordinator's role negotiating complex relationships and managing expectations

2020+
- Align collaboration expectations between all stakeholder including government and social agencies
- Refine expectations of student-centric partnership and collaboration with all schools
- Ensure sustainability of the Coordinator role
- Develop stakeholder strategy plans for those schools yet to sign the MoU
- Develop plans to cater for distance schools
- Invite agencies not yet involved with Te Tupu (e.g. Oranga Tamariki) to join Governance Group