Engaging Rotorua Rangatahi in Positive Pathways Project

Conclusions and Evidence Report

November 2018

Prepared for the Rotorua Working Together Forum

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November 2018

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Project Context

1. The Engaging Rotorua Rangatahi in Positive Pathways project was initiated by the Rotorua Working Together Forum. The Forum was established to support a community-led approach towards solving problems that have broad concern across the Rotorua community. Membership of the Forum consists of community organisations, Non-Government Organisations, and local and central government agencies.

2. The specific aims of the project were to explore the opportunities towards a 'whole of community' collaborative approach to reducing and ideally eliminating exclusions, truancy and disengagement of rangatahi from schools. Although this was the specific focus of the project, the scope also included consideration of the interactions of rangatahi engagement with all other sectors of the community in particular with whānau, agencies and other relevant organisations. In addition to this, the project was to provide evidence for a whole of community response to not only tackle but to resolve it for the Rotorua community.

3. There is an expectation that all young people should have equal opportunity to learn and be engaged in our community. However, in reality there is significant disparity in the distribution and access to opportunity. The focus of this project has been on improving the opportunity for all young people, whether they are currently engaged, disengaged, or at risk of becoming disengaged, and to ensure that they can develop to their full potential and contribute to the building our local community in multiple ways. It is recognised that priority needs to be given to the least engaged and most disadvantaged young people.

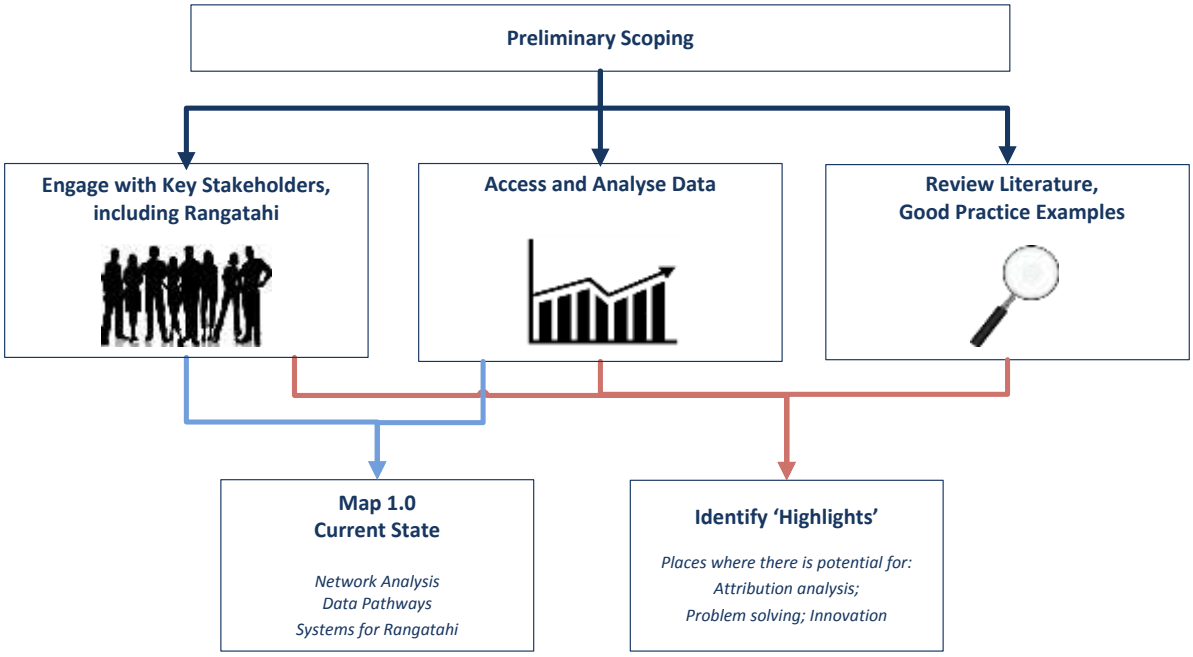
Approach

4. The approach used to understand the current situation of young people in Rotorua and to identify opportunities to improve the processes needed for engagement for all young people included:
    - A literature scan;
    - Interviews with individuals and organisations;
    - Focus group discussions (through Liaison Group hui);
    - Attending youth-related events;
    - Assessment of data;
    - Change conversations and discussion workshops;
    - Regular communications on the project (through a Weekly Pānui e-newsletter);
    - Developing projects to facilitate community collaboration, and
    - Formal reporting.

5. The project consisted of two main components:
    - The collation of data and information related to the current state of engagement of young people and consideration of key issues and root causes of young people becoming disengaged in formal education, training and employment; and
    - Working with stakeholders to identify solutions and opportunities for better outcomes for rangatahi through increased collaboration and coordination of effort.

An overview of the approach is provided in Figure 1.

Phase 1.



Phase 2.

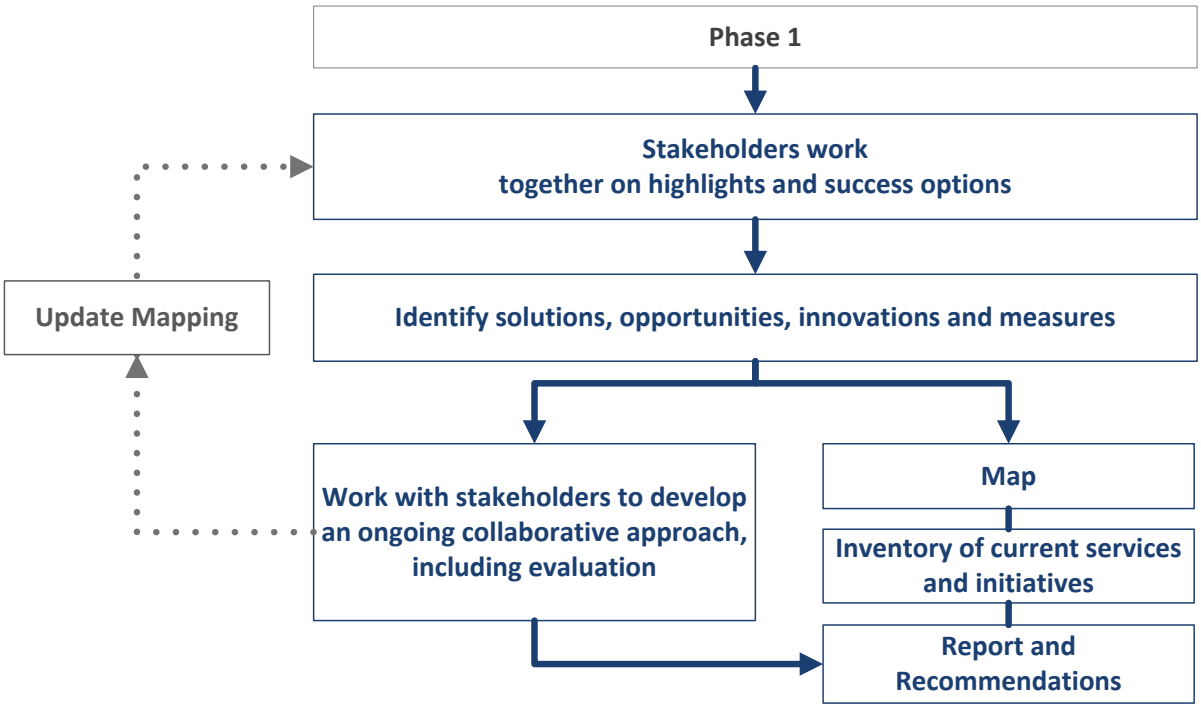


Figure 1: Overview of Project Approach

Current State

6. Rotorua has around 10,000 young people aged between 14 and 24. Of this total population around 3,600 are enrolled at school, 4,000 are employed, 570 are not in education, training for employment (classified as NEET), 1,200 are at tertiary institutions, 340 are at other training organisations and around 450 have not been able to be classified.

7. Ten key groups of stakeholders were found to be key influencers affecting engagement of young people. These groups form direct relationships with young people. These groups included (Figure 2):

- Whānau/family or caregivers
- Peers
- Sports, culture and art groups based either in schools or the community
- Iwi and hapū
- Community and non-government providers
- New media (digital media and cyber-environments)
- Schools (including teachers, principals, deans, careers advisors, social support advisors)
- Training organisations
- Tertiary organisations
- Employers (businesses and commercial organisations.

8. A second tier of influencers impacting young people either indirectly or in the roles of social support, economic development or enforcement are:

- Government agencies
- Local territorial authorities

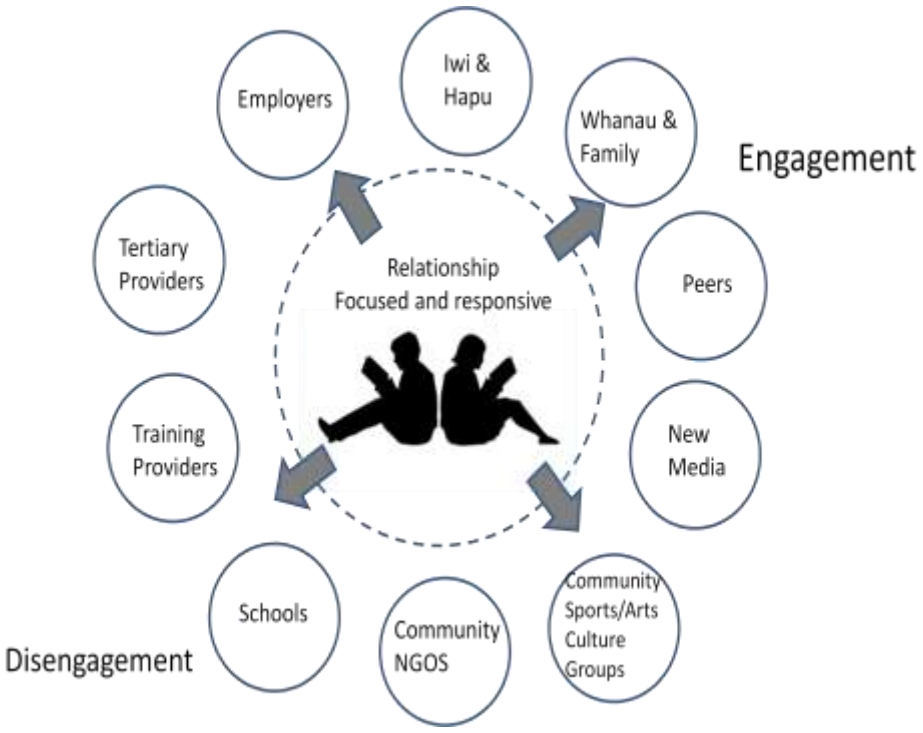


Figure 2: Ten key influencers of rangatahi

9. Across Rotorua there are over 85 organisations and entities delivering services and providing support to young people who are at risk of reduced engagement. These organisations provide a range of functions and activities. These include:

- Youth support services;

- Health related services;
- Career related training;
- Community related activities and support services;
- Special learning services;
- Parent and whānau support services;
- Cultural related activities;
- Career guidance support services;
- Sport and recreation related services and activities;
- IT and technology support services.

10. Positive relationships (those that contribute to feeling valued, promote a sense of belonging and connectedness, strong mental development and health) are critical for building agency in young people. Furthermore, these characteristics encourage young people to be confident to make decisions about their lives. For young people, perceptions of organisational boundaries, structures, budgets and resources are of less significance than the relationships they have with people within the organisations. Organisations delivering services to young people should focus on 'one-on-one' personal relationships and the nature of organisational policies and decisions that support building and maintaining relevant relationships rather than just the supply of services through siloed structures.

Schools

11. The Rotorua school district has 47 schools and kura kaupapa Māori. The district-wide investment is around $103 million[1]. These schools are made up of 33 contributing primary and full primary schools, 3 intermediate schools, 5 high schools, 4 kura kaupapa Māori and 1 special education school. The school district extends from Kaharoa to the north to Mihi and Broadlands schools to the south.

12. The total school roll across all these schools is around 13,570. Māori comprise of 54.5% (7,402) of the total learner population and New Zealand European comprise of 33.7 % (4,547), with the balance being made up of Pasifika learners, other ethnicities and international students.

13. Of the full student population enrolled at school, 3,975 (29.2%) are aged between 14 and 19+ years. The ethnicities of the 14 to 19+ year age group at school are 51% (2,030) Māori and 33% (1,315) New Zealand European.

14. The gender breakdown for the 14 to 19+ year cohort is 48% (1,913) female and 51% (2,062) male.

15. Māori learners make up the greatest proportion across Rotorua schools and are likely to do so for the foreseeable future. Rangatahi Māori are over-represented in statistics related to dis-engagement from school, including school attending, stand-downs and suspensions.

16. There is potential for an increasing role for Iwi in guiding and assisting schools to develop a relevant cultural context that builds Māori identity, language and culture and ensures schools are a 'safe' and productive environments for **all** Māori learners.

[1] Includes funding for operations, teacher salaries and direct property funding. Ministry of Education, 2018: Presentation to the Rotorua Energy Charitable Trust – 23 Feb 2018.

17. Some iwi already have significant strategic stakes in the education sector across Rotorua. However, there is scope to continue to build on iwi connections for mainstream schools. There is a sense among iwi that mainstream schools are not delivering the 'best' for all Māori learners.

18. Five Kāhui Ako (Communities of Learning) exist with the Rotorua District. The Kāhui Ako involve 33 schools, but include 85% of all students and also include all secondary and intermediate schools.The Kāhui Ako are:

- Rotorua Catholic Faith based,
- Rotorua Central
- Eastern Rotorua
- Te Maru o Ngongotahā, and
- Reporoa

> *"Rangatahi being on positive pathways is diverse. There are young people in the school system who are flying, they're supported and resilient and successful… and at the other end of the continuum are young people with no legitimate caregiver support who are effectively on their own, no literacy/numeracy, and no intention of engaging at school. For them, there are other pathways, like petty crime and being a gang prospect."*
> *- Stakeholder Interview.*

19. Schools have a critical role in developing, promoting and supporting young people to develop positive life courses. The role of school in a young person's life can vary widely depending on their personal experiences both within the school and in other aspects of their lives, and the impact of the key influencers (see paragraph 7, page 3). Though the role of schools is markedly influenced by the personal experiences of each and every young person.

20. Schools are taking a greater role in supporting young people by responding to the increasing demand for provision of social support services. Although in recent years there has been an increase in the social service resource delivered inside schools, there is an alternative view that this need may best be met by strengthening schools' use of and referrals to commmunity-based services.

Exclusions and Removals from School

21. Stand-downs, suspensions, exclusions and expulsions are specfic mechanisms provided in the Education Act for schools to use as part of a disciplinary approach for behaviour which is inappropriate in schools. Schools generally use these processes as a means of last resort and have typically tried a range of other processes prior to using these disciplinary measures.

22. Stand-downs and suspensions temporarily remove a student from school, and require the Board of Trustees to meet and decide a course of action. The formal removal of a student from a school/kura is an exclusion if the student is under the age of 16 and an expulsion if the student is over 16 years old.

23. There has been an increase of in the number of these incidences in recent years, which is generally viewed as indicating an increase in the frequency of inappropriate behaviour at school and the need for schools to deal with more complex behaviour.

> *When Section 27 is used as an alternative to suspension or expulsion "…these young people can be quite invisible to the system"*
> *- Stakeholder Interview.*

24. Section 27 of the Education Act allows a Principal to exempt a student from attending school for a period of no more than 5 school days, with the child's absence recorded as 'justified' on the school roll. Section 27 can only be applied at the request of the parents.

25. It is widely reported by stakeholders that Section 27 exemptions are being applied in some schools as an alternative to suspension or expulsion. In these instances the use of Section 27 may be proposed to the parents as an option that will not result in a suspension or stand-down being recorded on the student's school record; alternately, some parents are unaware that Section 27 can only be used at their request and rather perceive it as a suspension or stand-down.

26. Section 27 can be used repeatedly for the same student, and when it is used in this way can result in extended periods of absence from school. There is no requirement for the Board of Trustees to be notified when Section 27 exemptions are applied, and use of Section 27 is not reported in suspension, stand-down, exclusion or expulsion data.

> *"We have been working with a rangatahi who has been given 12 Section 27 exceptions in one period."*
> *- Stakeholder Interview.*

Early Leaving Exemptions from School

27. While enrolment at school is compulsory between the ages of 6 - 16 years, the parents of 15 year old students may apply to the Ministry of Education for an exemption from attending schooling. This exemption is referred to as an 'Early Leaving Exemption'. Reasons for granting an Early Leaving Exemption include: educational problems, conduct, or the unlikelihood of the student benefiting from attending available schools[2].

28. The exemption process requires engagement with whānau, the school and the proposed training provider or employer, and an exemption is only granted on the basis that the student is going on to other learning, training or employment. A pathway plan must be developed as part of this alternative to being enrolled at school.

29. Rotorua has one of the highest rates of Early Leaving Exemptions (ELX) in New Zealand. Māori make up a larger proportion of those students applying and being granted an ELX. Ministry of Education generally discourages students from applying for an ELX and will actively endeavour to find alternative schooling options. However, there is a perception that, for a young person who is not strongly engaged at school, motivated or interested in learning within a school environment, an ELX has the potential to offer stronger engagement in a potentially more positive pathway.

30. There are annual increases in the number of ELX applications in Terms 3 and 4 of the school year, and following School Roll Return dates.

31. Young people granted an ELX will often go into employment, an apprenticeship, Youth Guarantee programme, or tertiary study. Many Rotorua rangatahi who are granted an ELX leave school to attend a training course often provided by private training organisations. Increases in the number of early leaving exemptions applications typically occur around the time of enrolment dates for training provider courses, though some of these providers have rolling intakes.

[2] Early Leaving Exemptions - Indicator Report. 2016. Ministry of Education. https://www.educationcounts.govt.nz/statistics/indicators/main/student-engagement-participation/early_leaving_exemptions

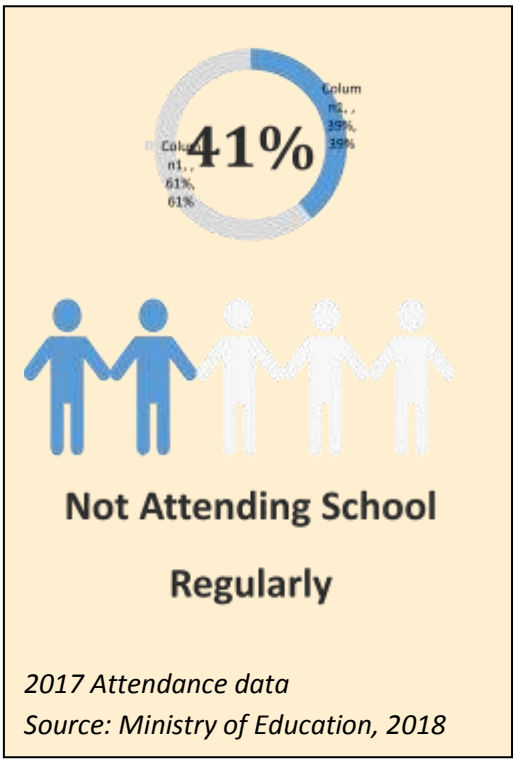
32. There is no system in place for close monitoring and reporting of the outcomes for young people who have been granted an ELX.

33. Parents/caregivers and whānau participation in ELX is variable, with some parents faciliting the whole process and in other cases parents are unable to contribute and require other whānau members to contribute to the process on their behalf.

34. Early Leaving Exemptions are sought for a variety of reasons. Examples drawn from stakeholder interviews and discussions include:

- A rangatahi who is enrolled at school but wants school doesn't feel relevant and useful.
- A rangatahi aged 15 years who had been disengaged from school long-term, and had had significant involvement in the Youth Justice system. Due to behavioural issues, attempting reintegration to school was perceived as likely to be unsuccessful and to be a negative experience for the young person.
- A young person who had a strong aspiration to work in a specific industry, and was offered an industry training opportunity that was time-bound. As a student who was succeeding at school, gaining an exemption was difficult.
- "From July or August, kids who aren't expected to do well in their exams are basically shown the door by some schools."- Stakeholder Interview

35. The ELX process can be a negative, painful and often hurtful process for families and the young person, as it emphasises why the current system is not working for the student and failures and weaknesses of the key participants.



2017 Attendance data
Source: Ministry of Education, 2018

Attending School

36. Around 41% of learners are not attending school regularly (more than 90% of all half days) and there is a general trend over the last few years that attendance at school has been reducing. Principals have indicated that there appears to be an increasing general trend of parents and whānau/family being less concerned about their children attending school and with complying with the Education Act (i.e. compulsory attendance at school for all children to the age of 16).

37. Changing patterns of non-attendance are being observed, including:

- The age at which rangatahi stop attending school regularly has dropped: for example from predominantly 15 year olds, to many 12-14 year olds,
- An increased number of girls are not attending,
- An increasing number of young people who refuse to attend school.

> "A mum will say 'I can't do anything, he doesn't listen to me'. And she's gone at 6am to her job, so no one's there to make sure he goes to school."
> - *Stakeholder Interview.*

38. Factors contributing to rangatahi not attending school can be complex and varied and may include:

- Rangatahi not enjoying school, not finding the curriculum and delivery relevant , or not feeling engaged in the school culture;
- Students finding school work hard;
- Rangatahi refusing to attend school;
- Parents not enforcing the requirement to attend school;
- Bullying at school;
- Mental health issues, including an increasing incidence of anxiety as a named reason;
- Home related issues, covering a wide range of sometimes complex situations;
- Poverty related issues.

> The mother of a 13 year old girl is using drugs and is often away from home overnight. She needs to take responsibility for her younger siblings, which makes it hard to get to school, and her attendance has become very irregular."
> - *Drawn from stakeholder interview.*

39. Schools frequently report that young people are refusing to attend schools and that parents are less likely to enforce school attendance. Some principals were of the view that the parents/caregivers and whānau have lost influence over their children and are more inclined to let their children stay at home or do what they wish.

> "The majority of school refusers would go to school if someone went around, picked them up and took them to school."
> - *Stakeholder Interview.*

40. For some rangatahi their attendance is irregular because they do not wish to be identified by their peers and others around them as 'going without', for example when they do not have lunch or correct school uniform. One principal indicated that they have cases where students are not attending their school because they have no power and water at home and that the young people do not wish to be singled out.

41. When student attendance becomes irregular there is a downward spiral of decreased learning and increased disruptive behaviour as the learner falls behind, which can affect the achievement of other students and impact on teacher performance.

> A community provider has been working with a 16 year old who has not been engaged in school for 4 years. The provider didn't receive a referral: the rangatahi walked in with their Mum. The initial trigger for not attending school related to bullying about weight issues. Transitioning between intermediate and secondary school around this time may have played a part in weakening engagement at school. This rangatahi had been living with a family member who supported them to stay home, rather than go to school.
> - *Drawn from stakeholder interview.*

42. Reporting of non-attendance at school to Ministry of Education tends to be voluntary. This opens the door for schools to potentially turn a blind eye to some young people not being at school and the schools not proactively trying to get these people back to school. There are a wide range of reasons why a school may adopt such a position.

> "The lack of a compulsory national database for attendance is a problem. Although there is a system, some schools don't engage with that system."
> - *Stakeholder Interview.*

43. Restraints on access to timely and comprehensive attendance data include limited data sharing between the data system used for referrals to the Attendance Service (the Attendance Service Application or ASA) and the ENROL register of school enrolments.

44. This is exacerbated as some schools are not reporting their interactions with students through ASA database, so Ministry of Education are not provided with up to date information that would support early intervention.

45. Absenteeism from school is made more complex to identify and quantify across the district due to the variety of mechanisms that are used for referrals and reporting of attendance.

46. Inconsistencies, gaps and loopholes in the way absence from school is reported create many opportunities for the system to be 'unfair' for some rangatahi and potentially give rise to inappropriate responses. Furthermore, changing attitudes of parents and rangatahi provide situations where young people fail to attend schools.

47. When non-attendance is related to social or complex needs, schools do not always access the range of social support services that are available in the community. This is frequently due to a lack of awareness of the available community resources, services and supports.

48. There are a significant number of young people in Rotorua who are of an age appropriate for school who are not enrolled in any school and are currently not engaging in an education.

Responding to Non-attendance

49. When a young person begins not attending school, or their attendance becomes irregular, the first response is through the school's internal systems. The processes used vary between schools but typically include an escalating series of contacts with parents/caregivers via phone, letter and home visits.

50. Where a school's response is not able to re-engage the young person in regular attendance, an 'Unjustified Absence' referral may be made to the Attendance Service, at the school's discretion. Where the rangatahi has not attended school for 20 consecutive days, a 'Non-Enrolled' (NEN) referral must be made to the Attendance Service (see Figure 5).

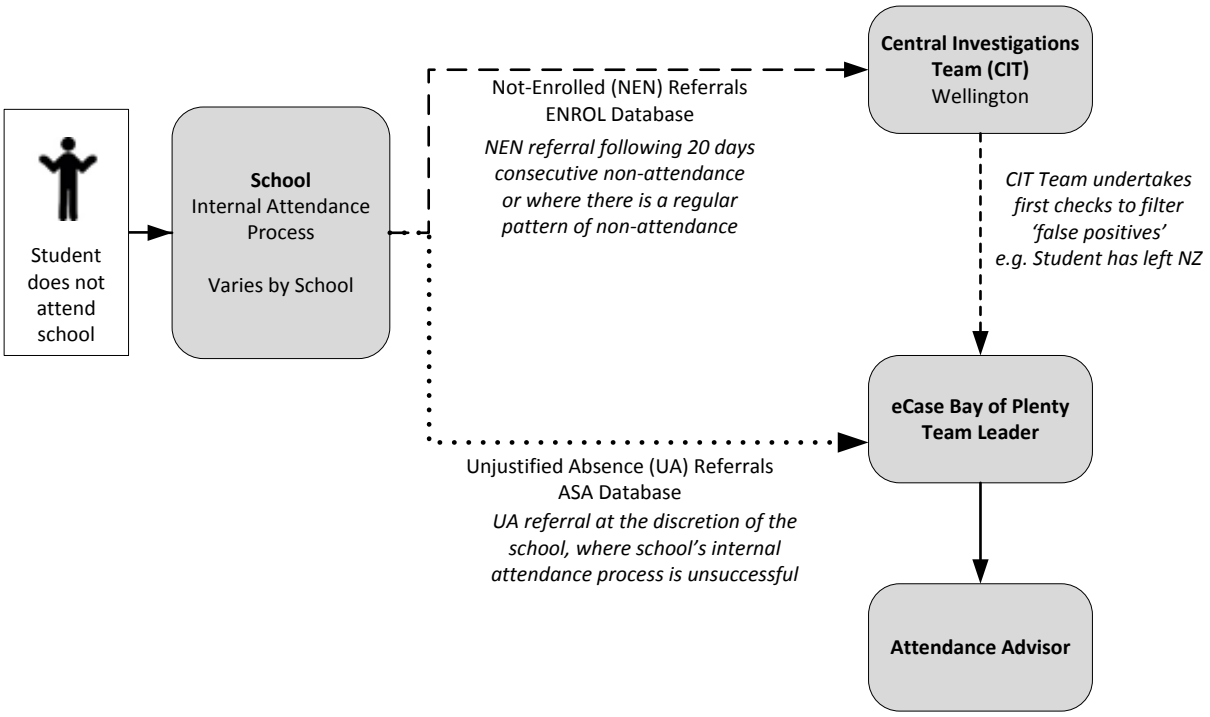


Figure 5: Overview of Current Attendance Response.

51. The Attendance Service for Bay of Plenty is contracted by the Ministry of Education to Datacom. In Rotorua district, six Attendance Advisors are each based in a host school, with responsibility for a cluster of schools (see Figure 6).

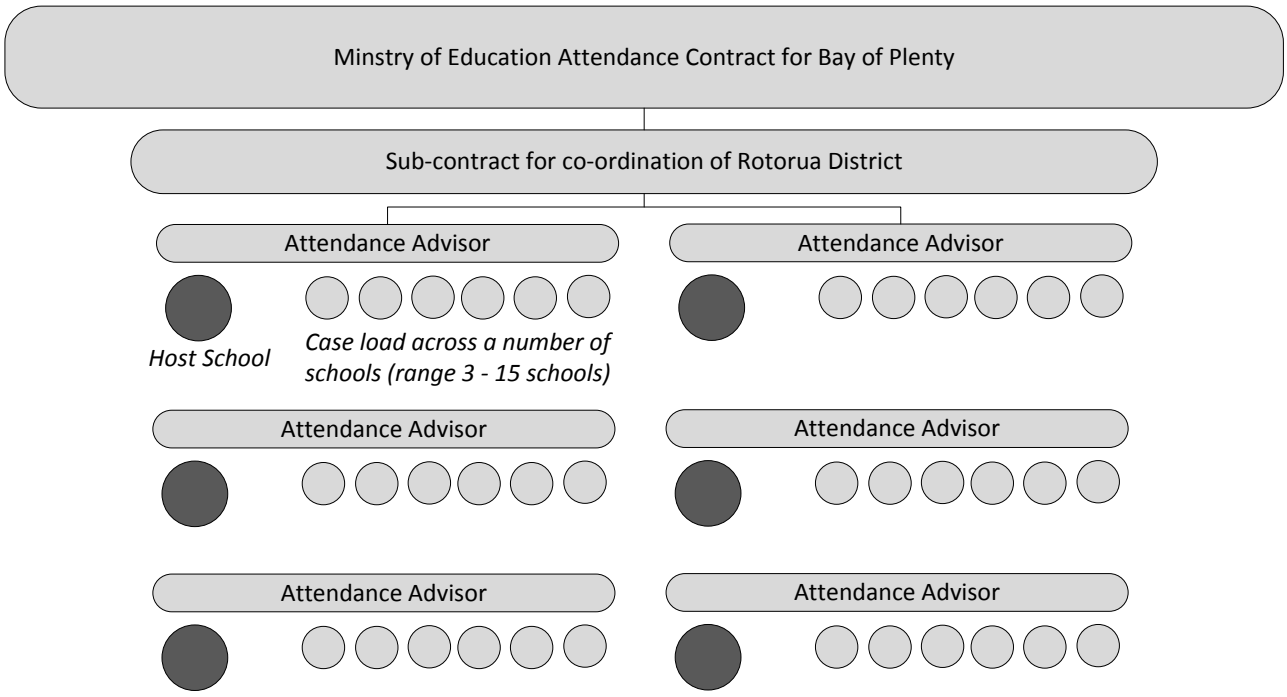


Figure 6: Overview of Rotorua District Attendance Service

52. The roles of Attendance Advisors are complex, including:

- An employee relationship with their host school in addition to a service provision relationship with the Attendance Service
- Responsibility for attendance across multiple schools
- An Attendance Officer may hold dual roles within their host school. Dual roles can create barriers for rangatahi: for example, seeking support from the Guidance Counsellor with whom they may have had difficult interactions in their Attendance role.
- Being situated within a host school creates a risk of the attendance function being motivated by the school's operational needs, rather than being focused on the rangatahi and their whānau.

53. Some of the challenges schools and the Attendance Service have in responding to non-attendance include:

- Difficulties finding and making contact with parents/caregivers, many of whom are transient and/or have frequently changing contact details. Many schools will send a text to alert parents when the student isn't at school, but in some cases the school may not have up to date contact details so the text may not be received;
- Accessing resource and expertise needed to respond to the complex issues that can underlie non-attendance;
- Responding to an increasing number of 'school refusers'. Parents of these young people often have an expectation of a service response that will work one on one with the young person to get them to school every morning.

54. Timeframes for referrals to the Attendance Service are slow, and referrals are made too late to effect an early and effective response to keep the young person engaged, for example:

- The process of making a Not-Enrolled (NEN) referrals following 20 days of consecutive non-attendance means that in practice a young person may have been effectively disengaged from school for a much longer period before a referral is made. Occasional days at school in response to school's attendance follow-up can circumvent the 20 days rule and enable the young person to remain on the school roll without a NEN referral.
- Delays in schools making Unjustified Absence referrals to the Attendance Service prevents a comprehensive early response to be made.
- There is a correlation between completion of the School Roll Return at the end of March and the subsequent reporting of unjustified absence of 20 consecutive days (after which the school can remove the child from its roll).
- Other government agencies and community providers working with a rangatahi are not included in the attendance reporting process, so are not able to support an early response to non-attendance.

> "Unjustified Absence referrals are too late: the school holds on to the referral. Often there's been 2 – 3 months non-attendance before the referral is made."
> - *Stakeholder Interview.*

55. There is potential to develop a whole of community response to non-attendance that:

- Enables consistent early response to unjustified absences before non-attendance becomes established;
- Connects a rangatahi with a range of support services;
- Gathers consistent monitoring data and builds; community transparency and accountability for school attendance;
- Supports development of appropriate responses for rangatahi who are not regularly attending school.

> "High schools will say they've got no non-attenders, although that doesn't reflect the reality."
> - *Stakeholder Interview.*

56. While locating Attendance Advisors within schools has the advantage of creating strong and trusting relationships within schools, there are also disadvantages of this approach, both regarding the complexities of dual roles and accountabilities within the school, and in a lack of consistent information sharing and connections with community providers.

57. Developing an Attendance Service approach that combines elements of both a school-based and community-based approach is perceived as offering the potential to deliver a stronger model that supports a whole of community approach to attendance.

Schools and transience

58. There are high levels of transience of students both in and out of the district and around the district. Reasons for transience include :

- Housing related issues, currently exacerbated by a shortage of rental housing, including overcrowding and homelessness;

> "Transience is a big issue: At the moment we have a 15 year old who has been enrolled in 14 schools, and a 13 year old who has had 15 enrolments."
> - *Stakeholder Interview.*

- Changes in family circumstances, such as family break-ups, changes in employment, family violence, and some families who are habitually transient;
- Rangatahi changing their residence between family caregivers or foster carers.

One principal indicated that it is not unusual for students still to be changing schools in December.

59. Repeated transience can disrupt school engagement, as well as connections with peers, teachers and local community.

60. When rangatahi move within the district, they frequently enrol at a different school; travelling to maintain attendance at the same school is a barrier for some families.

> Things that could have made a difference at school:
>
> "Provide free transport."
>
> *Comments of rangatahi who has been disengaged from school*

61. Use of the ENROL database by schools when families move is not always timely and consistent, meaning that when families move around the country information about a student's experience and needs are not always available at their new location, and this creates opportunities for young people to 'disappear' from the system.

School Transitions

62. Times of transition are pivotal points at which engagement in school can be weakened, and poor transitions can impact negatively on students[3]. Key education transitions are: between levels of schooling (for example between early childhood education and primary school; between intermediate and secondary school), between year levels within a school, when moving from one school to another, and when moving from secondary school to vocational training and tertiary education.

63. Successful transitions happen when a young person's engagement is not weakened during the transition, and they have a strong connection in the new context. Supporting successful transitions for children and young people requires recognition that relationships with peers, family and teachers are important to successful transitions, and that at times of transition young people need to know about their new environment. Furthermore, they be listened to and have a voice in what is changing, and that they need to be supported when things change or go wrong[4].

Alternative Education

64. Āwhina and Kōkiri provide alternative education for young people with significant behaviour issues and with high levels of disengagement from mainstream schooling. Young people in Alternative Education remain enrolled in mainstream schooling. These providers play an important role in offering alternative learning paths that encourage young people to stay engaged with learning and attend schooling.

65. A significant increasing trend in unmanageable behaviours in school students is widely reported: increasing both in the number of affected students, and the severity of behaviours.

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[3] Ka Hikitia – Accelerating Success 2013–2017, Māori Education Strategy. Te Kawanatanga o Aotearoa, p.24. https://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-Māori-education-strategy-ka-hikitia-accelerating-success-20132017/

[4] Education matters to me: Transitions. 2018. Office of the Children's Commissioner. www.occ.org.nz

Alternative Learning Environments

66. There is an increasing number of alternative learning environments being established across Rotorua which provide alternatives to learning at schools and kura. Currently, there is a lack of clarity around the role of these alternatives in re-engaging young people in access to learning and education. Many of these initiatives operate with limited funding.

67. These alternative learning environments have emerged as adaptive community-based responses to meet the needs of local rangatahi. These include Learning Hubs at Ko Te Tuara Totara o Fordlands and at Apumoana marae, and support of individual rangatahi at Mokoia Community Association *(See 'Re-engaging through Learning Hubs', below)*

Schools and Student Health

68. Secondary school principals indicated that there is significant increase in the demand for health support services at schools with school nurses having to deal with high numbers of relatively complex cases. As an example, one secondary principal indicated that in the current year to date (to July 2018) the school nursing services had dealt with a total of 600 health related issues. These included ACC claims, medical issues, sex related issues, mental health and recommendations for HEADDS assessment.

69. Principals also indicated that there is complex mix of mental health related issues being dealt with, including self-harm, anxiety, stress, depression and attempted suicide, and a growing demand for support for students experiencing these issues. Principals indicated that access to District Health Board mental health services is difficult for their students. Schools do not appear to be well prepared to deal with mental health related issues and where students are self-harming schools may revert to suspensions and exclusions to deal with these issues.

Schools and Career Pathways

70. Schools put substantial effort into pathway planning for their young people. This takes the form of support from career advisors, supporting youth guarantee programmes, trade academies, career expos, work skills training programmes, potential employer visits to schools, special training programmes (for example access to the Police training programme at RBHS), and linkages to the private training organisations. Generally, the pathway support services in schools were heavily committed and constrained by the availability of resources.

71. Where schools are constrained by the courses that they can provide to their students, then students can be offered alterative programmes that may not align with their aspirations. There is a sense that at times some bias may also exist within this process, for example one participant indicated that 75% of Māori students that they are involved with were being offered courses that were not their preferred subject options.

72. Schools indicated that students should have the opportunity to participate in pathway planning in Years 9 - 10. Currently, this is difficult as most schools' allocate resources to support the senior students (Years 11 – 13).

73. The development of relationships for Māori and Pasifika rangatahi is an important part of the pathway planning process.

74. Schools are often approached to engage with a range of organisations regarding future study options and career pathway opportunities. This appears to occur in a rather uncorrdinated manner and is time consuming for school career advisers. There is an opportunity to take a more coordinated approach to the delivery of this information to students.

Schools and digital media

75. Schools see that young people's use of social digital media as being a significant issue. Bullying and abuse of people through social media is common and often negatively impacts on young peoples' self-esteem and self-value.

76. While digital media is becoming pervasive and brings many benefits and opportunities, digital media should not be the only tools to engage with young people, and it should not replace personal one on one relationships. It should not be assumed that information and communications with young people is best presented through digital media.

Schools and parents

77. Parents/caregivers/whānau who have had a poor experience during their own schooling are often not in a good position to support and advise their children about school, as they may experience barriers in communications and involvement with their child's school, may not be aware of opportunities to strengthen learning and engagement, may not have wide experience and knowledge of possible pathways, and may not place a high value on the value of education as an essential pathway to employment.

78. When parents move or change their contact details frequently, schools typically do not have up to date contacts which breaks communication with parents around issues such as non-attending at school. It also makes it difficult to keep track of children as they move in and out of Rotorua and around the city.

79. Where parents are working and are not available to supervise their children during the day, they may not be aware that their children are not regularly attending school.

80. In some situations parents/caregivers have lost track of their children (i.e. do not know where they are and therefore are not in a position to ensure that they attend school).

Schools and poverty

81. Schools find that poverty is an increasingly important issue to address. This typically manifests itself in young people coming to school in need of appropriate clothing and being fed. Some schools implement programmes to meet these needs by providing clothing and meals at school.

Schools and Oranga Tamariki

82. Schools had a view that Oranga Tamariki was not meeting their needs. It was generally considered that schools do not have good information regarding the nature of the social services available to assist learners. Ministry of Education is often contacted where Oranga Tamariki is not providing direct support for learners with a high level of social needs.

83. When a young person is in Oranga Tamariki care, carers do not always place a high priority on the young person attending school, and there is a perception that the agency does not reinforce the importance of school attendance to carers. The strengthening factor of the young person maintaining engagement at their usual school (provided this is in Rotorua) and the benefits of consistent relationships are therefore lost.

> "The young people we see have significant barriers to learning: disenfranchised, youth offenders, transient, wards of the state, disengaged, mental health issues..."
> - *Stakeholder Interview.*

Change Strategies being adopted by schools

84. Schools are moving to better balance their focus on academic outcomes and participation in trades. The historic emphasis on academic outcomes has tended to leave behind rangatahi who were not so academically orientated.

85. Using 'Whānau teachers' within schools is becoming good practice that positively impacts the culture within schools. An important part of this role within schools is for the teacher and student to build relationships among groups of students and to acknowledge diversity.

> Things that could have made a difference at school:
>
> "Stay in da same class instead of moving around."
>
> "Being able to have more one on one time with teacher."
>
> "Having the support to help you succeed."
>
> *Comments of rangatahi who have been disengaged from school*

86. The engagement of parents/caregivers with schools declines at secondary level and can create challenges for schools.

87. Schools typically are using school/parent conferences to improve caregiver engagement and for secondary schools these often include sessions focused on subject selection for the next year at school. Not all parents/caregivers attend these conferences, and in particular it was indicated that parents are less likely to engage in these opportunities if their own experience of education was negative, and /or they left school early and had little experience of pathway planning or insight into the value of education.

88. Some schools are innovating ways to strengthen rangatahi engagement, for example:

- Providing free gym membership to rangatahi provided they maintain 100% attendance at school, and connecting this with mentoring and pathway support;
- Purchasing professional pathway planning support;
- Accessing mentoring from community providers who can leverage support for young people.

Ministry of Education

89. The regional office of Ministry of Education provides significant support processes for ‘at risk' young people and either about to become disengaged or are disengaged students from schools. Often such support involves working closely with young people, schools, family and whānau and other agencies to develop a solution. Resources within Ministry of Education are severely constrained to meet the number of cases it needs to deal with.

> “Ministry of Education have stepped up in the last 1-2 years in terms of their response to young people who are disengaged.”
> - *Stakeholder Interview.*

90. The regional office of Ministry of Education has noticed an increase in the number of cases that they are dealing with regarding disengagement from the school system. The reasons provided for this were:

- Young people are more adept at taking their own initiative to remove themselves from school;
- Young people are finding it more difficult to specifically articulate their situation;
- Young people have a sense of dissatisfaction with what they are being offered at school;
- Young people are looking for something different to the offer from schools.

91. Ministry of Education does not access live school attendance data as they do not have access to school student management systems. This makes it difficult to accurately track attendance at school across the district.

Education System

92. The development of the 'Tomorrows Schools' policy of the 1990s has had unintended consequences for the outcomes of young people moving through the compulsory school sectors. These have included:

- The loss of an oversight perspective and influence of the Ministry of Education on schools to provide integrated and co-ordinated responses to children's needs across the full school pathway. Schools have at times been too autonomous and have acted in the interests of the school over the interests of all children in a more equitable manner;
- Boards of Trustees are not fully informed about what happens at school and principals are selective regarding the information passed on;
- Along with schools being autonomous, their curricula have become less flexible and at times do not effectively meet the needs of all learners effectively or equitably;
- The change in learning styles, approaches and content between primary, intermediate and secondary school does not suit many learners and can contribute to them struggling to learn and become disengaged.

Support mechanisms for young people

Youth Guarantee Scheme

93. The Youth Guarantee scheme provides funding for 16 -19 year olds with an opportunity to study towards NCEA level 1-2 aligned with vocational pathways, other equivalent level 1-2 qualifications and qualifications at level 3 on the NZQA Framework at tertiary providers for free. Key aims of this scheme are to improve the options for the transition from school to work by providing a wider range of learning opportunities, making better use of the education network and creating clear pathways from school to work.

94. Schools can use the Youth Guarantee scheme to encourage young people who are not interested in an academic pathway into other skills-based learning with a more direct connection to particular vocational activities. All Rotorua high schools have access to the Youth Guarantee Scheme.

95. Students using Youth Guarantee are encouraged to attain the highest level of achievement possible. This is to ensure that they get adequate qualifications and can take on more responsibility in future employment situations.

96. The development of the Youth Guarantee scheme and similar programmes have provided opportunities for schools to use these schemes as a way to encourage young people to leave school and pursue other interests with other qualified training providers.

97. Marae are offering alternatives for young people that are disengaging from school. Apumoana Marae hosts young people so they can undertake Te Kura (Correspondence school). There is a view in the community that schools could be part of these marae-based activities. However, new funding arrangements would need to be developed to support these marae based activities.

98. Gateway programmes provide opportunities for schools to assist senior students (Years 11 - 13) to access structured workplace learning that have formalised learning arrangements set in a workplace, specified knowledge and skills that a student will attain (i.e. achieve credits from the NZQF and towards NCEA) and specified assessment methods.

99. The STAR programme (another component of the Youth Guarantee programme) provides operational funding to schools to assist with developing and providing learning experiences that align with vocational pathways.

Individual Education Plans

100. Individual education plans are used by a range of organisations to develop a more formal process for young people to work through their aspirations and learning and training options.

Trade Academies

101. Trade Academies are partnerships between schools, tertiary organisations and employers. The aim is to keep young people engaged in education and training by crating pathways between school and further education, training and employment.

102. Most Rotorua high schools offer trade academy programmes to their senior students. Toi Ohomai is the tertiary provider in Rotorua for these programmes.

Careers Expo and career related activities

103. Each year a Rotorua Careers Expo Trust hosts a careers expo to assist young people understand different career opportunities.

104. Historically, schools have had access to a broader range of career related support activities. For example Ministry of Education used to support a Pasifika careers day and there was a Māori careers day in Rotorua. These events ceased with amalgamation of the Careers NZ with the Tertiary Education Commission. The loss of these special focus days has left a gap in the career pathway development process for rangatahi.

105. Workforce development initiatives in the health sector aim to increase the numbers of rangatahi Māori planning health careers.

106. A rich source of online career-related resources through the Careers NZ website may be at risk of not being maintained and continually developed since the amalgamation of Careers NZ with the Tertiary Education Commission.

Youth Hub and digital platforms

107. The Rotorua Community Youth Centre has developed Youth Hub as a digital platform to engage young people and to link training and employment pathways. Youth Hub is an underutilised tool for rangatahi, schools, training providers, youth support services and potential employers.

108. Digital platforms can assist in improving collaboration and 'working together' between service providers through data and information sharing, improving transparency, providing one place for data entry and for the development of integrated planning tools.

109. Youth service data and information is spread over many different systems (such as Whānau Ora's Tahi system; Children's Team's Viki system; Ministry of Social Development's ART system). These different systems are used for specific organisational purposes and often link to contract management and/or payment systems. This fragmented approach leads to service workers spending time entering data, and in some cases duplicating data entry to meet the requirements of the multiple systems.

Driver Licensing

110. Mobility is a critical part of living in New Zealand and in Rotorua, and having a driver licence is important for rangatahi to have access to a wide range of work, recreational, community and social opportunities.

111. Barriers for young people with the current licensing process include cost, availability of vehicles to learn and sit practical tests, limited literacy, the ability to drive using a restricted licence for long periods of time, and penalties for driving related offences.

112. There are multiple funding streams and providers of driver licensing learning, however there has been a lack of co-ordination and collaboration that undermines effective use of the available resource, and young people's access to this support.

113. Driver licensing for young people needs to be reviewed and modified to meet their needs.

Data sharing and availability

114. There is no alignment between the Ministry of Education and Tertiary Education Commission (TEC) databases and no mechanism in place to integrate data for monitoring and reporting of the outcomes for young people who transition from school to a TEC funded course, including those who have received an Early Leaving Exemption from school. Information sharing between these data systems is feasible, as the National Student Number (NSN) is the identifier used in both systems. Data sharing protocols were established and implemented successfully between Private Training Establishments (PTEs) and Ministry of Education as part of Ministry of Education's ARoNA project.

115. Similarly, there is no mechanism in place to follow-up the outcomes for rangatahi who leave school early to enter fulltime employment.

116. There is limited data sharing between Ministry of Education and the Private Training Establishments (PTEs), although some data sharing may occur at an informal level.

117. Within Ministry of Education multiple data bases are not integrated, such as ASA, ENROL, Learner Support.

What makes it hard deciding what to do after school?

"Locations of schools and which one is the best."

"The fact that you'll be seeing less and less of things that are familiar to you."

"Knowing what options I have."

- *Rangatahi at the Careers Expo*

118. NZQA and TEC databases are not linked to Ministry of Education databases.

119. Data sharing has been identified many times in the past as a way to improve the effectiveness of services and support to young people. However, little progress has been made over the years. Typically, data sharing projects develop to a point where they become too hard or privacy issues get in the way of progress. A fresh approach is required to identify way to avoid these complications.

120. Initiatives related to data sharing would need to consider the digital transformation strategies for Government work streams and data sharing protocols.

Young people, choices and decision making

121. Young people find it difficult to make decisions related to their 'life course' as they indicated that there are just too many options to choose from. Young people rely heavily on support from parents and school career advisors to make decisions related to career choices.

122. A process is needed to assist young people through this which focuses on avoiding becoming overwhelmed and which assists in aligning their aspirations with achieving their goals.

Youth Justice and Corrections

123. Ministry of Education provides education reports for young offenders which are used in the Youth Court and Rangatahi Court, for use in Family Group Conferences. These reports provide information regarding the person's history for attending school, their strengths, an assessment of risk factors, and an education plan.

124. The Family Group Conferences are designed to assist young people to 'get back on track' and positively engaged. More social support could be provided by social workers as part of the process of assisting young people.

125. Lay advocates are a useful support mechanism for young people in the Youth Justice system. These roles are poorly funded.

126. Iwi often do not have contracts to support their participation in the Youth Court process. This was noted as a significant gap in the system.

127. Individual Education Plans used as part of the Youth Court process are often constrained by timeframes set by the court. Judges, at times, can set strict timelines for information to be provided to the court or to Family Group Conferences. These timeframes may not necessarily work in the best interest of the rangatahi.

128. Corrections is developing Youth Champion roles to get to young people and inform them of the consequences of becoming involved with youth offending.

Private Training Providers

129. Most Private Training Establishments (PTEs) rely heavily on Youth Guarantee funding from the Tertiary Education Commission. PTEs in Rotorua collaborate to provide a reasonable mix of programmes for young people, though at times they do compete for students.

130. Although a small number of Youth Guarantee training providers in Rotorua have rolling intakes throughout the year, most have specific intake dates and increased numbers of applications for school Early Leaving Exemptions are observed around these enrolment times. Stakeholders report that it can be difficult for a training place to be found for an exempted young person, and the range of sectors represented by the PTEs is limited.

131. PTEs can provide a very effective alternative to school for young people over the age of 16 who wish to pursue training outside the school system.

132. PTEs are funded based on completion of courses by their students. This funding approach can influence whether PTEs will accept all applicants for their courses. PTEs will assess literacy and numeracy capabilities of students as prerequisites for training programmes.

133. PTEs are having to increase their input into pastoral care for their students. There appear to be more social issues to deal with in the lives of young people.

134. PTEs require more support dealing with drugs and alcohol related issues.

135. PTEs identified that there would be benefits in working more closely together.

136. PTEs are competitive and students can play off the PTEs against each other to get what the student considers the best 'deal'. This affects the way PTEs operate and in some cases PTEs can commit substantial amounts of resource into a student to later find that they change to another PTE provider.

137. PTEs could focus on training needs for young people that more effectively lead to higher paying employment opportunities.

138. PTEs should coordinate information regarding their programmes so that schools and other agencies better understand what is available, time of intakes, prerequisite requirements and other relevant details.

139. PTEs are increasingly using a range of strategies to encourage young people to keep attending their courses. These may include providing kai, site visits, and scholarships.

Transport and learning, training and employment

140. Transport services around the district do not appear to be well co-ordinated and there are never enough vans available to meet the transport needs of various organisations.

141. Many training and service providers make use of vans to transport young people to programmes: in some instances this is used a tool to help young people develop a habit of regular programme attendance, but it is also a response to the limitations and costs of public transport, and the lack of access to private transport for rangatahi whose families are not affluent.

142. In addition, some training providers transport learners from outlying communities (such as Murupara) to enable them to assess courses.

143. For school-age rangatahi who are transient within Rotorua, transport is reported as a barrier to continuing to attend their current school. This is a more significant barrier for rangatahi who may experience multiple shifts of residence, for example due to changes of rental housing or moving between family caregivers or foster carers.

Community development support mechanisms

144. The Department of Internal Affairs has a key role in supporting community development and the interactions of multiple agencies to deliver on this most effectively. DIA supports a range of community development programmes across Rotorua by providing support and funding.

Root Causes

145. There are many contributors to young people becoming disengaged from education, training and employment, which interact in complex ways. These root causes include:

146. Social Inequality:
The impact of growing up in circumstances of:

- Poverty or socio-economic disadvantage

- Discrimination.

147. Family Circumstances:
The impact of growing up in family circumstances that feature:

- Lack of secure attachment to parents and caregivers in a nurturing relationship
- Unstable or unsupportive family relationships
- Negatives impacts of parents' behaviour, such as drug abuse
- Parents and caregivers who lack effective parenting strategies.

148. Experience of Trauma:
Experience of adversity and trauma as a child or young person, such as:

- Witnessing interpersonal violence at home
- Child abuse
- Exposure to great stress or life difficulty.

149. Education-related root causes:
Inconsistency in and/or lack of:

- A strong community culture that values attending school and recognises and the impact of attending on educational, social and life outcomes;
- Schools offering subjects that are strongly aligned with what young people wish to do or focus on;
- All students being able to access subjects that relate to their preferred pathways;
- Economic and government reforms have impacted on many activities that were supported historically in schools (e.g. career initiatives);
- Mainstream schools providing a safe and inclusive culture that reflects and nurtures young people's identity;
- Schools that are strongly connected with the communities they serve;
- Co-ordination and connection between all sources of support where disengagement or behavioural problems emerge.

150. Society and Social Structures:

- Social structures are contributing to an increase in mental health related issues for young people, which schools are not equipped to deal with, for example through:
    - Social media
    - Pressure to perform
    - Family issues (parent separations, drug and alcohol issues, economic, housing, diet and food, energy, clothing, personal cares, health, mental health, intergeneration issues, unemployment, literacy, access to digital environments, transport)
- Some young people lack resilience, and social skills, which can become a cause or contributor to a young rangatahi's dis-engagement.
- The response of communities and society has not been as effective and holistic as it could have been and this has resulted in fragmentation of service delivery, inadequate timeliness, and inadequate capability being used.

Conclusions

151. Having young people actively participating in our community is a complex issue and is underpinned by many factors. Key factors influencing the way young people are engaged with our society cover a wide range, such as:

- Socio-economic circumstances
- Family dysfunction
- Relationships with other community members
- The role of a mix of key influencer groups
- Lack of healthy attachment in childhood and experiences of trauma
- Mental health and wellbeing
- Individual attitudes, values and competencies
- The effects of drugs or alcohol
- The nature of systems and processes
- Social biases, inequities, and prejudice
- New media including the cyber-environment and all aspects of the 'digital world'.

152. Engagement and participation by young people can be demonstrated in a wide range of ways. Traditionally, engagement and participation is related to how young people are involved with formal learning (in particular attending school), training or employment and that these provide an effective pathway from childhood to adulthood. However, increasingly, engagement or disengagement can be considered in a broader context which may include:

- Participating in actions and activities that are not compliant with the laws and regulations
- Being part of or members of groups that are not 'mainstream'
- Being affected by drug and alcohol abuse
- Participating excessively in digital environments
- Participating in cultural or social environments not regarded as 'mainstream'.

153. The nature of engagement, participation and disengagement may vary in time and nature. At times young people may be engaged and at other times disengaged or alternatively engaged in some activities and disengaged with others. The state of engagement at any time may depend on:

- The level of support young people receive from key influencers or support organisations;
- The environment surrounding young people;
- The mental state and health of individuals and the nature of 'stressors'.

154. While schools act in the best interest of their learners overall, this is not universal. Schools' ability to support their students appropriately can be enhanced by schools being aware of and accessing the full range of social support services that are available.

155. Parents, caregivers and whānau need to be better informed about the education system and learning environments. Up-skilling and keeping parents informed is a major task for schools and the community, and this communication is becoming increasingly important as system change continues, learning environments become more complex and sophisticated, and parents become time poor.

156. Ensuring that young people are engaging in learning, training and employment requires a focus beyond initiatives targeted at schools since there is a substantial number of young people who are disengaged from school and will not be reached by school-based initiatives.

157. Truancy, stand-downs, suspensions, exclusions and expulsions are symptoms of underpinning systems failure in the social, economic, cultural and inter-relational processes within our community. To eliminate these features there needs to be systemic reform that goes beyond short term responses.

158. This systemic reform needs to be built on community-wide change across four areas:

- How stakeholders work together to support young people, including more multi-agency and shared-responsibility approaches, and early response when a young begins to disengage;
- A youth-centred and strengths-based focus in planning and decision-making. This will support changes that both have universal benefit, and also strengthen responses for those young people who need more support;
- Supporting young people to have dreams, and to plan their life and career pathways;
- Prioritising the wellbeing of young people, and strengthening their sense of identity and belonging.

159. These areas of change can be effected by Rotorua stakeholders working together collaboratively and with shared accountability. The development of shared accountability will be facilitated through shared goals, measures and budgets.

Appendix 1: Statistics and Data

School Population

The Rotorua school district has 47 schools and kura. The district wide investment is around $103 million[5]. These schools are made up of 33 contributing primary and full primary schools, 3 intermediate schools, 5 high schools, 4 kura and 1 special education school. The school district extends from Kaharoa in the north to Mihi and Broadlands Schools to the south. Five Kāhui Ako (Communities of Learning) exist within the Rotorua District. The Kāhui Ako involve 33 schools, but include 85% of all students and also include all secondary and intermediate schools.The Kāhui Ako are:

- Rotorua Catholic Faith based,
- Rotorua Central
- Eastern Rotorua
- Te Maru o Ngongotahā, and
- Reporoa.

The total school roll across all these schools is 13,571. Māori make up 54.5% (7,402) of the total learner population. New Zealand European comprise of 33.7 % (4,547) with the balance being made up of learners from Pasifika, other and international students. Out of the full student population enrolled at school, 3,975 (29.2%) are aged between 14 and 19+ years. The gender breakdown for the 14 to 19+ year cohort is 48% (1,913) female and 51% (2,062) male. The ethnicity breakdown for the 14 to 19+ year olds at school is 51% (2,030) Māori and 33% (1,315) NZ European.

Stand-downs

A stand-down is a formal removal of a student from a school for a specified period. Stand-downs of a particular student can total no more than 5 school days in a term or 10 school days in a year.

For the 2015[6] calendar year, the total number of stand-downs where 165 with the highest number occurring for Māori students (127 or 77%), European/Pakeha stand-downs totalled 28. The balance where represented by Asian and other ethnicities. Māori males made up 69% of the stand-downs for Māori students. Assuming that stand-downs are occurring for learners over the age of 14 years and that each stand-down was for an individual student, then around 6% of Māori students are being stood down. This compares to around 2% for NZ European where the same assumptions are made. The Age-standardised stand-down rate per 1000 students for the Rotorua district is 12.1. For the whole of New Zealand this was 20.6.

In 2016 and 2017 years, the total number of stand-downs in the Rotorua area were 164 and 219 respectively. With 14 and 16 schools having over 5 or more stand-downs for 2016 and 2017 respectively.

Suspensions

[5] Includes funding for operations, teacher salaries and direct property funding. Ministry of Education, 2018: Presentation to the Rotorua Energy Charitable Trust – 23 Feb 2018.
[6] Education counts: 2018, https://www.educationcounts.govt.nz/know-your-region/territorial-authority/student-engagement/stand-downs?district=24&region=4

A suspension is a formal removal of a student from school until the Board of Trustees decides the outcome at a suspension meeting. The Board of Trustees (BoT) is required to hold a board meeting within seven days of a suspension. The BoT may decide to:

- Lift the suspension
- Lift the suspension with conditions
- Extend the suspension with conditions for a reasonable period
- Exclude or expel a student.

Across Rotorua schools in the 2015[7] year the total number of age-standardised suspensions was 88. Māori students represented 71 (80%) of these suspensions with 12 (14%) were NZ European. For Māori,out of the total 71, 39 were for males and 32 were for females. For NZ Europeans, 11 were males and 1 was for a female. The age standardised suspension rate per 1000 students for the Rotorua district is 6.5, whereas the whole of New Zealand this was 3.6.

In the 2016 and 2017 years, the total number of suspensions was 84 and 88 respectively. Five schools had five or more suspensions over the same years.

Section 27

Section 27 of the Education Act allows a Principal to exempt a student from attending school for a period of no more than 5 school days, with the child's absence recorded as 'justified' on the school roll. Section 27 can only be applied at the request of the parents.

It is widely reported by stakeholders that Section 27 exemptions are being applied in some schools as an alternative to suspension or expulsion. In these instances the use of Section 27 may be proposed to the parents as an option that will not result in a suspension or stand-down being recorded on the student's school record; alternately, some parents are unaware that Section 27 can only be used at their request and rather perceive it as a suspension or stand-down.

Section 27 can be used repeatedly for the same student, and when it is used in this way can result in extended periods of absence. There is no requirement for the Board of Trustees to be notified when Section 27 exemptions are applied, and use of Section 27 is not reported in suspension, stand-down, exclusion or expulsion data.

Exclusions

Exclusion is the formal removal of a student under the age of 16 from a school and with the requirement that the student enrols elsewhere.

Expulsion is the formal removal of a student aged 16 or over from a school. If the student wishes to continue schooling then they may enrol elsewhere.

Across Rotorua schools in the 2015[8] year the total number of Age-standarised exclusions was 26. Māori students represented 18 (69%) of these exclusions with 5 (19%) being NZ European. For Māori out of the total 18, 10 where for males and 8 were for females. For NZ Europeans, 5 were males and no females were

[7] Education counts: 2018, https://www.educationcounts.govt.nz/know-your-region/territorial-authority/student-engagement/suspensions?district=24&region=4

[8] Education Counts: 2018, https://www.educationcounts.govt.nz/know-your-region/territorial-authority/student-engagement/exclusions?district=24&region=4

included in this category. The age-standardised exclusion rate per 1000 students for the Rotorua district was 2.2. This compares to a New Zealand wide level of 1.4.

In 2016 and 2017 the total number of exclusions was 22 for both 2016 and 2017. For 2016, only one school had 5 or greater exclusions and in 2017, 2 schools had 5 or more exclusions.

Absences from school

Student attendance at school is showing a declining trend at the national level. According to the New Zealand Schools Attendance Survey (Term 2 2017 results report), in term 2 of 2017 63% of all students in New Zealand attending school were attending regularly (more than 90% of all half days). This was lower than in 2016 (67%) with the reason for this being mainly due to an increase in absence due to medical reasons. Furthermore, this national survey indicated that students who identify as Māori and Pasifika had lower rates of regular attendance than other ethnicities (50% and 52% respectively). This report also indicted that students in high-decile schools attended more than those in lower-decile schools with 72% attending regularly in decile 10 schools compared to 47% in decile 1 schools. The survey also shows that the percentage of student regularly attending school increases up to Year 6 and then falls during intermediate and secondary years. For the senior secondary years, female students tend to have lower attendance than males.

Considering the regional statistics for attendance from the 2017 term 2 survey, the Bay of Plenty region showed that 59.8% of students were attending regularly with 6.4% attending 70% or less. These figures compare to the national average of 63% and 5.8% respectively. Students in the Bay of Plenty are typically not attending school as regularly as all students across New Zealand. The Bay of Plenty region has the 4th lowest percentage of students regularly attending of all regions throughout New Zealand. If these statistics are seen in the context of the Rotorua school district, it can be assumed that around 8000 out of the total 13,500 students are regularly attending school or 5,500 students may not be regularly attending school.

The proportion of students in Rotorua attending school regularly has varied between 66.3% and 69.5% over the years 2011 to 2016. The highest level of attending regularly occurred in 2015 (69.5%) and the lowest (66.3%) occurred in 2013. In 2016 the level of students attending regularly was 67.2%. Where students are not attending regularly, then this means that a student is absent from school more than 1 day every fortnight across the school year of approximately 40 weeks. This attendance level is the equivalent of more than 20 school days or 4 weeks.

The most recent data from Ministry of Education indicates that for 2017, the percentage of students attending school regularly was 59.1 %.

An assessment of truancy was undertaken in June 2016 (unpublished MoE data). This data was based on students being unjustifiably absent for 3 or more days during a survey week. During this survey week there were around 224 incidences of truancy across all Rotorua schools. The truancy rate between different schools ranged from 1.1% to 5.5% (i.e. the number of observed incidences/the total roll). The average truancy rate across relevant Rotorua schools was 2.8%. Based on these estimates, then the number of students typically truant (i.e. unjustifiably absent from school over any 3 day or more period) may be around 104 students at any one time.

Students may be absent for both justified reasons and unjustified reasons. At a national level Justified absences are around 6% of all class time whereas unjustified absences are around 4% of class time. In 2017 term 2 data, there was an increase in justified absences due to medical or short term illness issues.

Furthermore, the national trend showed absences due to truancy were increasing with the percentage of all class time missed due to truancy increasing from 1.8% to 2.0% in 2017.

A review of the 2017 Rotorua attendance service data shows a total number of referrals was 530 with the peak number of referrals occurring for the 14 and 15 year old age groups. This total count includes both unjustified absences and non- enrolled students. The unjustified absences peaked for the 15 years of age category at approximately 30 referrals; this was then followed by 14 year old students where the number of attendance referrals dropped to approximately 16. For the non-enrolled group the peak number of referrals occurred for 15 year old students (90 referrals) and this then dropped to 53 and 50 referrals for 13 year olds and 14 year olds respectively.

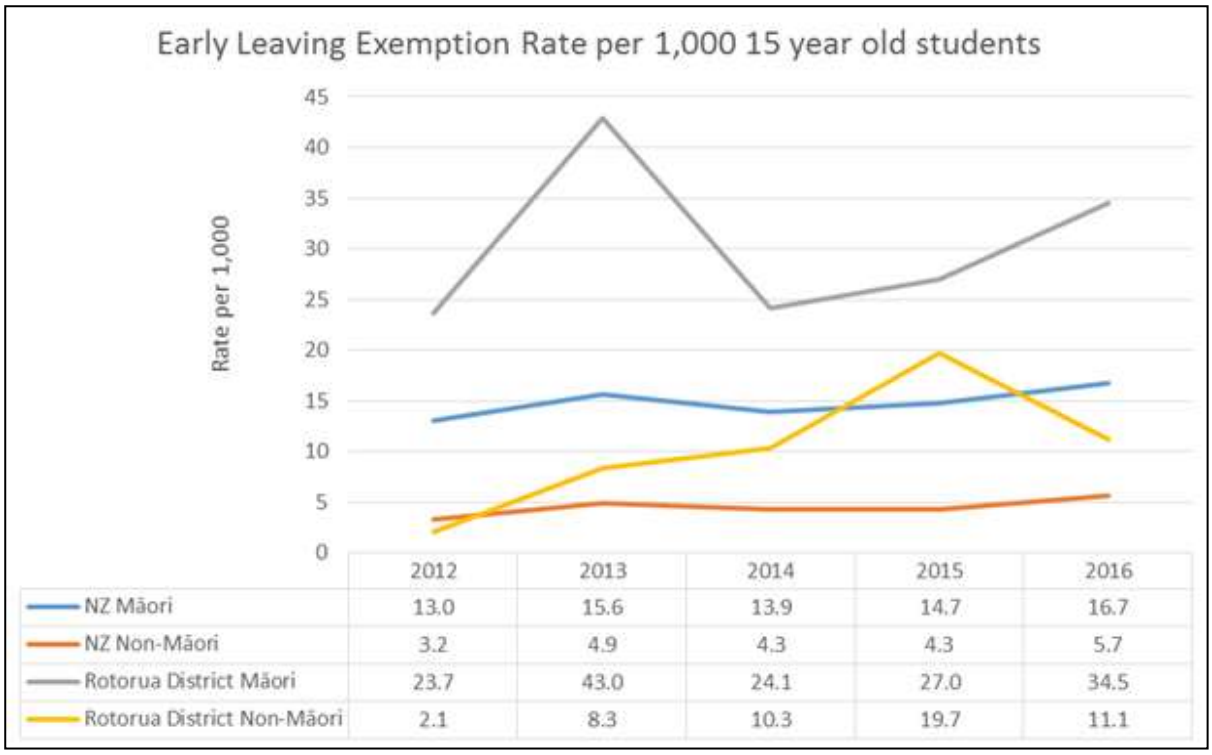
Early Leaving Exemptions

While enrolment in school is compulsory between the ages of 6 - 16 years, the parents of 15-year-old students may apply to the Ministry of Education for an exemption from schooling. Reasons for granting an Early Leaving Exemption include: educational problems, conduct, or the unlikelihood of the student benefiting from attending available schools[9]. The exemption process requires engagement with whānau, the school and the proposed training provider or employer, and an exemption is only granted on the basis that the student is going on to other training or employment, and a pathway plan must be developed as an alternative to being enrolled at school.

The Early Leaving Exemption rate for Rotorua district in 2016 was 24.0 per 1,000 15 year old students, in comparison to a rate of 8.3 nationally[10]. The exemption rate for Māori students in Rotorua is significantly higher than the national rate: 34.5 per 1,000 15 year old students for the Rotorua district in 2016 compared with 16.7 for Māori students nationally.

[9] Early Leaving Exemptions - Indicator Report. 2016. Ministry of Education. https://www.educationcounts.govt.nz/statistics/indicators/main/student-engagement-participation/early_leaving_exemptions

[10] Education Counts. July 2018. https://www.educationcounts.govt.nz/__data/assets/excel_doc/0010/107929/2016-Early-Leaving-Exemptions-Data-Tables.xlsx



	2012	2013	2014	2015	2016
NZ Māori	13.0	15.6	13.9	14.7	16.7
NZ Non-Māori	3.2	4.9	4.3	4.3	5.7
Rotorua District Māori	23.7	43.0	24.1	27.0	34.5
Rotorua District Non-Māori	2.1	8.3	10.3	19.7	11.1

Figure 1. Early Leaving Exemption Rate per 1,000 15 year old students
Source: Ministry of Education

The rate of exemptions granted by gender in 2016 was 20.7 per 1,000 15 year old students for females in Rotorua district (6.4 nationally) and 27.1 for males in Rotorua district (10.1 nationally).

There is typically an increase in the number of applications received both at the beginning of the school year, following the School Roll Return in March, and towards the end of the school year (see Figure 2).

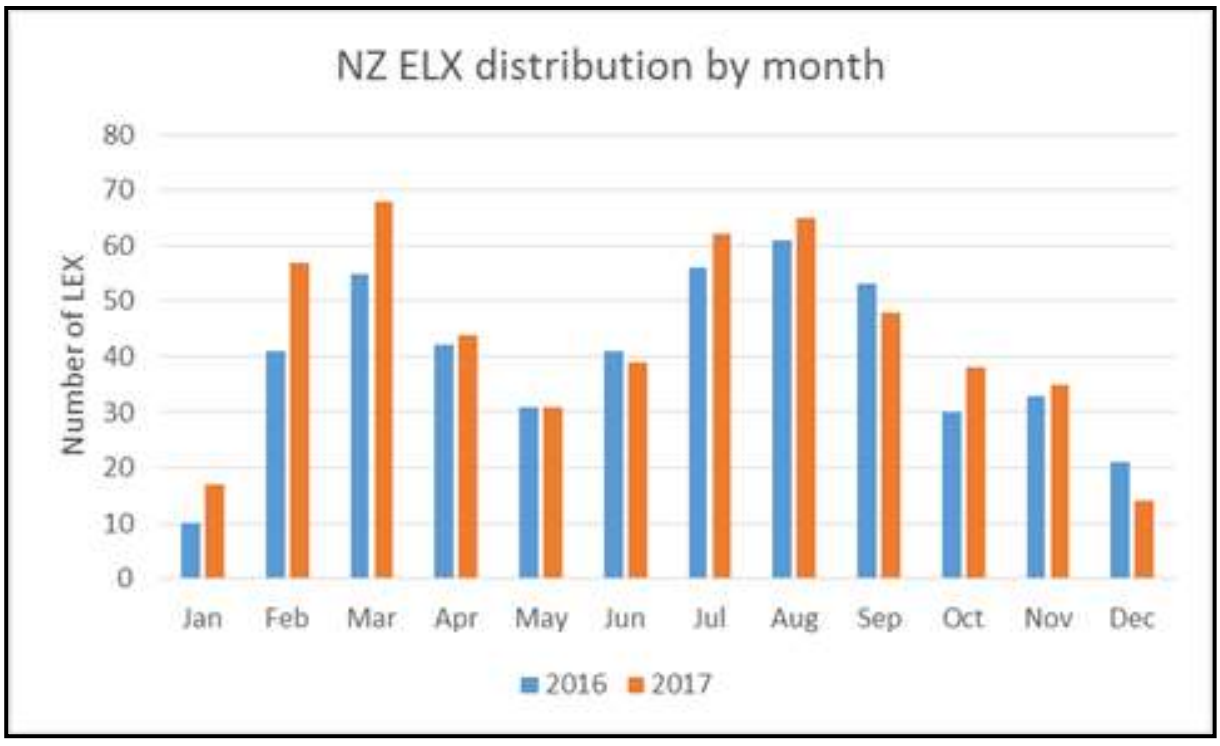


Figure 2. Early Leaving Exemption distribution by month, 2016, 2017
Source: Ministry of Education

Nationally, the number of exemptions granted peaks when applicants are aged 15 years 9 months.

The number of Early Leaving Exemptions granted significantly reduced between 2005 and 2006, following Ministry of Education action to strengthen the processing of applications with the intention of reducing the exemption rate (see Figure 3).

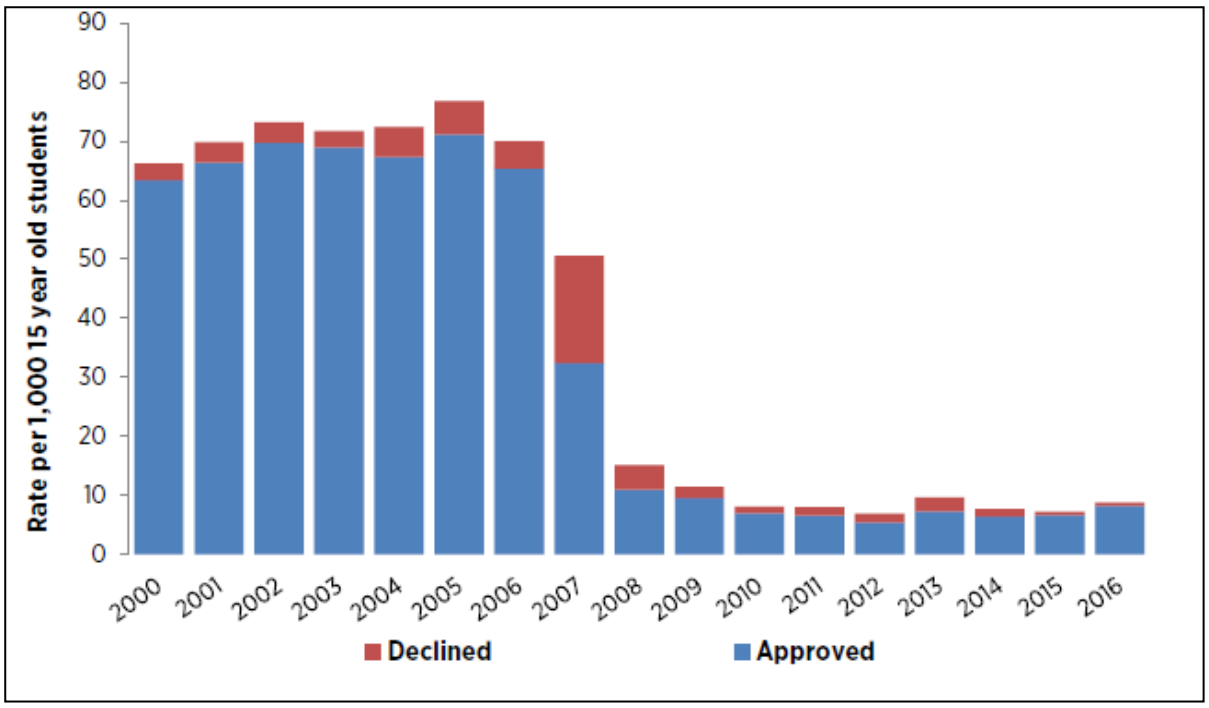


Figure 3: Early leaving exemption application, approval, and decline rates (2000 – 2016)[11]

The desirability of a low rate of exemptions reflects the correlation between leaving school early and later unemployment and/or lower income[12], and rangatahi who are currently engaged at school are discouraged by Ministry of Education from seeking an Early Leaving Exemption in favour of alternatives such as enrolling at another school or Te Kura Pounamu (Correspondence School). However, there is a degree of tension with the perception that, for a young person who is not strongly engaged at school, motivated or interested in learning, an Early Leaving Exemption has the potential to offer stronger engagement in a positive pathway.

Destinations for young people granted an Early Leaving Exemption include employment, apprenticeship, Youth Guarantee programme, or tertiary study. Most Rotorua rangatahi who are granted an Early Leaving Exemption leave school to attend a training course. In 2016, 24 Early Leaving Exemptions were granted in the Rotorua district: 79.2% (19) of these young people left to attend a course with a training provider, 16.7% (4) to attend a polytechnic course, and 1 young person left for full-time employment (see Figure 4).)

[11] Early Leaving Exemptions - Indicator Report. 2016. Ministry of Education. https://www.educationcounts.govt.nz/statistics/indicators/main/student-engagement-participation/early_leaving_exemptions

[12] Ibid

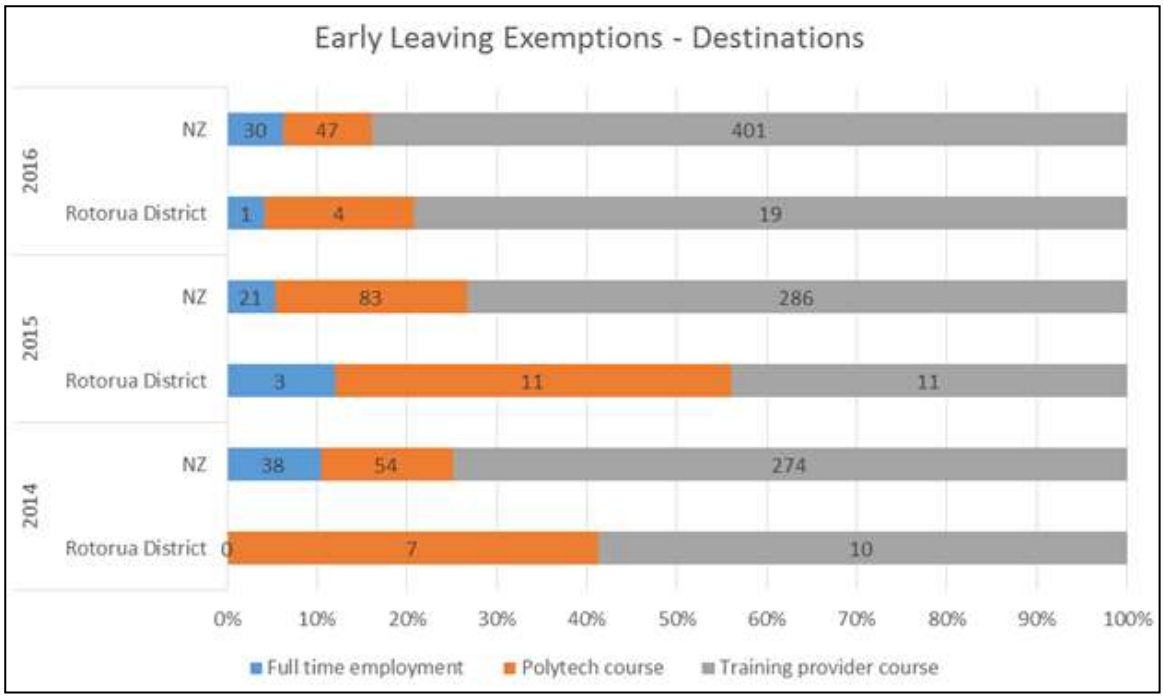


Figure 4: Early leaving exemptions: Destinations (2014 – 2016)
Soure: Ministry of Education

Although some Youth Guarantee training providers in Rotorua have rolling intakes throughout the year, most have specific intake dates and increased numbers of ELX applications are observed around these enrolment dates. Stakeholders report that it can be difficult for a training place to be found for an exempted young person, and the range of sectors represented in available training programmes is limited which for some exempted rangatahi weakens the potential of the exemption to connect them to a pathway that reflects their career aspirations.

The small number of exempted rangatahi who leave school to fulltime employment reflects an area of great potential growth in Rotorua district.

Monitoring and reporting of the outcomes for young people who have been granted an Early Leaving Exemption is not undertaken.

Due to a lack of alignment between the Ministry of Education and Tertiary Education Commission databases there is no mechanism in place to integrate data for monitoring and reporting the outcomes for young people who receive an Early Leaving Exemption to enrol in TEC-funded training course, although information sharing between these data systems is feasible, as the National Student Number (NSN) is the identifier used in both systems. Data sharing protocols were established and implemented successfully between Private Training Establishments (PTEs) and Ministry of Education as part of MoE's ARoNA project. Similarly, there is no mechanism in place to follow-up the outcomes for rangatahi who leave school early to enter fulltime employment.

School Transitions

Times of transition are pivotal points at which engagement can be weakened, and poor transitions can impact negatively on students[13]. Key education transitions are: between levels of schooling (for example between early childhood education and primary school; between intermediate and secondary school), between year levels within a school, when moving from one school to another, and when moving from secondary school to vocational training and tertiary education

Successful transitions happen when a young person's engagement is not weakened during the transition, and they have a strong connection in the new context. Supporting successful transitions for children and young people requires recognition that relationships with peers, family and teachers are important to successful transitions, that at times of transition young people need to know about their new environment, be listened to and have a voice in what is changing, and that they need to be supported when things change or go wrong[14].

Young People Not in Employment, Education or Training (NEET)

NEET refers to young people "Not in Employment, Education or Training". They may or may not be receiving a benefit, in an unpaid caring role or other unpaid roles. A young person is considered to be long-term NEET if their main activity is NEET for six months or more at a time. The Long-term NEET in the age group 15 - 19 in 2015 was 9% or 473 people. This level of NEET would place Rotorua as one of the highest regions for NEET. Northland level of NEET was 9.1% and Tasman district had 3.1% NEET.

Based on the House Hold Labour Force survey (March 2018 (First quarter), the percentage of NEET was 4.9% for the Bay of Plenty region. For the age group 15 – 19 the percentage was 1.9% and for 20 – 24 years old it was 3.1%. Over the last few years the percentage of NEET has been decreasing, largely due to good employment prospects in the labour market.

Youth Population in Rotorua

In order to assess the overall picture of the current state of youth activity in Rotorua an overall breakdown was developed. Based on current population statistics it was estimated that youth between the ages of 14 – 24 total approximately 10,390 (14.5%) of the total population. It has been estimated that the biggest group is in employment (approximately 3,900 people or 38%). The next largest group is enrolled in school (3,725 people or 36%) (Figure 5).

[13] Ka Hikitia – Accelerating Success 2013–2017, Māori Education Strategy. Te Kawanatanga o Aotearoa, p.24. https://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-Māori-education-strategy-ka-hikitia-accelerating-success-20132017/

[14] Education matters to me: Transitions. 2018. Office of the Children's Commissioner. www.occ.org.nz

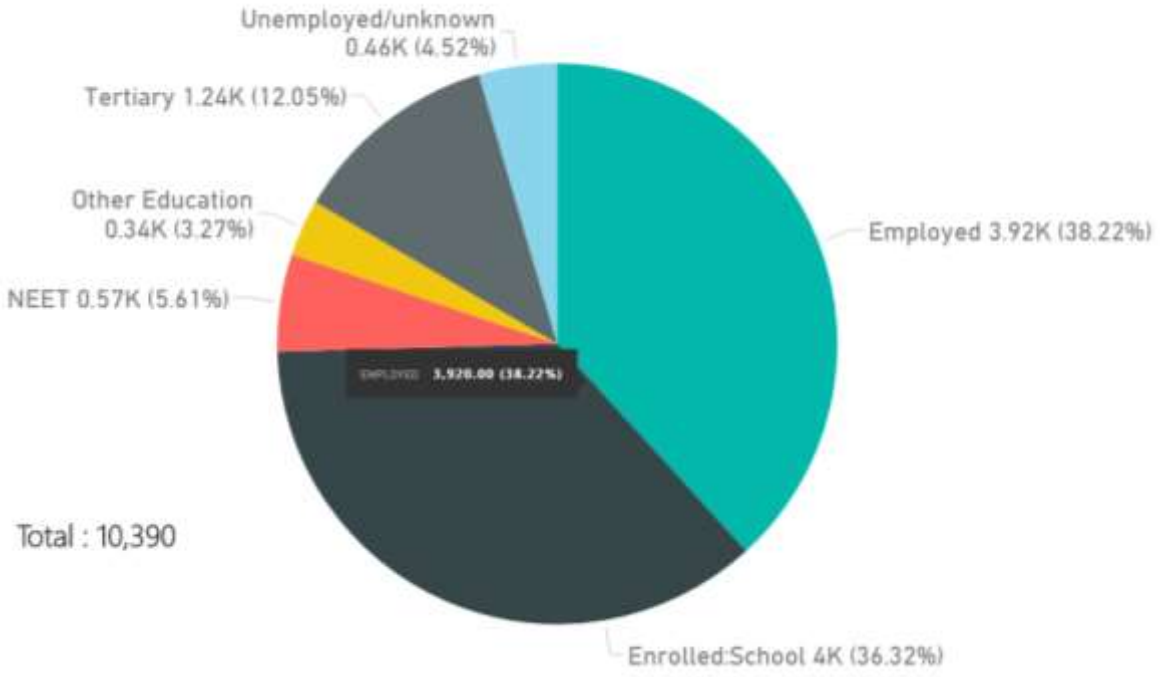


Figure 5. Breakdown of activities of rangatahi in Rotorua (based on project model-2018) for age groups 14 – 24 years old.

This assessment suggests that there is around 1,039 people (10%) that are either NEET or unaccounted for in the Rotorua community. This group can be considered to disengaged from any purposeful activity within the community. Though it is possible that some of these rangatahi are engaged in activities not directly evident to the community such as through the use the internet. Based on these estimates, around 8.5% (385 young people) are NEET between the ages of 15 and 19. This estimate is a little lower than previously published values (see above at 9%).

NEETs tend to dominate the age group 14 – 19, whereas those in the category of unemployed /unknown tend to be more prevalent for the 22 – 24 age groups. These should be regarded as indicative only as there are no definitive statistics on this group and the age distribution has been based on a range of assumptions in our project model (Figure 6).

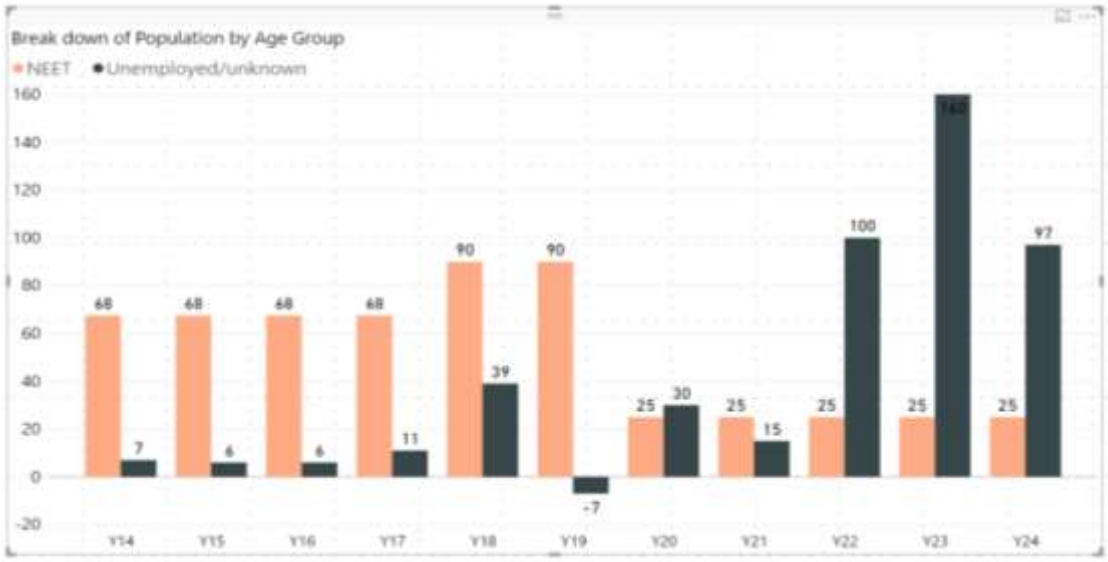


Figure 6.Breakdown by age group into NEET and unemployed/unknown (current – estimated).

Table 1. Overview of disengaged young people in the Rotorua Community – current estimated.

Disengaged young people	**Indicative number/frequency**	**Indicative number/frequency for 14 – 19 year olds**
Stand-downs	219 / 13,900 – 1.6%	129
Suspensions	88 / 13,900 – 0.6%	79
Exclusions	22 / 13,900 – 0.2%	16
Expulsions	?	?
Number of students not regularly attending school (i.e. < 90% of all half days)	5,500 / 13,900 – 39.5%	1134 / 2,872[15] – 39.5%
Attendance referrals (unjustified absences)	278 / 13,900 – 2%	57 / 2,872 – 2%
NEETs	570 / 10,390	382
Unemployed/unknown	464 / 10,390	55

[15] Note 2872 is the estimated number of 14, 15 and 16 year old students enrolled at Rotorua schools.

Appendix 2 Liaison Group Discussions

Liaison Meeting – 6 April 2018

Date	6 April 2018
Venue	Rotorua Lakes Council, Committee Room 1
Present	Mercia Yates, Ngā Pūmanawa e Waru; Terere Aoake, Whānau Ora/Te Waiariki Purea Trust; Rob Ball, Renee Chapman, Jayne Furlong, Ministry of Education; Leigh Richards, Ralph Mosen, Eastside Community Collective; Rosemary Viskovic, Rotorua Lakes Council; John Gifford, Diana Beattie, Engaging Rangatahi in Positive Pathways Project.
Apologies	Laurie Durand, Te Waiariki Purea Trust; Jon Gifford, Ministry of Education; Veena Kameta, Western Heights Community Association.
Opening and Welcome	Meeting opened by Ralph Mosen. All were welcomed to the first Liaison Meeting for the 'Engaging Rangatahi in Positive Pathways' project, which is intended to be a forum for generating ideas, and developing thinking around focus topics that emerge through the project. Initially fortnightly meetings have been scheduled, however the timing of meetings will be adapted as appropriate. Attendance at these meetings will be flexible: as we engage with a wider range of more stakeholders we expect to see more coming around the table, both for topics that are of interest to them, and to stay informed about the project.
Discussion Topic	Early Leaving Exemptions from School, with a focus on: • Data on Early Leaving Exemptions nationally and locally • The process for granting an Early Leaving Exemption • The process for developing a post-exemption pathway for a young person • Follow-up on whether a young person follows the destination pathway post-exemption, and their success. • Involvement of whānau and caregivers involved in the process.
Related attachments	'Early Leaving Exemptions – Slides - Liaison Meeting 6Apr18' 'Excerpt from Education Act 1989 - re Early Leaving Exemptions'

Notes from Discussion	
Defining Early Leaving Exemption	Enrolment in school is compulsory for all students aged between 6 and 16 years. However, parents of students aged fifteen may apply to the Ministry of Education for an exemption from schooling on the basis of educational problems, conduct, or the likelihood that the student will not benefit from attending available schools. Parents are required to give details about training programmes or employment that the student would move on to in the event of an early leaving exemption being granted. Destinations for young people granted an Early Leaving Exemption include employment, apprenticeship, Youth Guarantee programme, or tertiary study.
Barriers to following up outcomes for	<u>Gap in Data Sharing Between Ministry of Education-Tertiary</u> • There is a gap in data systems and data sharing between Ministry of Education (MoE[16]) and post-school training providers (and also between MoE and ECE),

[16] See List of Acronyms on page 5

students granted an Early Leaving Exemption	which means that there is no formal system for MoE to follow up what happens to young people in TEC-funded training and education following an exemption. • Ministry of Education has no formal access to information on how these young people are progressing in TEC funded programmes, unless a service provider reports to MoE that they are no longer engaged in study, in which case the young person's exemption from schooling is withdrawn and they come back onto the ENROL database. <u>Informal Data Sharing</u> • Current information sharing between MOE and PTEs in Rotorua is informal and relationship-based: a formal system would be preferable for MOE, enabling follow-up and understanding about effective pathways for young people. <u>Successful Exemplar of Data Sharing</u> • During the Ministry of Education's ARoNA project, data was shared between PTEs and MoE, with MOUs and data sharing protocols established and implemented successfully. This provides a successful exemplar of data sharing between agencies: evaluation of **ARoNA** is in progress and may support policy change in this area. • Currently there is one Minister for both Education and Tertiary (i.e. covering both MoE and TEC), which may assist discussion nationally regarding data alignment. • Students use the same NSN number in all education settings. • Is there potential to develop MOUs for data sharing at a local level? <u>MoE Databases</u> There are a number of database systems within MoE itself, between which data is not automatically aligned. For example, databases for Attendance (ASA), Suspensions, Stand-downs and Exclusions, ENROL, Learner Support, etc. This is historic, as separate databases have come into one organisation. <u>MoE Staff Resource</u> • New role: a new staff member will be joining MoE's Student Support team in the Rotorua office. This role will include follow-ups on all Early Leaving Exemptions. • Noted that currently MoE doesn't have the resource to capture the success stories.
Continuum of Early Leaving Exemption Applications	Young people seeking an Early Leaving Exemption (ELX) sit on a continuum: • At one end are young people who are seeking an exemption in order to follow a positive pathway that they will help them towards the their goal; • At the other end of the continuum are young people who may already be disengaged from school, and who may have behavioural or learning difficulties. For these young people, the exemption is often initiated by the school.
Role of Parents in Exemption Process	Similarly, there is a range of how parents are involved in the process of seeking an exemption: • Some parents have the capability to be involved in the ELX process in the way that is outlined in the Education Act: taking the initiative to request an exemption. • Other parents are unable to help in the process, and a support person, for example a whānau support person, may have to do all the paperwork for the ELX application. • Families who haven't succeeded in the school system themselves aren't able to draw on their life experience to support and advise their rangatahi. • The ELX process is quite a painful, hurtful process for a family. In order for a rangatahi to get the exemption, everyone (for example teachers and family

	members) has to say the most negative things about them, even if the situation is that this is a young person who doesn't do their best in mainstream schooling and is moving on to a more positive pathway. • There can be a disconnection between the education and employment experiences of parents and children: for example, in a family where both parents have always been employed but without having gained formal training or qualifications (and who have aspirations for their children to have more opportunities), their child may not understand that although this worked for a previous generation, training and qualifications are necessary in today's environment.
Truancy and Early Leaving Exemptions	Nationally the number of exemptions granted peaks at 15 years 9 months. For a rangatahi who is approaching 16 years and who is truanting: • Some whānau may let truancy ride, provided an Attendance Officer does not follow up. • Some families not be aware of truanting: for example, in a low income family where both parents are at work all hours, the young person and the school may both play the '21 day game' (a student who is unjustifiably absent from school for more than 20 school days in a row can be removed from the school roll). Then the parent might get a letter about this and have had no idea that their child hasn't been attending school. • There are complexities regarding schools notifying parents of non-attendance. For example, many schools will send a text to alert parents when the student isn't at school, but: - In some cases the school may not have up to date contact details so the text may not be received. - It is not certain whether non-attendance texts are sent consistently to the parents of all non-attending students.
Obtaining an Exemption	• It is hard to get an exemption. • MoE discourages 15 year olds who are engaged in school from applying for an exemption: through talking with the young person and their family they try to identify other options, such as enrolling at another school, or Te Kura (Correspondence School). An Early Leaving Exemption is the last resort. • Sometimes it is hard to get the school to sign off on the exemption, if the young person is engaged at school. • Example: a young person who aspired to be a jockey and their opportunity to train as a jockey was time-limited. As someone who was smart and good at school, it was difficult to gain an exemption. • Example: a 15 year old who had been disengaged from school long-term, and had substantial involvement with Youth Justice. Seeking an exemption because he wouldn't be able to fit successfully into a school environment, and trying to reintegrate him to schooling was likely to have negative outcomes for him.
'Seasonal' Peaks of Exemption Applications	The number of ELX applications varies throughout the year, and can be somewhat 'seasonal'. Typically there is an increase in applications: • At the beginning of the school year • At the end of the school year. • Some Youth Guarantee providers have rolling intakes throughout the year (for example NZ Welding School, Service Skills Centre, EmployNZ, Taratahi), but most have intake dates: there are spikes of ELX applications around enrolment dates.
Youth Guarantee programmes	• Receiving an Early Leaving Exemption and enrolling with a PTE is a legitimate education pathway, sanctioned by Government. If a young person is not

	attending school and wants to enrol in a Youth Guarantee programme, it is appropriate to support that. • Youth Guarantee doesn't fund Level 1 programmes, so Youth Guarantee providers often deliver a foundation course that covers literacy and numeracy, then Level 2 content. • TEC funding for Youth Guarantee: providers only receive funding if the young person is successful. PTEs take a big risk taking on some Youth Guarantee students, and some PTEs are better than others at taking them on.
Need for wider range of Training Pathways	There's a need for more pathways for young people: • It's hard to find enough places for exempted young people. • Many Youth Guarantee opportunities in Rotorua are based around the Hospitality and Retail sectors: we need a wider range of options, especially around construction and other trades training. • More boys than girls are granted exemptions, but for many of these boys the only pathway options of interest are NZ Welding School and Taratahi. • MDME have recently arrived in Rotorua, and there is a possibility that they could deliver something in the trades area. *"We have some boys on a course even though we know it's not the right fit for them and they have no interest in working in that area, but at least they'll walk away with their Level 1 and 2."*
Opportunity for growing Employment Pathways	Currently employment is the destination for very few rangatahi who are granted an exemption. This is where there's the biggest potential for growth in this region. For a lot of young disengaged young people, employment is the best pathway to future education. For example, where an employer might take on a young person: • Initially as a labourer for a time, to prove themselves • Move onto an apprenticeship • This creates a learning pathway for them. Other regions that have been successful at creating these links with employers, and have similar high levels of rangatahi Māori: • Tairawhiti • Gisborne (YETI? project)
Number of Early Leaving Exemptions	• 8 Early Leaving Exemptions have been approved in Rotorua to date in 2018. • The number of Early Leaving Exemption applications in Rotorua is definitely increasing. • Applications for exemptions can be received by any of MoE's Senior Advisors, and by the Secondary-Tertiary Advisors. • A sharp drop off in the numbers of exemptions granted nationally in 2007 reflects a policy change that made MoE managers more accountable for exemptions: at that time Early Leaving Exemptions were seen as negative. • The proportion of Early Leaving Exemptions granted to rangatahi Māori is higher than nationally, but this also reflects a denser population of rangatahi Māori locally (about 55% Māori enrolments in Rotorua schools). *"Hooking young Māori children into schooling is something we're not doing well."*
Learning Hubs	• Over the last year learning hubs have been set up in community to provide group support for young people who are enrolled with Te Kura (Te Aho o Te Kura Pounamu – Correspondence School). Students at the learning hub can talk to a teacher when necessary through Te Kura's 0800 number. ○ Fordlands: a group have been meeting at the Fordlands Community Centre during 2017, and another group is just starting.

	○ Apumoana Marae: Kaumatua have agreed to take on a group of rangatahi provided they are also able to learn te reo Māori, tikanga Māori and other content that is useful for them. • There is no operational funding for these learning hubs: they are happening on community good will only. • Through Ngā Pūmanawa e Waru, the Iwi Education Lead, there may be an opportunity for MoE to bring this kaupapa to the table: some Iwi may have an interest.
Individualised Pathway Planning	• Noted the importance of school pathway conversations: these aren't happening consistently or effectively at school. • Currently the commercial model (including schools) gets in the way of individualised pathways: we need to make it rangatahi focused.
Exemptions not a Negative	It is important that we don't think of ELX as a negative: it's just that school is not always the best place for a young person to learn. If we can do this, we can recognise that what we need is: • Enough places for them • A wider range of training places • Workplaces on board Then there would be opportunities for good, early, individualised pathways for young people.
Meeting Closed	Meeting closed by Ralph Mosen.

Acronyms used in these minutes	
ARoNA	At Risk of Not Achieving (ARoNA) was a Ministry of Education initiative 2016-17 that used a student focussed methodology based on NCEA achievement data to support secondary schools and the students' families to identify how individual students at risk of not achieving NCEA Level 2 can be motivated and assisted to succeed in their studies.
ASA	Attendance Service Application (ASA) is the system that schools must use to make Absence referrals to the Attendance Service. ASA records unjustified absence referrals and non-enrolment notifications from schools.
ECE	Early Childhood Education
ELX	Early Leaving Exemption
ENROL	ENROL is a Ministry of Education database that provides a register of student enrolments. It lets schools update enrolments as students enrol, change schools or leave the school system. All schools must use it.
MoE	Ministry of Education
MOU	Memorandum of Understanding
PTE	Private Training Establishment.
TEC	Tertiary Education Commission.

Liaison Meeting – 4 May 2018

Planning Processes for Positive Pathways for Rangatahi

Date	4 May 2018
Venue	Rotorua Lakes Council, Governance Room 1
Present	Mercia Yates, Ngā Pūmanawa e Waru; Terere Aoake, Whānau Ora/Te Waiariki Purea Trust; Rob Ball, Renee Chapman, Jayne Furlong, Ministry of Education; Leigh Richards, Ralph Mosen, Eastside Community Collective; John Gifford, Diana Beattie, Engaging Rangatahi in Positive Pathways Project, Sheryl Hewitson, JPC: Dominic Lepa, Ministry of Social Development: Paora Te Hurihanganui, Te Papa Takaro O Te Arawa.
Apologies	Laurie Durand, Te Waiariki Purea Trust; Jon Dimock, Ministry of Education; Veena Kameta, Western Heights Community Association; Althea Oldman, Heidi Symon, Rotorua Girls' High School; Jody Chesterman, Western Heights High School; Barbara MacKenzie, Department of Internal Affairs; Yolanda Boulton, Rotorua Boys' High School; Rosemary Viskovic, Rotorua Lakes Council.
Opening and Welcome	Meeting opened by Ralph Mosen. All were welcomed to the second Liaison Meeting for the 'Engaging Rangatahi in Positive Pathways' project, which is intended to be a forum for generating ideas, and developing thinking around focus topics that emerge through the project..
Discussion Topic	**The role of individual planning for rangatahi, and the use of plans to develop positive pathways for rangatahi across Rotorua:** • Discuss how different organisations use plans • Identify tools and templates used for planning • Identify opportunities for consistency in planning and how plans can be shared and used by different groups and agencies • Consider how plans can be used to collate data and information for system improvements
Related attachments	Planning tools and templates used by stakeholders in this discussion are uploaded to the 'Engaging Rangatahi in Positive Pathways' shared folder.

Notes from Discussion	
1. Plans and Planning processes	
Ministry of Education	• Encourage the use of Individual Education Plans (IEPs) where appropriate in schools, and can also be used with parents/whānau • IEPs are developed for young people who are non-attending, seeking an Early Leaving exemption, or appearing in the Youth Court • IEPs are developed along with a personalised pathway plan as part of the national mentoring programme • In some cases IEPs are required to secure funding for individuals • Plans are required where schools and individuals are going to opt for Dual Pathway funding (i.e. a 3 day school/2 day work experience scheme focused on providing the opportunity for tertiary education providers to work with schools and learners to further improve employment outcomes and progression into higher education levels) • Student Support Services develop education plans for young people who are before the Youth Court, contributing to the Family Group Conference process • Developing IEPs in all these contexts involve whānau meetings

	• There is an equivalent planning tool used in Pasifika Power-UP. • Noted that Dr Wayne Ngata (MoE Chief Advisor Te Ao Māori) has suggested that every child should have an IEP.
Horizon	• Development of IEPs with a strong focus on future aspirations and career goals, which are then shared with whānau and can be supported with a Whānau Action Plan. • The development of these plans assist with planning future subject choices for rangatahi.
Ministry of Social Development	• Of the young people receiving a Work and Income benefit, those aged 16-18 are referred to Youth Service providers Te Waiariki Purea Trust • For other young people on benefits (aged 18-24) case managers are able to develop plans • There is potential for individual planning to be undertaken with more of these rangatahi as currently case managers use discretion regarding the requirements for plans.
Mokoia Community Association	• All rangatahi working with MCA initially receive an overall safety assessment, and goal planning is developed following this • Planning takes a holistic approach • Plans may span variable timeframes. Typically they may cover a year or so. • Most rangatahi who come to MCA have an immediate education focus: for example they have received a suspension or exclusion. These are usually both: a. Issues related to the exclusion etc to be addressed 'right now', and b. Other factors in their lives that are contributing to the situation. For the best outcomes, both a and b need to be addressed.
Whānau Ora – Te Waiariki Purea Trust	• Two key templates used in planning are: - The Whakaahua Wheel: a holistic tool that uses a numbering system to gauge how a rangatahi feels in all aspects of their life. The young person usually completes this template themselves - The Assessment and Planning Tool which is more question-based and enables the Paearahi to learn about their story. This can help to avoid the rangatahi having to continue retelling their story to a range of service providers. • Planning tools and systems are used to support payment criteria for the Youth Payment and Young Parent Payments. • Plans are individualised and will include the involvement of whānau. • For young parents, plans may include attending Rotorua School for Young Parents (for females) and (for males) participating in other relevant programmes.
Ngā Pūmanawa e Waru	• Te Oho Hiringa (a collective of education leads representing the different iwi/hapū of Te Arawa) is working towards developing an education strategy for Te Arawa. • Ngā Pūmanawa e Waru has led out the development of Future Focused Learning Plans into 40 plus schools across the Rotorua district. These plans are focused on building student agency and digital capacity in engaged schools. These plans are developed and owned by the schools. • The Future Focused Learning Plans included components related to building cultural context.
John Paul College	• Develop IEPs for SENCO and 'At Risk' students • The plans are typically centred round an interview approach, and do not necessarily use a formal template.

	• The planning processes focuses on linking resources to a learner. This information can be feed into KAMAR (Student Administration system) • The use of KAMAR makes the information available to the student and teaching staff. Everyone is working of the same platform. • Important to keep the planning process centred round direct 'one on one' contact and mentoring, especially for students who have high needs or are 'at risk'. • Developing an IEP is time consuming. • Youth Hub is a good tool but for schools adds another layer of interface.
Te Papa Takaro o Te Arawa	• Use the PATH method for planning. PATH is a visual, strengths-based planning tool based on NLP thinking, which supports whānau and individuals to reach their dreams and aspirations. • Responsibility for the plan remaining with the young person. • The PATH process is a holistic approach and typically includes engagement with whānau. • The plan focuses on an aspiration, even if the plan is being developed as a Youth Justice referral • TetraMaps are also used as a tool for rangatahi to develop self-awareness and insight into their personality • Te Arawa tikanga and kawa underpin the philosophies and enhance Te Papa Takaro's delivery. • Noted by Ministry of Education that PATH is being used in learning support and is starting to be used in schools.
Purpose of Planning	• The need and nature of plans will depend on the purpose of the plan: for example whether it is focused simply on education needs, or whether it is incorporating a response to trauma • Plans may range from individual plans to community focused plans • It is not practical to have one planning process across the community that would fit all needs, as the difference is driven by the purpose for the plan • It is important that the planning focus is not on system /service contract agendas and 'ticking the boxes' but on young people's needs.
Individual Plans in Youth Court	• Education plans developed for rangatahi in the Youth Court process are often constrained by time limits (i.e. limits on the timing for processing young people through the Youth Court). • Demonstrating how rangatahi are able to progress towards their goals when plans are not constrained by external timeframes and take an aspirational approach, could be used to move the needle on Youth Court process • Oranga Tamariki Youth Justice will sometimes prepare education plans without liaising with MoE and other relevant stakeholders such as Youth Guarantee providers.
Whānau Involvement	• Developing individual plans can create an opportunity for whānau to realise the rangatahi's aspirations. • An IEP can enable parents to communicate with the school about setting the pathway to meet the young person's aspirations. • For some whānau, their past experiences in education can create a barrier to how they engage with their rangatahi's planning.
Planning and subject choice	• There are many cases where young people have identified preferred education pathways, but at times the availability of course subjects consistent with these identified pathways are not made available to students. • This rigidity of education at secondary, which does not align well to fitting individuals' aspirations: "is a nut that needs cracking".

Sharing of Plans between Agencies	• The discussion identified opportunities for different agencies to share their planning processes, templates and frameworks. • There was interest in a learning opportunity regarding the PATH method. • The sharing of plans was identified as a highly beneficial process as often the same information is collated by multiple groups or agencies. Furthermore, where different agencies or organisations are developing individual plans for young people then the young person may be required to repeat discussion of 'deficit' issues. • A platform on which plans could be shared, with the young person's consent, between all those working with that rangatahi is desirable. • The sharing of plans between organisations and agencies would need to be underpinned by trust relationships. • Over time sharing planning has potential to provide high level data on how young people progress towards their aspirations, which can be used to lobby and influence change around rangatahi's plans and pathways.
	Meeting closed by Ralph Mosen.

Acronyms used in these minutes	
IEPs	Individual Education Plans
KAMAR	Student Management system used in schools
MCA	Mokoia Community Association
MoE	**Ministry of Education**
NLP	**Neuro-linguistic programming**
SENCO	Special Educational Needs Co-ordinator

Liaison Meeting – 11 May 2018

How Private Training Establishments (PTEs) are contributing to positive pathways for Rotorua rangatahi

Date	11 May 2018
Venue	Community Meeting Room, Rotorua Public Library
Present	Syretta Clayton, NZ School of Tourism; Gloria Newton, NZ Welding School; Steve Holmes, Rotorua Community Youth Centre; Kelvin Tapuke, Toi Ohomai and Pacific PowerUP; Ralph Mosen, Eastside Community Collective; Rosemary Viskovic, Rotorua Lakes Council; Terere Aoake, Whānau Ora/Te Waiariki Purea Trust; Sheryl Hewitson, John Paul College; Sheryl, Ministry of Justice; Karl, Nigel Ward, Animation College; Matt Browning, Shake Up; Pere Paul, Amy Bray, Department of Corrections; John Gifford, Diana Beattie, Engaging Rangatahi in Positive Pathways Project.
Apologies	Ereti Williams, Employ NZ; Lauren James, Marita Ranclaud, Lakes District Health Board; Robert Griffiths, Rotorua Lakes Council; Leigh Richards, Eastside Community Collective; Lynn Benfell, Progress Ngongotahā; Rob Ball, Renee Chapman, Jayne Furlong, Ministry of Education; Cynthia McNabb, Taratahi; Barbara MacKenzie, Department of Internal Affairs.
Opening and Welcome	Meeting opened by Pere Paul. All were welcomed to this Liaison Meeting for the 'Engaging Rangatahi in Positive Pathways' project, which a forum for generating ideas, and developing thinking around focus topics that emerge through the project.
Discussion Topic	**How Private Training Establishments (PTEs) are contributing to positive pathways for Rotorua rangatahi** • Information sharing about the activities of PTEs, and the role of other organisations in relation to PTEs • Discussion regarding opportunities for PTEs to interrelate/collaborate with other organisations and groups to improve outcomes for rangatahi • Consider 'takeaways' from the hui.

Notes from Discussion	
1. Overview of PTE activities and the role of other organisations in relation to PTEs	
Rotorua Community Youth Centre	• Youth Centre has been developing an IT platform to connect young people to training opportunities, along with other opportunities and support.
Horizons	• Work with rangatahi who are 16-18 years and disengaged. • Develop an Independent Education plan with each rangatahi which identifies their aspirations, and then try to connect them with employment and training.
Corrections	• Rangatahi are a priority for Corrections. • Corrections has 5 Youth Champions in the region (including Taupo and Turangi). Youth champions are Corrections staff in a range of roles, who can contribute as youth champions to: fostering a multi-agency approach to working with young people, developing local planning and initiatives for

	young people, and supporting other Corrections staff in their work with rangatahi.
Rotorua Lakes Council	• The primary connection for Lakes District Council is through their social outcomes.
Shake Up	• Social enterprise that works with disengaged rangatahi, with a focus on connecting them to opportunities for work experience • Tackle the barrier of rangatahi of needing some workplace experience in order to gain work • Coffee Cart creates work experience opportunities.
Whānau Ora – Te Waiariki Purea Trust	• Works with rangatahi 13 – 24 years • Whānau Ora is holistic, recognising the importance of take care to wrap around • A Paearahi acts as a voice for rangatahi, and also as a translator. Able to simplify the language when rangatahi are looking at training opportunities, and help navigate the options and the providers • Aim to keep it simple: for example if a rangatahi has an interest in a particular area then focus on the related training opportunities, not the full range of courses and providers that don't link to their aspirations.
Toi Ohomai	Currently developing a range of programmes, including: • Foundations Studies course has just started for rangatahi with disabilities, focused on developing skills for independence. • Supporting rangatahi in the Youth Justice system to find positive pathways forward. • Supporting women in gangs.
NZ Welding School	• Recent focus in Murupara • Acknowledge that many rangatahi come with 'packages' (as opposed to framing this as 'baggage') • For many rangatahi there is a lack of parental support: providing pastoral care is important. • All programmes are new this year, and all developed with great industry input. • NZ Welding School recently received a Community Partnership Award from Corrections.
John Paul College	• Able to use anyone who wants to fit the student – not the other way round. • Some good initiatives are available; for example: Ngāti Whakaue academic advisor comes into school and works with the students individually: prioritising seeing Rangatahi Māori first and then other students if there is further time available. • Very low level of students who become NEET. • Courses: e.g. Trades Academies.
Animation College	• Recognise the importance of keeping young people engaged: building on young people's initial interest to keep them engaged in the animation and to see visible career pathways and recognise the viability of animation as an option.

	• Developed a Māori digital showcase project that was able to provide 3 months of fulltime employment for graduates, based on developing cartoons of Māori storytelling. • Potential to work with others to create project opportunities for students and graduates. - A potential opportunity was identified to explore a project with another stakeholder at this meeting.
NZ School of Tourism	• Delivers programmes at Levels 2 – 6 • Always looking at how to engage rangatahi, and keep them engaged. • Pastoral Care is important. Strategies include: - Q-Time: Regular 15 minute meeting with each student to check how they are getting on - Monday breakfasts • Drugs and alcohol: would like to bring in NGOs. It's hard to know who's out there. • It's difficult getting Level 2 students to course in the morning, and to keep them engaged through the programme duration. Seeing older students taking up employment opportunities such as Disneyworld are inspiring for younger students. • It's valuable to work closely with others, and collaborate.
Pacific PowerUP	• Currently situated at Toi Ohomai, Wednesday 5.30 – 8.30pm • An education programme that supports Pasifika parents, families and communities to champion their children's learning. • From early childhood to parents • Impacts on people's roles as a parent, student, caregiver, etc. • Funded by Ministry of Education • Supports Fijian, Samoan, Tokelauan, Tahitian and Cook Island families • Referrals are mainly made through the Church ministers.
2. Discussion regarding opportunities for PTEs to interrelate and collaborate, and 'takeaways'	
Impact of Competitive Environment	• The competitive environment in which PTEs operate can pull a young person away. For example: - Some young people will look at what 'drawcards' are offered by different providers, and this can influence their choices, and in some cases encourages them to jump around from programme to programme. - This doesn't support the rangatahi to make the best choice for their learning and pathway. For example, some PTEs are better at delivering Foundation Courses, but may not seem as attractive to rangatahi because they don't have the same appealing drawcards. • It would be great to see training providers working co-operatively, for example at the Careers Expo if all the Rotorua training providers lined up together in one long stall, rather than spread across the Expo. Then it would be easy for rangatahi to go up and get an overview of the training opportunities that are available in Rotorua. • We have connected in the past. For example, at one stage there was a combined van transporting Murupara rangatahi: but this didn't last, and strategies like this need to be sustainable.

Matching training opportunities to need	• We need to match what's offered to the need. • Currently Rotorua is missing a great opportunity to offer courses that match rangatahi's aspirations. For example: - There are many young men who want to do carpentry, but there are no carpentry courses available. - In discussion, a potential connection was suggested with an employer who wants to employ 7 young people in building roles before the end of the year. - There are many hairdressing courses offered in Rotorua, but there are no opportunities for those new graduates to be employed, as local salons want to employ people with experience.
Information about Training Courses	• As a youth service provider, we would love to have co-ordinated information about what's available right now, the entry criteria, intake times, etc. • When this information isn't easy to access, it can lead to mis-matching rangatahi to opportunities. Example of a young man who was disengaged. Set up with a local provider. Declined because he was a risk to their funding. This was a significant knock back for the young man, and the pathway he took led to offending. • Work and Income have invited training providers in sometimes to talk to the Case Managers so they know what is available. But these need to be more regular and ongoing. "We need to hit the long-term unemployed rangatahi."
Information on services and support for rangatahi	• There are changing faces among the school careers advisors: people who don't know the sector as well or have local networks. • Need for online service information. There used to be an online directory that was great because you could just search for what you needed, but it's not there anymore (Working4Youth).
Strategies for keeping rangatahi engaged in training	• Taking young people out of their local environment with entrenched behaviours doesn't always work –but in some cases it does work. • Kai Together • Site visits • Trades Academy and Gateway have been excellent, and have kept lots of marginalised young people in school.
Virtual Space	• Repeated call: there's a need and want for a shared space for those who work with rangatahi. For example, this would enable a rangatahi to tell their story to one agency, who could share it with others so the young person doesn't have to repeat their story to everyone they work with.
Licence to Work	• Has potential but there is a need for a co-ordinated approach to this.
Youth Offending	• 70% of youth offenders are Māori: we need to reduce this. • Corrections wants to get Youth Champions out to training and NGO organisations, and into schools, to get out a message to rangatahi about avoiding the pathway to youth offending.
Systems Change	• Systems need to have a rangatahi focus. We need to tell our funders how we want to frame the contract, not vice versa. • Look at how we're doing it around the table, for example to have a focus on young people not on ourselves.

Working Together	• 'The Productivity Commission report in 2015 talked about better co-ordination, alignment, and collaboration, but we haven't seen this change. • Playing to Strength' is what we could be doing all the time as a whole Rotorua: acknowledging that each player has different skills, align to strengths and see energy increase. • It's not 'one size fits all', it's about everyone doing something. • Contracting practices: do this in discussion with others. • Until significant system change is in place nationally, working together will take some sacrifice of agendas. We need to be prepared to share what we do. • Creating an environment where a young person can find the right pathway for them is important: trying to fit a square peg in a round hole can be damaging.
Value of meeting and discussing shared issues	• There was a strong indication that stakeholders saw value in coming together to discuss issues and explore ways to work together, and were enthusiastic about meeting again. • Increased awareness of what is available in the community for young people and what is happening. • The value of whakawhānaungatanga: meeting and sharing information.
	Meeting closed by Ralph Mosen.

Acronyms used in these minutes	
PTE	Private Training Establishment

Liaison Meeting – 25 May 2018

Virtual Youth Team: The potential of digital platforms to increase co-ordinated responses and improve rangatahi outcomes.

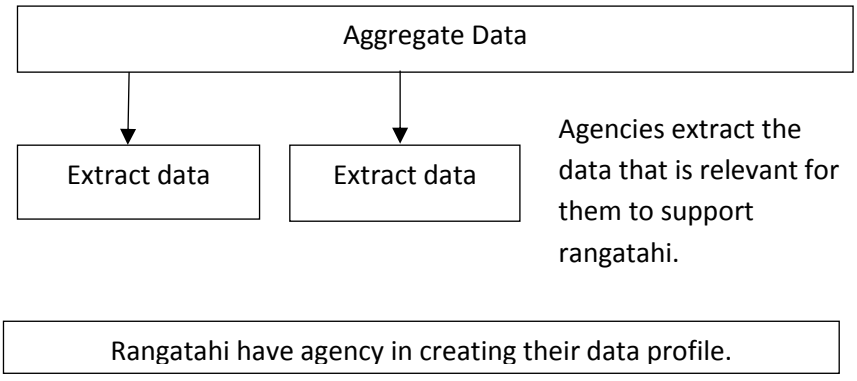
Date	25 May 2018
Venue	Community Meeting Room, Rotorua Public Library
Present	Steve Holmes, Rotorua Community Youth Centre; Adam Ellis, Ngā Pūmanawa e Waru; Karl Springorum, Animation College; Matt Browning, Shake Up; Terere Aoake, Whānau Ora/Te Waiariki Purea Trust, Laurie Durand, Te Waiariki Purea Trust; Jayne Furlong, Jon Dimock, Ministry of Education; Barbara MacKenzie, Department of Internal Affairs; John Gifford, Diana Beattie, Engaging Rangatahi in Positive Pathways Project.
Apologies	Pere Paul, Amy Bray, Department of Corrections; Gloria Newton, NZ Welding School; Sonia Wilson, Oranga Tamariki; Mercia-Dawn Yates, Ngā Pūmanawa e Waru; Leigh Richards, Ralph Mosen, Eastside Community Collective; Yolanda Boulton, Rotorua Boys' High School; Sue Westbrook, Manutai Schuster, Te Ohu Hiringa; Renee Chapman, Rob Ball, Trisha Turner, Ministry of Education; Sheryl Hewiston, John Paul College; Kelvin Tapuke, Toi Ohomai; Lauren James, Lakes District Health Board; Rose Walker, Orangi Tamariki.
Opening and Welcome	Meeting opened by Steve Holmes. All were welcomed to this Liaison Meeting for the 'Engaging Rangatahi in Positive Pathways' project. Liaison hui provide a forum for generating ideas and developing thinking around focus topics that emerge through the project.
Discussion Topic	**Virtual Youth Team: The potential of digital platforms to increase co-ordinated responses and improve rangatahi outcomes.** Through stakeholder discussions it has become apparent that there is a range of tools and thinking regarding the use of digital platforms to assist rangatahi develop positive pathways for their learning, education, training and employment pathways. The meeting format included: • Brief overview by each attendee regarding their interests in virtual youth spaces and digital platforms • Discussion regarding the potential of virtual platforms and ways to use a 'virtual youth team' concept and associated platforms to improve support of rangatahi. • Summary of 'takeaways and possible follow-ups.

Notes from Discussion	
1. Overview of attendees' interests in virtual youth spaces and digital platforms	
Shake Up	• Shake Up is a social enterprise that works with disengaged rangatahi, with a focus on opportunities for work experience • Matt is also involved in a range of other digital projects, including Around Town, a 'what's on' app for Rotorua that integrates event information from multiple sources.
Ministry of Education	• Even within MOE there are many systems and databases, with barriers to sharing data between the systems. Other education data systems, in NZQA and TEC, are not linked to MoE systems.

	• MoE's SISI Framework will be based on users adhering to rules when sending data to the engine. But it's the relationship you have with the data that makes it useful and meaningful.
Rotorua Community Youth Centre	• RCYC has developed the Youth Hub in Rotorua. Rangatahi can currently use the Youth Hub platform to develop their own profile, connect with peers, employers, services, etc. • Currently there are around 80 service providers represented and 40 businesses. • Currently lacking engagement, but there is potential to increase this.
John Gifford / Engaging Rangatahi in Positive Pathways	• Digital platforms can be enabling in many ways, including: - Ability to work across physical domains - Interactive planning tools - Can build transparency - Build relationships and connections • We don't necessarily need to reinvent the wheel – there is potential to 'wire together' existing tools and platforms.
Ngā Pūmanawa e Waru	NPeW's vision of connecting children to the internet after 3pm is about bridging the equity gap regarding: 1. Who can afford to be connected: NPeW has built a wireless network to provide connectivity across the caldera, which is now operational. Several marae have connected to the network for learning. 2. Who can have a device in their hands: DaaS (Device as a Service) programme which is Apple's first such project internationally. Devices are available for $3.98 per device per week. This is a very effective way to ensure that devices can be in the hands of all and ensure equity. This programme doesn't have to end with school: it could include PTEs and other education providers. • Noted that NPeW had been the regional distributer for Computers in Homes when this scheme was operating, but there was no funding allocated for Computers in Homes in Budget 2018.
Animation College	• Animation College is keen to increase its visibility to the public and potential students. • Rangatahi interest in animation is strong but for some parents and other influencers there is a lack of recognition that animation is a real opportunity for employment. • There is potential for film/television training at the Rotorua site. • The NPeW projects outlined by Adam have potential to improve the ability of some Animation College students to be able to consistently work on their projects and stay connected.
Te Waiariki Purea Trust	• The 'Virtual Youth Team' concept emerged through the Excel project, as a case management vehicle. Why didn't this approach 'get across the line'? A factor was that: - It specifically targeted a 'CAN'[17] approach in the Children's Team space, with young people and whānau having a log-in. Privacy was a barrier: professionals hid behind that.

[17] See List of Acronyms on final page

	- We had imagined it lighter tool: not with all the agencies' data included. A tool that would connect service providers and to ensure that they could coordinate services. • For TWPT, there are currently a number of platforms which youth workers have to upload case notes: - Whānau Ora: Whānau Tahi system - Rotorua Children's Team: is just starting to implement VikI. - Ministry of Social Development: ART system used to track **Youth Payment** and Young Parent Payment, which is linked to provider contract payment. There is a time burden for logging in case data into multiple systems. • There is a time burden for logging in case data into multiple systems. TWPT is looking at employing someone specifically to input case notes, to lift that burden from case workers. • The 'integrity' of any of these systems is inconsistent, with regular failures, inability to access data, or appearing to lose data. • We need to make the systems talk to each other • Need to avoid duplication.
Whānau Ora	• At all recent hui where this has been touched on there has been agreement about the need for a shared database: it would be good to see something happen from this. • A shared system has potential to make a difference to how rangatahi can be supported: for example being able to save the rangatahi time in not having to repeat what they share with others: all those working with the rangatahi can have an understanding of what is happening for them. • Shared system doesn't have to include detailed information, just adequate notification to be able to support a young person. - For example: currently a youth worker may find out retrospectively that a rangatahi has missed a doctor's appointment. A system notification could let the youth worker that there is an appointment, enabling them to touch base and check the young person has transport to get there. Only light information is needed: youth worker doesn't need to know why they are going to the doctor. • Would be good if system could avoid duplications.
Department of Internal Affairs	• Part of DIA's interest in this topic is as a potential funder, or to be able to connect to other funding. • DIA also has the task of driving digital transformation for government. • There are things happening in the MBIE space that may link in here.
2. Discussion regarding the potential of virtual platforms and ways to use a 'virtual youth team' concept and associated platforms to improve support of rangatahi	
There was agreement across the meeting that there was benefit in progressing thinking about a shared digital platform for Rotorua. The following considerations and functionality were identified in discussion:	
Shared Platform	<u>Rotorua-centric tool:</u> • All see value in a collective system: a Rotorua-centric tool to connect services, rangatahi and their whānau. • Development of a Rotorua platform could be a recommendation from this project: but doesn't have to wait until the end of the project. • Sits in the case management space.

	• There may be potential to track change via IDI. <u>Rangatahi-centred:</u> All see the important of the platform having a rangatahi focus at the centre: • Provide communicate between stakeholders with rangatahi at the centre. • Be client driven (not about IT people designing the system in a way that works for them), but prioritising engaging rangatahi and their whānau. <u>Potential benefits include:</u> • Ability to co-ordinate the support given to rangatahi, to improve outcomes. For example: When a young person is due to attend an FGC, the system notifies those involved such as a youth worker, who can follow up and make sure the young person attends. • Useful tool for youth workers/case workers • Contributes to workers' safety by letting them know what is going on for a family • Useful for providers such as PTEs, for example: - Insight into what is going on for a student who hasn't been attending - Ability to connect with a student without the barrier of limited mobile data. - Increased ability to find support for students <u>Considerations:</u> • Avoiding duplication: As other initiatives and opportunities come to Rotorua (such as Licence to Work) we need to make sure they don't bring in a new platform, but link to Rotorua's shared platform. • We need to be able to tell the system what we want it to do, not vice versa. • A shared platform won't necessarily avoid field workers having to duplicate inputting data into multiple systems. • Data sharing across platforms gets complicated because people want to put in the minutiae of case work, rather than just high level information.
Aggregating Data	• The shared platform would aggregate data in one place (data warehouse), which would be accessed as required by providers.  • The first step is to get the data in one place, and then pick and choose what you need and how to place it. • Need to 'pick a language' and all use it. Treasure the data that you're aggregating. • "If we want this, we can make it happen. It's possible if we want it to be."

Youth Hub	Youth Hub already has a strengths-based platform for rangatahi, with potential for development of further functionality as the shared platform. "It's a good base; let's build on it." • Existing rangatahi log-in and connection to agencies • Currently no links between agency A and agency B, but this can be developed • Potential to develop data links with other systems, such as VikI • Potential to develop the 'ping' notification to all those involved with a rangatahi when something is going on for them. • Existing feedback mechanism through '100+' in which other Youth Hub users can provide encouragement and acknowledgement to rangatahi on what they've been working on through their Youth Hub profile. • In the meantime, stakeholders will continue to populate data into Youth Hub.
Mobile Phone App	• Useful to think of the platform as a mobile app that is linked back to Youth Hub, and connects Attendance Officers, Police, Social Services, Young People, etc. • Potential to approach Vodafone / 2 Degrees / Spark: Ask them to make data roaming free as a 'walled garden' service. Note that the city-wide wifi network via NPeW will achieve free access to data. • Usability is important.
Encouraging rangatahi to engage with the system	Strategies for engaging rangatahi to use and return to the system could include: • Free giveaways: e.g. an extra free GB of data this month • City-wide reward system linked to local businesses: for example giving a free place to go white water rafting when places aren't all booked. Fun opportunity for young person at no additional cost to the business • Get heroes on board: e.g. ask Warriors to record a message. • Feedback mechanism as a way to bring rangatahi back to the platform: e.g. Facebook likes. Youth Hub currently has a '100+' mechanism. • Think like a young person to identify how to make the system attractive.
Integrated Data Infrastructure	• The IDI connects data across all Government agencies plus NGOs. • Government APIs can be built into any service, to provide access to the IDI. • Useful contacts re IDI include: Rebecca Lepa at MoE; Eli Chadwick was involved in developing IDI.
Police Mobile App: OnDuty Family Harm Investigation	• Police launched this week a mobile app: OnDuty Family Harm Investigation, to increase efficient response to family harm callouts. Officers are able to bring up history about addresses they were being called to; able to capture incident information without paper-based systems. • It would help social service sector to have really useful information about what is happening for individuals/family they are working with.
Privacy Act	• Oranga Tamariki is working on making an amendment to the Act to ensure that information sharing has the child at the centre.
3. Follow-ups	
Follow-up on other tools	Follow-up to learn more about: • IDI • Police Mobile App: OnDuty Family Harm Investigation • Existing connections through MBIE, Vodafone, etc. (Barbara)

Develop Summary Paper	Put flesh on the ideas shared today , to: • Articulate clearly the purpose, scope, functionality • Show how it could look/operate so people can see the potential.
	Meeting closed by Terere Aoake.

Acronyms used in these minutes	
API	Application Programming Interface: in computer programming**, an API** is a set of routines, protocols, and tools for building software applications, which specifies how software components should interact. In general terms, it is a set of clearly defined methods of communication between various software components.
ART	Activity Reporting Tool: system used by MSD to process transactions for the **Youth Payment** and Young Parent Payment.
CAN	Child's Action Network: team made up of child or young person, their parents and caregivers, and any practitioners and professionals involved in providing care, support and services. Used as part of the Children's Team approach.
DIA	Department of Internal Affairs
IDI	Integrated Data Infrastructure: a large research database curated by Stats NZ that contains matched, de-identified containing microdata about people and households collected by Government agencies, Stats NZ surveys, and non-governmental organisations (NGOs). IDI data spans accident compensation, crime, education, health, medical, social welfare, tax data, and others.
MBIE	Ministry of Building, Innovation and Employment
MoE	Ministry of Education
MSD	Ministry of Social Development
NPeW	Ngā Pūmanawa e Waru
NZQA	NZ Qualifications Authority
PTE	Private Training Establishment
RCYC	Rotorua Community Youth Centre
SISI	Student Information Sharing Initiative: a project in Ministry of Education's Integrated Education Data (iEd) programme, which seeks to provide a secure electronic platform to automatically move information children and young people as they move through the education system**.**
TEC	Tertiary Education Commission
Vikl	Vulnerable Kids Information System: an information management system for Children's Teams. It records, stores and provides access to information and concerns about at-risk children and young people, including case management and reports on outcomes. Practitioners from different agencies, non-government organisations and service providers with appropriate access all use ViKl as part of their role working with the Children's Team.

Liaison Meeting – 8 June 2018

Attendance: Monitoring, Reporting and Follow up Action to improve outcomes for rangatahi

Date	8 June 2018

Venue	Community Meeting Room, Rotorua Public Library
Present	Kelly Sadler, ECase Attendance Service; Rob Ball, Ministry of Education; Leigh Richards, Eastside Community Collective; Terere Aoake, Whanau Ora/Te Waiariki Purea Trust, Toni Kinita, Shannan Epapara, Winnie, Ko Te Tuara Totara o Fordlands; John Gifford, Diana Beattie, Engaging Rangatahi in Positive Pathways Project.
Apologies	Paula Short, Rotorua Lakes High School; Jim Harvey, Police Youth Aid; Jayne Furlong, Ministry of Education; Ralph Mosen, Eastside Community Collective; Mercia-Dawn Yates, Ngā Pūmanawa e Waru; Renee Chapman, Ministry of Education; Rob Griffith, Rotorua Lakes Council; Pip King, Lakes District Health Board.
Opening and Welcome	Meeting opened by Kelly Sadler. All were welcomed to this Liaison Meeting for the 'Engaging Rangatahi in Positive Pathways' project. Liaison hui provide a forum for generating ideas and developing thinking around focus topics that emerge through the project.
Discussion Topic	**Attendance: Monitoring, Reporting and Follow up Action to improve outcomes for rangatahi** An initial discussion to begin explore potential strategies such as developing a whole of community response to attendance, monitoring and reporting attendance, and developing responses for students who are regularly not attending school. The meeting format included: • Brief overview by each attendee regarding their role in context of attendance. • Discussion regarding the potential for a more collaborative approach to attendance, to keep rangatahi engaged at school. • Summary of 'takeaways' and possible follow-ups.

Notes from Discussion	
Aspects of the Current Attendance System	<u>School-Based Service</u> • In Rotorua district, 6 Attendance Officers are based in a host school, with responsibility for a cluster of schools. • In other areas in the region, such as Whakatane and Taupo, Attendance Officers are not school-based but located in the community. This is a more usual approach. • There are some pros and cons in each approach. For example, community-based Attendance Officers in other areas often report difficulty developing relationships with school Deputy Principals and accessing paperwork via schools. • Being school-based changes the nature of truancy work. • Being school-based naturally aligns the Attendance Officer function with the host school's interests. • There are frustrations for community providers in being called on by Attendance Officer for assistance to locate a non-attending young person. This may reflect an impact of a school-based rather than community-focused approach. • Some rangatahi have complex issues: it is unreasonable to expect that the support needed to address these issues can be provided by Truancy Officers who don't have qualifications and experience (e.g. as social workers). <u>Dual Roles of Truancy Officers:</u>

	• The funding available for each Attendance Officer is insufficient for these to be fulltime roles (approximately 60% of a fulltime role). Additional roles within the host school are combined with the Attendance function, to create fulltime employment for the Attendance Officer. • There is tension in Attendance Officers having dual roles within schools, in several ways: For Attendance Outcomes: - Tension in maintaining a proportional balance between the Attendance function and other roles. - Dual roles strengthen the alignment of an Attendance Officer with the host school's priorities, which can undermine the Attendance function. For Attendance Officers: - For those Attendance Officers who have a strong commitment to the positive engagement of rangatahi, it is unreasonable to expect them to achieve this on the limited resource available for the Attendance function. For Rangatahi: - Dual roles do not work for rangatahi. Where a young person has had contact with an Attendance Officer regarding non-attendance, there is a strong barrier to them having a positive relationship with them relating to another function within the school. This may impact regardless of the nature of the dual role (for example a dual role as Sports-Co-ordinator creates a barrier for a rangatahi keen to play sport); however there is a particular tension where the dual role is as Guidance Counsellor. There was a strong feeling within the meeting that it is not possible for this combination of roles to operate positively for rangatahi.
Attendance Notifications	• Since 2015, the notification process is: 1. School logs a non-attendance referrals through ASA 2. The referral goes to MoE in Wellington, who has the option of: a. Connecting with the family themselves in the first instance b. Sending the referral to the local Attendance Officer Historically, this process could take 6-12 months. This has changed in the last 12-18 months, and now the aim is now for the referral to reach the local Attendance Officer within 24 hours. 3. The Attendance Officer then has 22 days in which to contact the family, identify barriers to attendance and develop a response. • The Attendance Service is trying to educate schools that they can raise an ASA at any time and don't have to wait until the rangatahi has been not attending for 20 days before making a referral. A referral can be made at any time when there is concern about non-attendance. It could even be if the rangatahi is missing every maths lesson. It was noted that this is not clear in the publically available information about ASA that is on the MOE website, which focuses on referral after 20 days of non-attendance. • The number of ASA referrals for Rotorua annually is approximately: - 800 referrals via the ASA system - Plus an additional 900 referrals that are made outside the ASA system. • Of those rangatahi: 25-30%: Are re-engaged in education. This is low compared to other areas, where the rate is more typically 50%. 25-30%: Age out of the attendance system. 30% = ?

	Noted that in addition to these rangatahi are those who are already not enrolled at school. <u>Changing Patterns of Non-Attendance:</u> • Historically most truancy was boys around 15 years, who were often ready to leave school and get a job. This is changing. Now: - 12-14 year olds is the biggest space. - Girls and boys are truanting: in some cases more girls than boys. • Other Features of non-attendance in Rotorua are: - 78% of referrals in Rotorua are for rangatahi Māori. - High transient population contributes to non-attendance, with contributing issues of poverty, accommodation, mental health issues (of parent, rangatahi, and undiagnosed issues). - There has been a shift in the reason given for non-attendance. This had been 'bullying'. Now is more likely to be 'anxiety'
School's Engagement with Rangatahi	<u>School Culture:</u> • School culture is pivotal to the engagement of rangatahi, • The attitude of some schools makes it clear to the young person that they are not wanted in the school. Re-engaging a rangatahi into this environment does not support the rangatahi's positive engagement. • The school system is a 'machine': "if you don't fit in, it will spit you out". • Some schools are starting to invest in being more responsive to young people's needs, for example with more flexible timetabling: but young people who are already not attending need to be in the school to benefit from such changes. <u>Impact of School NCEA Outcomes:</u> • An impact of the current education environment is to motivate some schools to prioritise the NCEA achievement outcomes for their school. • One way in which this is seen is that towards the end of the academic year, as preparation for NCEA exams approaches, some secondary schools begin to steer rangatahi who are not achieving well towards leaving the school roll before the final exam period.
Whanau	• Whanau also have to own their responsibility for their rangatahi's non-attendance. While there are certainly whanau who are unaware when their child is not attending, there are also whanau who allow their child to stay at home, sometimes over long periods. There is often a link to adults' own experiences of education.
Community Responses for Disengaged Rangatahi	• There is a lack of alternative options and capacity available for rangatahi under 15½ years who are not attending school, including for those who have been dis-engaged from school for a long period. • There is frustration about the lack of appropriate alternatives for long-term non-engaged young people: whereas if they were engaged at school they would have access to significant resource because of their needs. • Community-based programmes are emerging in response to the needs of local rangatahi. Examples include: Learning Hub at Ko Te Tuara Totara o Fordlands, and supporting individual rangatahi at Mokoia Community Association. • Community responses are attractive to young people because they are: - Flexible and able to respond to rangatahi's needs - Create a safe place - Offer a connection and relationship to someone who's there. • The limiting issues for such community responses are:

	- Sustainability - Educational outcomes. <u>Fordlands Learning Hub:</u> • The Fordlands Learning Hub emerged in 2017 as a response to a group of school-age rangatahi who were enrolled with Te Kura, but not engaging in learning due to barriers such as isolation, access to internet, etc. • In 2018 this has grown to 2 groups of learners, and is perceived to be an effective response that is successfully engaging learners. • Ko Te Tuara Totara o Fordlands is delivering this service with absolutely no funding, on a voluntary basis. It is driven by the commitment of individuals in the community to make a difference for these rangatahi. • Of a group of 4 male rangatahi currently in the Learning Hub, 3 had been disengaged from school for 3 years; one disengaged for 1 year. • MoE Student Support is working internally towards: - Recognition of Learning Hubs as a legitimate learning pathway - Accessing funding to support sustainable Learning Hub delivery
Opportunities for Systems Change	There are opportunities to develop thinking at several levels: • Influencing national attendance systems • Developing a Rotorua-centric attendance approach • Immediate responses to pressing aspects <u>Influencing National Systems</u> • It was noted that the Education Act does not specify the delivery of attendance services: the need to follow up non-attending young people has never been fully developed as a formal national approach. • There is an opportunity to exploit this gap. The Act requires equitable access to education: how is this achieved via attendance? • There is potential to elevate aspects of local discussion regarding attendance to national level. • There has been a consistent voice about the need for systems change within MoE and from the Attendance Service, which has reported regularly on systemic gaps and issues over multiple years, but there has been no response from Wellington. <u>Developing a Rotorua-centric Approach</u> • In developing an alternative approach to attendance, we are structurally / mindset constrained, rather than resource constrained. • What does the existing Attendance Contract look like, and how can we do things differently? • Could the schools put the Attendance Officer funding into one putea that funds one role/team across Rotorua. • Is there will to make such changes? • Also need to address the way different schools enact their attendance role: there is currently no level of compulsion, it is all voluntary. • Systems change is dependent on: - Changing individuals: look for at individuals for rangatahi focus. - Changing organisational culture. - Having a Rangatahi focus.

	Immediate Responses: 1. End of School Year Non-Attendance: • There is a need to work immediately on what we can do differently to respond to rangatahi who will disengage from school from August onwards, as the NCEA exam period approaches and schools are interested in their NCEA results. • This causes an annual influx of disengaged rangatahi to community services, many of whom are seeking an Early Leaving Exemption from school. This in turn overwhelms MoE Student Support services. There is pressure within MoE to reduce the number of Early Leaving exemptions granted for Rotorua. 2. Dual Roles: • Within the existing system recognise that dual roles for Attendance Officers will continue, but ensure that the dual role is not as Guidance Counsellor. 3. Peer Champions: • Explore the potential for rangatahi to support each other to stay engaged. Two examples of this currently working in community settings are: • Fordlands: The rangatahi will make sure everyone is out of bed and attending – will go and get someone out of bed if necessary. • Te Waiariki Purea Trust: Some Rotorua Boys' High seniors are allowed to leave school at times and play basketball at Kuirau Park by the TWPT offices. Having established that this group has school consent, TWPT have agreed with these rangatahi that staff will not constantly check with them, on the basis that the rangatahi act as Champions and take others who come to the courts back to school.
Follow-ups	Suggested next steps: • An Attendance Focus for the Engaging Rangatahi in positive Pathways project over the coming weeks, exploring what a more collaborative space could look like. Opportunity on 27 June to take something to the Rotorua Working Together. • Follow-up meeting with Attendance Officers. - Suggest week beginning 18 June. Best time of day is between 11.30-2.00pm. Is there potential to provide lunch? - Suggest a focus on a specific age group of non-attenders, e.g.: Under 12 years: non-attendance offers an early warning sign of other issues 12 – 14 year olds: There is a lack of available responses for this age group; This is a growing group of non-attenders. 15 -16 year olds. • Engaging with Schools: talk to principals.
	Meeting closed by Kelly Sadler.

Terms and Acronyms used in these minutes	
ASA	Attendance Service Application (ASA) is the system that schools must use to make Absence referrals to the Attendance Service. ASA records unjustified absence referrals and non-enrolment notifications from schools.

Attendance Service	The Attendance Service incorporates the Non-Enrolled Truancy Service (NETS) and the District Truancy Service (DTS). Provider in Rotorua is: Datacom Services Limited - eCase Attendance Service.
Early Leaving Exemption	Enrolment in school is compulsory for all students aged between 6 and 16 years, however, parents of students aged fifteen may apply to the Ministry of Education for an exemption from schooling on the basis of educational problems, conduct, or the likelihood that the student will not benefit from attending available schools.
MOE	Ministry of Education

Appendix 3. Change Conversations

Change Conversation – 22 August 2018

'How We Work: Focus on Attendance' - Act Early, Act Together

Date	22 August 2018
Venue	Rotorua Lakes Council, Council Chamber
Present	Kelly Sadler, Datacom - Attendance Service; Rob Ball, Renee Chapman, Char Wiperi, Ministry of Education; Raewyn Krammer, Rotorua Girls' High School; Garry de Thierry, Ben Teinakore-Curtis, Rotorua Intermediate; Phil Palfrey, Kaitao Intermediate; Tom Hale, Rotorua Boys' High School; Alby Tipiwai, Jo, Youth Service/Te Waiariki Purea Trust; Jen Murray, Rotorua Community Youth Centre; Terere Aoake, Whānau Ora/Te Waiariki Purea Trust; Claire Mardell, EmployNZ; Lynn Benfell, Progress Ngongotahā - Kokiri Ngongotahā Inc.; John Gifford, Diana Beattie, Engaging Rangatahi in Positive Pathways Project.

Notes from Discussion	
What does 'Act Early Act Together' mean for you?	• Attendance is a vexed issue • Counsellors: using school's operational grant. Why? Who's the human contact with families and who pays for it? • Shift language to "Attend**ing**" to shift the focus from counting non-attendance to strengthening a culture in which attending is seen as important. • 'Act Early': stop these persona emerging. We see repeat families • Act early = Getting outcomes for young people • Shift language: Not 'NEET' as 'not-engaged, but as 'needing engagement in education, training and work'. • Teaching = 'touch the future' • Networking and relationships between us, and with families. • Neighbourhood communities • "Attendance = Achievement" • Getting in early in vital, and making contact with the family. • Passionate about attendance • 1 – 3 staff members. • Working with schools and families loser is something we must do. Hard to do.
1. Developing Personas	
In small groups, participants developed thinking around 5 fictional personas that represent attendance related issues that are frequently observed impacting on young people in Rotorua.	
Persona A - Josephine	• Is a 12 year old girl. • Last year she attended school regularly, but this has changed recently. • Her family have moved several times this year, and the school's contact details are out of date. • Not having lunch for school, and not having all the right schol uniform are issues for her. What else do we know about them? • Poverty • Income management • Priority • Living conditions • Intergenerational concept

	• Choice • Environment • Thinks and Feels: Used to environment and constant changes. Probably confused when she sees other kids with food, uniform, etc. Hungry • Doing / Acting: Angry • Sees and Hears: Arguing. Lots of changes. Family breakdown. No motivation. Wants: 1. Stability 2. Uniform and lunches 3. Friendships Obstacles: 1. Stability 2. Poverty 3. Parents' priorities **What is needed to make a difference?** • Functional adults • Family therapy – basic parenting education • Stable housing • Stable income • Income management • Highlight of positive choices • School needing to raise concerns early
Persona B - Joe	• Is a 14 year old boy. • He has been attending school irregularly this year, missing a day or two most weeks. • He spends a lot of his time gaming, often long into the night. • His parents 'don't know how to get him to school'. What else do we know about him? • Lack of parenting skills • Early exposure to technology • Boundaries not clear or set • Aspirations / goals for young person not set or focused on • Education focus on parents • Neglect "don't want to be the bad guy". • Roles in the household • Thinks and Feels: (Over)-stimulated. Lonely / isolated? In control. No real carers. No real passion. Escaping reality. • Doing / Acting: Strong to their goal. Obsessive. Isolating themselves. Controlling their parents. Whatever they want. Gaming all night. No education focus. No real friends. • Sees and Hears: Noise. 4 walls. Screen/ Lights. No push from parents. Unsure of role in household. Parents giving up. No boundaries. Wants: 1. Guidance 2. Relationship acceptance 3. Household role Obstacles: 1. Parents too busy / stressed / lack of education 2. Unsure on reality / world

	3. No boundaries **What is needed to make a difference?** • Functional adults • Family therapy – basic parenting education • Set goals for himself and household • Household roles set
Persona C - Betty	• Is a 13 year old girl. • Recently she has been attending school very irregularly. • Her Mum has been using drugs, and she is often not at home overnight. • She has younger siblings. What else do we know about them? • Family: No strong role models • Dad not in the home • Extended family not aware • Pre-schoolers • No food, n money • Abuse / people coming and going • Cold house. No transport • She feels education is not her priority! And no one understands her. LOTS: Feels like an adult; Can't be young (a kid!); Mum and home; Tired; Street smart; No money / food; Life skills; Grew up too fast; Isolated from friends; Not good at taking direction; Lonely and insecure; Intelligent but lacks skills i.e. reading, numeracy; Lack of opportunities and support; Wants to learn • Thinks and Feels: Confused. Bit lost. Lonely. Not sure what really matters to them? But knows she wants her mum and that what she is doing isn't her job. She wants to be with her friends but is ashamed. • Doing / Acting: Starting to hide from society. Becoming withdrawn. • Sees and Hears: Nothing. Sees nothing. Just knows that her mum is not going to be home tonight. Wants: 1. Her Mum to get better. 2. Someone to help. 3. Education 4. She wants not to have this responsibility (wants to go to school and play) Obstacles: 1. Doesn't want to get Mum in trouble (drug abuse) 2. Lack of knowing where to go and who can help 3. Lack of security at home **What is needed to make a difference?** • Someone Betty trusts:… outside of the school system and solely for here • A relationship built correctly will help Betty understand that she is not alone and pulling down her obstacles will not have a negative effect on her whānau. • More contact with schools • Positive Role Models • Whānau buy-in • Creative ways to learn • It doesn't matter if services are in the school. If you don't go, you don't access them. **What change is needed to make sure they get this?**

	• Wrap around support • Referrals to services • Mental / Youth coach • Help from extended family • Long-term goals • Shortening processes • Connecting services early • Information sharing • Put Betty first!
Persona D - Dylan	• Is a 13 year old boy. • He has not been attending school this term except for occasional days. • Recently he has been getting in trouble, and Police have been involved. • His family have gang affiliations. <u>What else do we know about them?</u> • He may have a desire to be in a gang. The role models may be a gang member influencing his view of the future. The school cannot meet his 'excitement' gained through his extracurricular activities. • Not concerned about police and his mates will have anti-authoritarian attitudes. No consequences for his age group. These activities however set him up for ? future. To change: • More positive role models – critical mass • Our student leaders need development in being model mentors. <u>Wants / Needs:</u> 1. Immediate successes. Quick positives 2. Counsellor / Food / Mentoring / Good dads 3. Really positive believable role models <u>Obstacles:</u> 1. Money / physical resources.
	What is needed to make a difference? • The difference in the lives of the rangatahi • Massive culture change: Truancy is <u>wrong.</u> • Tinkering • Mentors • Counsellors • Positive role models • Teachers who can differentiate the curriculum to meet any learning / behavioural needs • Alternative education facilities • Whānau buy-in e.g. Mutukaroa – special ?teacher whose role is to liaise between parents and school/Social workers
Persona E - Rob	• Is a 14 year old boy • He used to be a consistent student, but this year he has been becoming less interested in school and his attendance is becoming less regular. • Sometimes he comes to school in the morning but misses some classes. • He doesn't know what he wants to do after he leaves school. <u>What else do we know about them?</u>

- Family: Dad has a new girlfriend, and has taken off. He has lost his rock, his role model (4 year olds boys need their dad to step up)
- Supports: Who is his significant peer? Coach, uncle, grandparent, etc. Needs to be a place of connection – if not in the home it must be someone else.
- Experience of school:
- Could have moved towns; could have had a health issue; or in the family?
- Chat's changed in his life?
- What's happening in the home?
- What's happening at school? Relationship breakdowns?
- Friends / Teachers: Needs support to refocus – who and why?
- Puberty

- <u>Thinks and Feels:</u> Stink , not loved, lonely, lost, [not] being worthy being valued
- <u>Doing / Acting:</u> Isolating himself, stepping outside, being angry, no one understands
- <u>Sees and Hears:</u> Put downs, has no value, their life is falling apart, unwanted, no future, hungry

<u>Wants:</u>

1. Stability and security
2. To be listened to
3. Somebody to help – make it better or make it go away, so they can return to where they were.

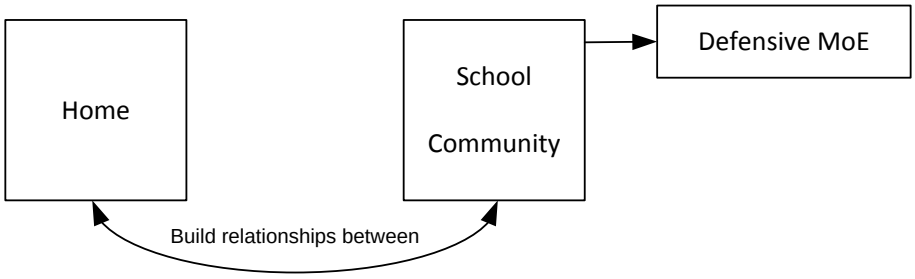
<u>Obstacles:</u>

1. Dysfunctional family
2. Preconceived ideas from others

What is needed to make a difference?

- Support / teachers: 'right fit' to encourage engagement. A 'champion'.
- Good listener: approachable, personable, relationship
- = Quality Counselling
- Somewhere to feel safe – school or community.
- 'Rock'
- Improved home life?

What change is needed to make sure they get this?



- Home visit little and often – <u>Positive</u>
- We care
- Whānau Therapy
- Good parenting outcomes
- Educate families re attendance: Importance; Take responsibility.

2. What Changes are Needed?

- 'Cultural' shift in expectation on <u>attending</u>
- Information sharing

- Other agencies involved early
  - Family support
  - Family – not just young person
- Keep it about the young person
- Faster response
  - Space between school response and referral times
  - Raising early concerns
- Pastoral care at school (e.g. Counsellors)
- A person to rely on
- Parenting skills (e.g. setting boundaries)
- Strengthen relationships within school
- Curriculum:
  - Relevant, delivery
  - e.g. 'Pathway' Days
  - Whole person's needs
  - Life skills; Work readiness
- Transition points
- School: routines / connections
- Talk about 16-17 non-attenders PLUS their siblings, as a way in

3. How can these changes be created?

- Consistent messages from leaders
  - e.g. Rotorua Truancy-Free – 'again'
  - Role of RLC
  - Police presence
- Mechanism for sharing change in attendance with others as soon as attending changes
  - Connect what we all know about what's going on, contact details, etc
- Role models and relationships
- Space between secondary and tertiary and work
  - e.g. Apprenticeships
  - To drive commitment to learning.
- Parents and students having aspirations – ability to think about future.
  - Whole person – not just career.
- Employers – increasing focus on character and work readiness.

4. What can we do to test or progress these ideas?

- Leaders: engage in cultural fit – everyone say the same thing
- Explore programmes like Mutukaroa or similar
- Mechanism
  - Sharing information
  - Faster information from Ministry of Education when young people first start to disengage
- Changing our message
- Table Strategy
  - Family / Siblings approach
- Culture shift in agencies also. Escalate it.
- Consequences for non-attending
- Social media for messages

Change Conversation – 24 August 2018

'Youth-centric Development: Young People at the Centre'

Date	24 August 2018
Venue	Rotorua Lakes Council, Committee Room 2
Present	Michelle Wellington, Oranga Tamariki; Mala Grant, Te Arawa Whānau Ora; Renee Chapman, Ministry of Education; Terere Aoake, Whānau Ora/Te Waiariki Purea Trust; Barbara MacKenzie, Department of Internal Affairs; Sheryl Hewitson, John Paul College; Suzanne Cole, Sheryl Rams, Ministry of Justice; Steve Holmes, Rotorua Community Youth Centre; Jo, Graham, Youth Service/Te Waiariki Purea Trust; Veena Kameta, Western Heights Community Association; John Gifford, Diana Beattie, Engaging Rangatahi in Positive Pathways Project.

Notes from Discussion	
Key strands that emerged from discussion were:	
Language	The language that is used is important, in a number of contexts: • Being clear about what is meant when language is used in shared work (between organisations, sectors, and with young people and families) and in framing the principles from this project. For example we need to be clear about what is meant by words like 'working together', 'partnership', 'aspirations', 'successful', 'positive pathway', and be careful we don't impose on young people what <u>we</u> think those principles mean. • When seeking young people's participation, ensuring that they understand the language being used – keep it simple. Focus on what rangatahi mean by connection – their understanding is the priority, not that of organisations. • When developing a pathway plan with a young person, using their own language in the plan, and where necessary translating this back for the organisation or other stakeholders.
Access to Services based on need not age	A strong opinion emerged that young people's access to services should not be based on age but on need. Comments included: • Biological age does not always accurately reflect young people's individual needs and experience. • Age shouldn't be the factor that determines whether young people can access support. • Needs not age should be criteria for accessing services. • In the past we have been inclined to create 'round holes' (for example services with limited access criteria) and tried to fit 'square pegs' (young people) into them. <u>Examples of restricted access based on age:</u> • A young person cannot access training through a course provider (for example a PTE) until they are 16 years old, except where an early leaving exemption from school is granted. • Youth Service contracts with MSD are restricted by age (starting at 16 years), although Youth Service often has contact with younger rangatahi outside the age range who have a need for the service.

	• The introduction of trade academies made a big change and has been very positive. However, there is a need to be able to work in a similar way with students regardless of their age: for example some Year 9 – 10 students need this approach, but aren't able to access trade academies. <u>Examples of adaption in contracts:</u> • Young Service has recently tested a variation to their contract by gaining consent to working with one young person aged 15 years. <u>Examples of working outside the boundaries of contracted services:</u> • Youth workers would visit school to speak with any students at Rotorua Girls' High School whose attendance was under the 80% threshold, to talk about why they're not attending, although this age range sat outside the funding provided by the service contract.
Good Practice for Contracting	<u>Considerations for a youth-centric approach in contracting:</u> • Currently every contract focuses on deficits, and little funding is available to work in areas that are working well. • Some change in contracts management is emerging and needs to be built on as a strategic approach rather than one-off examples. • 'True Partnership' with funders can be reflected in a focus on outcomes for young people rather than on reporting. • Accountability needs to be not about meeting age criteria but about responding to the individual person and their needs. • Include youth voice in the contracting and reporting mechanism. • Incorporate evaluation • Negotiate the shared ground between funder and contractor • Making contracts less prescriptive can be achieved not by 'fighting it' but by making delivery youth-focused and responsive on the basis of youth participation. • Identify and promote examples of good practice changes in contracting • Noted that ART (MSD's Activity Reporting Tool) asks about how work has been between two organisations. <u>Identifying good practice - Examples of adaption in contracts:</u> • Youth Service changed the delivery of a contracted budgeting programme by making it youth focused and relevant for the participants by basing the programme changes on rangatahi consultation. • A variation to their contract achieved by Young Service by gaining consent to working with one young person aged 15 years. • Rotorua Community Youth Centre: working with funder to developing contract measures that are acceptable to both the funder and provider.
Responding to individual rangatahi's priorities	Being youth-centric is also important when working with individual rangatahi, for example ensuring that the focus of work is responding to the young person's own priorities. For example: • When people are working with a rangatahi on a youth-focused plan, the organisation may perceive an opportunity to prioritise one need emerging from the plan (for example, to develop a vocational pathway based on their interest), but the young person may want to focus on another need (for example, focusing on resolving court related issues).

Youth Participation	• Youth voice: develop thinking about how to understand this more within the process. • Youth participation is for the adults, not for the young people. • Should be about adults / organisations meeting the mark. • How to change? Encourage professional development; build expectation of youth participation into culture of collective spaces (e.g. RWTF) <u>Example:</u> • Rotorua Community Youth Centre now has a mechanism for young people's views to be represented at board level.
Whānau vs rangatahi focus	• What's the scope: narrower focus on rangatahi or wider focus on whole approach and whānau focus? • In Whānau Ora approach the focus is on working with whānau who have the capability/ strength to change their circumstance: children/young people who are part of that whānau sit inside that approach. However, noted that a long of rangatahi who are disengaged do not have whānau around them. • Suggested initial focus on young people: to intervene in generational 'stuff' and respond to a high needs gap, but in the bigger picture there is a need for whole culture change. • We need to impact what is 'the norm' for young people
Informed Good Practice	Ensuring that quality information and professional development is consistently available across organisations and those working with young people to support good practice, for example related to: <u>Youth Development:</u> - Ensure those working within organisations have a consistent positive attitude towards young people - Understanding of the principles of positive youth development <u>Youth Voice:</u> - Understanding of youth participation approaches - Pathways/connections to support youth participation opportunities <u>Youth Mental Health:</u> - Ensure everyone working with young people has knowledge about how to respond to and support young people's mental health needs. - Use experts such as Nathan Mikaere Wallace on brain development; peer knowledge shared e.g. through Te Kete o te Wānanga - Young people may need new tools: e.g. Maramataka. Focus on understanding yourself and your behaviour. <u>Common Agenda:</u> - Developing shared policy approaches and mental models. - Is there potential value in a One Stop Youth Shop? Should a long-term goal to be under one umbrella?
Incorporating youth-centric thinking into Rotorua-wide practice	• There is need for both top-down leadership and bottom-up practice that is youth-centric (as recognised in recent publications by the Children's Commissioner on being child-centric), both of which must reflect positive youth development and youth participation.

	• Need to strengthen the will for change toward a youth-centric approach at leadership level, and within organisations. • Suggested the potential to drive a change in youth-centric focus by building process into RWTF. For example, when any new policy, decision service or initiative is tabled, make it standard procedure to question impact on and participation of young people, for example using questions adapted from 'Being Child-Centred – What does it mean for your organisation?', Office of the Children's Commissioner, November 2017: <u>How to make youth-centred decisions:</u> ASK: 1. How will your decision affect young people? For example, this applies to policy, legislation, services or products. 2. What are the different impacts on young people from different groups, or on young people compared to other groups in society? 3. What do young people say? Find out young people's views and voices on a subject. DECIDE: 4. Use the answers along with your professional judgement, input from stakeholders, expert knowledge and evidence to make decisions that are in children's best interests and enhance their outcomes. 5. Make sure young people know how their views were considered, what the outcome was, why the decision was made, why the decision may be different from their expectations, and what to expect next.
Culture Change – Shifting the 'norms' for young people	• Create culture change by creating a 'movement' (as seen in work on poverty in Hamilton, Canada) and creating an environment for change. • Need to have both a Bottom-up and Top-down approach. • There is potential to build on appetite for a culture change in Rotorua at leadership level. • This will be long-term change, but there are lots of 'little bits' that can be changed, creating potential to move. • Address root causes: get out of working in deficit. Change the 'norms' for young people. • For organisations focusing on the individual young person, there is potential to change your practice now. For example, building on strengths-base and what is happening for that young person right now. What form would this take within each agency? <u>Potential strategies:</u> • Current development of the Child Wellbeing Strategy - Being developed: How could we use consultation as an opportunity for Rotorua? • Youth mental health: acknowledge stretched resources, but are there other ways: e.g. someone within your organisation that can get support from for that. For example, using professional development (such as Te Kete o Te Wānanga) to create opportunities for increasing knowledge and changing practice. • Influence contracting to reflect focus on youth-centric and youth/child wellbeing. • Influencing organisations to develop and implement youth participation policies Examples: - Rotorua Community Youth Centre: potential to develop a policy about youth development strategy.

	• Oranga Tamariki Youth voice GM and Advisors. Although this focus is internal to OT, there could be a community project on youth voice (e.g. developing policies) • Thinking collectively but applying individually: We're going to commit to this common goal – take it back to your organisations. • Action not just talk • Share young people's success stories that are relevant. - Youth Service: one girl said "Don't judge me by the chapter you walked in on" • Working together has been hard in the past.
'Youth-centric' Map	• Map highlights that relationships are important • Languaging – need to be wary of putting people in boxes – e.g. 'engagement', 'whānau', and having two streams.

Engaging Rangatahi in Positive Pathways

Change Conversation – 28 August 2018

'Rangatahi with Aspirations: Individual Pathway Planning'

Date	28 August 2018
Venue	Rotorua Lakes Council, Committee Room 2

Notes from Discussion	
Key strands that emerged from discussion were:	
Building Aspirations	Some key elements of supporting rangatahi to develop aspirations are: • Motivation, Driver • Focus on what rangatahi wants • Strength not deficit focus • Not a limited focus (focus on a positive goal may not necessarily be work or career focused). • Keep it solution focused - aspirational
Pathway Planning	• A 'pathway plan' isn't set and linear. It should change as a person changes. So the processes for pathway planning need to be adaptable. - It's a process rather than 'a plan'. • The process isn't about "the plan" but about continuing to dream. • Plans reflecting what rangatahi wants, not be led by adults. • Schools recognising rangatahi's dreams.
At Intermediate Level	Focus at Intermediate age could include: • Building on strengths (e.g. 'Academies') • Pathway Planning • Child Matters • Put Kaimahi in place • Remove inflexibility of contracts • Build relationships between teacher and child – teach child 'how to ask'. • Working on the priorities of the child • Right people.
Pathway Planning for All	Planning built in more widely for adults too – for example: • MSD (Work and Income clients) • Tie plans to parenting: e.g. parenting programmes specific to needs.
Pathway Planning and Service Contracts	Contracts need to be framed in a ways that enable services to support people effectively, for example: • Over the Longer term: make a connection and ability to go back - A trusted person with a (potentially) lifelong relationship • Ability to stay working with people without age criteria / other limiting criteria. • Currently access to service is deficit based: change this so : - Access to service based on relationships (not service criteria)

	• Reduce barriers (e.g. funding) to access services.
Gaps	Gaps 14 – 16 years; 17 – 19 years. Gaps in support / service availability, especially for mental health needs.
Working together	Joint strategic planning: - Multi agency - With schools: schools thinking outside schools around planning.

0 years	<u>Parenting:</u> • Parents have a pathway plan. • Parents taking responsibility • Learning about parenting: - Parenting courses as for the Y.P.P. • Recognise impact of working parents on 'learning' time with children. <u>Health Awareness:</u> • Healthy pregnancy • Sexual health • Co-ordination in learning delivery.
Early Childhood	• Recognise ECE's aren't there to parent. • Prioritising parenting • ECE potential to identity learning/development needs and transition this to school? <u>Parenting:</u> • Reading and Play • Apply learning about brain development • Learning through play
Primary	• Keep focus on imagination and dreaming.
Intermediate	• What can be done in the intermediate space? a. Prevention b. Response: For example, the ability to talk to someone. • Build protective factors into families and schools for resilience. • Potential to learn and understand. • Playfulness • 'Age of Empowerment' • Empowering young people to have a conversation aout their dreams. • Useful time spent at this time around mental health / peer support Plus: health services • Is there a difference between young people who go to Area School vs Intermediate School? Build Awareness of community –based services, and of Pathway Planning: • 'Service Expo': - Build into curriculum - Ongoing • Do things in assembly, e.g.: - About services that are available - 'Pathway' aspirations

	• Link with senior students: - Use video, etc - Accessing services - Link with school events, e.g. sports events.
Secondary	• Thinking about rangatahi who are 'parenting' siblings. • Ability to change direction / plan • Secondary system is not currently structured to support relationship building, etc • Mental health planning: like family planning. Preventative; learning tools. • Can go by yourself or with whanau t support.

Appendix 4. Rotorua Working Together Forum Workshop

Rotorua Working Together Forum – Workshop - 19 September 2018

Discussion Notes

ACT EARLY, ACT TOGETHER	
Post-It Comments: Aligned to Discussion Questions	**Dots**
What can strengthen this?	
- Involve iwi, involve whānau	G 2
- Consensus on importance of attendance	R 1
- Skilled workforce to identify emerging issues and <u>how</u> to respond	
What is <u>essential</u> for success?	
- Cross-sector training and information sharing	
- Aho matua – education is the whole family	
- Making schools a place where children want to be	G 2
What else could improve these	
- Link schools and social services and community groups and iwi	G 3
- Professional development around disengagement	
Post-it Comments	**Dots**
<u>Attending School</u>	
Flood the market with attendance positive messaging	
Collective support of attendance as a priority	
Organisation involved when children suspended	G 3
Whānaungatanga in schools ‘ connected’	G 1
Focus on information on attendance from school	
Free lunches in schools	G 1
Free fees learning	
Not OK to not be at kura	
Growing a love for learning	G 1
Children feel valued	
Act Early – from birth. Act together	
No stigma based on history of family	
<u>Tools for Acting Together</u>	
All whānau involved	
Data – expert assistance to collate, analyse and communicate data.	G 1
Publish a report for Rotorua on different data – wellness etc - so we are all accountable	G 2
Dashboard collectively shared – accountability	G 3

Joint accountability	
Share information re attendance – inter-disciplinary response – at all levels of schools	G 1
Knowing who they are and where they come from	G 1
Services based at schools	
<u>Re-engaging Rangatahi</u>	
Identity, language and culture!!!	G 1
Whole whānau engagement	
Build on strengths: - Career pathway - Confidence	G 2
Whānaungatanga base at school	
Know who is out there – what services are available	
Discussion Group 1 – Scribed Comments	**Dots**
Primary schools – not attending due to no food available – go back to 'food in schools'	
Not attending: – Other issues i.e. no washing machine available – Homelessness : divided homes, budget issues, poverty	
Education Data: - What are stories behind the non-attendance - Share data amongst organisations.	
Social worker in school – work with family all the way, not just in schools.	
Model: Attendance– truancy: holistic, timely approach – whole of approach within community – Removed from schools eg Kawerau model – link in with whānau harm model	G 3
Health – not aware of vaccinations, opportunities in health for support.	
Act Early – is it school responsibility solely i.e. government support – budget etc.	
Schools: – central appointment – focus on education – contact point for community organisations; connect with social worker and wider – MOE slow to react to doing things differently – Busy at schools and ongoing connection not happening – What can this look like to connect – Not able to connect kids to community – issues are school hours and teacher needs to be present.	
Schools not measured on wellbeing	G 2
As a community having our own positive measures, know what we are working towards.	
Schools focus: - Is the role of teachers changing – to change new teachers coming in. - Previous introduction of IT to schools where teachers don't have ability.	

- Needs development – new teachers aware of what is happening in their community.	
Act Early, Act Together: - Discussion on barriers, no school should be able to suspend kids without social work involvement. - As a community a directive to include social worker, specialist when children suspended. School/teacher are not equipped to deal with issues. - Schools can choose who is involved. - Issues with parents working and child now at home. - Issue with funding community programs that connect with schools, considered to be funded by school and MOE - Nurses doing ECEs, medicines in communities.	
Discussion Group 2 – Scribed Comments	**Dots**
Young people presenting when suspended – history shows red flags of issues.	
Education: - Not their responsibility, not looking at history - Pass on the update to next school. - Whānau being transient and info not passed on.	
Why weren't opportunities taken to deal with issues. Is it around service contracts.	
Attendance is an early indicator. Strengthen as early as possible. Teachers fill in attendance register and review. Teacher look at teachers point of view, not a Social Worker. Something happening at home and what is done with this info.	
Enable kids to go on and within potential. How can teachers be supported to share info.	
Breakfast Club: removes whakama of not having breakfast – removes fear of embarrassment. Not being singled out.	
Children feeling included, not able to concentrate/deliver due to being hungry.	
How do we act together: issues in the housing sector.	
Teachers acting early: follow up from attendance with families.	
If families are relocating, connecting them with community organisations.	
Not putting another layer on top, i.e. Social Worker etc.	
Community having a collaborative approach.	
Teachers connecting support i.e. support with WINZ etc.	
Involve housing etc.	
Community organisation working together with data information.	
Drop in before and after school being opportunity to connect.	
Culture at school – how do schools create whānaungatanga; good practice examples.	
? that kids strengths are built on.	
Data sharing on who is absent and community organisations aware of flags – community have an interest in attendance – being accountable (joint).	

Talking about the problem.	
Home schools or Te Kura being an option.	
Increased amount of anxiety for home schooling	
Changing the culture at Rotorua school.	
Changing the fabric	
What are Rotorua's aspirations? Work from there.	
NCEA not achieved → flow on to crime/imprisonment.	
Investment in families having homes.	
Discussion Group 3 – Scribed Comments	**Dots**
Red flag happens early (new-borns ➔)	G 1
Teachers responsible for identifying signs.	
Be mindful of the number of interventions already occurring, history of being careful not to create a stigma.	
Collaborative approach to address needs.	
Ensuring children have positive experiences and the fundamental love for learning/education.	
Need and reactive basis.	
One agency or one door (co-ordinated to feed in). Intervention and agency and schools transparency to work together.	G 1
Identifying teachers who are compassionate and have good relationships with schools.	
Teachers have clear boundaries, developing trust and building relationships.	G 2
Identify early pathways to have alternative learning opportunities that suit kids, learning needs – adapt the curriculum to fit the child.	
An app that does subliminal messaging. Value/feedback across schools and organisations. 'What did I see today'.	
Greater pooling of data amongst agencies.	
Counsellors on site in schools, access to nurse/health focus.	
Moving through schools and becoming a number in bigger schools. Having a larger focus and missing signs.	
Discussion Group 3 – Scribed Comments	**Dots**
Having the skills of knowing when or how to respond.	
Small children – are we asking the questions, what else is going on? Do we have skill to have that conversation? Issues through till 5 may be more difficult to change behaviour.	
Non-attendance: priority list. A consensus on where disengagement sits. Act in isolation as organisations.	
Attendance being important and how we can collectively respond to that i.e. how businesses group together not serving kids after certain time.	G 1
Changing the culture. Attendance = Achievement	
Health promotion campaign – what is the committee's part? For the business ask 'why' are kids not at school? These kids may rob from you in future (shops). What's in it for me?	

What are we doing in schools to entice kids to attend; Kids want to attend.	
Education is the whole family, not just the child. A holistic approach.	
If there is an open door policy, culture change – transition kids through the system. At secondary school the parents don't disconnect.	
A skill set expert resource to tap into i.e. social workers, iwi, hauora as a team 'How can I adapt the education to meet the child's need'. A collective team approach.	G 1
Schools being left with a high expectation i.e. fundraising, social work.	
How many schools are aware of supportive organisation available to deal with any issues/support required.	

YOUTH-CENTRIC	
Post-It Comments: Aligned to Discussion Questions	**Dots**
What can strengthen these?	
- Young people are <u>diverse</u>	
- Collective understanding of what a youth centric approach	
- Build Rotorua capability on youth centric approach	G 1
- Invest in our own / youth	
- Taste/ feel – success All rangatahi are exposed to …	
What is essential for success?	
- Don't expect 'perfect' young people	
- 'Rotorua Way' – what will that look like?	
- Long term thinking to solving problems	
- Every door is the right door	G 1
What else could improve these?	
- Templates and mechanisms that organisations can model	
- Drill in behind the data. Individual unique response	G 1

Post-it Comments	**Dots**
<u>Set Expectations</u>	
No limits to any young people's expectations	
Get to know our rangatahi	
Set goals at an early age	G 2
Long-term thinking / solutions rather than just 'reacting'	
Te Ao Māori perspective	
Future of region depends on youth for the future	
Climate of respect for young people	

All RWT organisations share common commitment to value rangatahi and consider in decisions	
Ask rangatahi	G 2
Local-led decisions – original RWT kaupapa	G 3
Professional Learning	
How to gather youth voice	
Identity, language and culture (support)	
Community networking ongoing	
Skills to identify early and respond appropriately	
Māori youth engagement model to be developed	G 1
Rewrite government consultations so young people can have a say	
Access to Support	
Referrals are supported i.e. not just passed on	
Nothing about us without us	
One door – every door is the right door to access support – we need to be allowed to operate that way	G 2
Link rangatahi with iwi	
Youth voice important as it provides the story behind the data	G 4
Free wifi in suburbs	
Better use of our facilities	
Discussion Group 1 – Scribed Comments	**Dots**
Housing needs – this needs more attention, huge impacts on young people/tamariki/whānau	
Upskill workforce – whole of whānau	
Holistic approach from birth / wrap arounds	G 4
Apps / subliminal messaging – reminders asking “how will this affect young people?”	
All new policy across agencies should include how will this impact young people / tamariki	
Adults have strongest voice – want children to have voice	
Children as taonga needs a captain	
How have young people been consulted at end of policy	
Direct relationships – value in who the young person is - MENTOR	
Goal setting – key competencies	
Parents need goals and dreams to share those aspirations with children/young people	
Mana should be left intact when young people needs service	G 3
People who write policy not connected to reality of working with/for young people.	
Middle management can clog opportunity when they have too many KPIs	
Need better public service outcomes – collective – we as community want to develop KPIs rather than central government employees.	
Discussion Group 2 – Scribed Comments	**Dots**

Access to support – every door is the right door. As a collective we agree on a range of principles hand young people on. Your problem might not fit this but we know who can.	
Story behind data / drill in so not to be blocked by assumptions	
Root causes – need to change system	G 2
If your system doesn't offer support – find out who does – get the answer	G 2
Permission needs to be given to work together	
Agencies need to look long term rather than reacting.	
Need collective understanding of what youth centric looks like, MOU of how our similar policies will work together.	
Have templates so organisations have good examples	
How do you know what you're doing is making a difference	
Make sure children/young people are involved in consultation and make it youth friendly.	
Rotorua Collective – take on some previous roles of MYD – in a Rotorua way.	
Gap in engaging with young/people and in a Māori perspective – new model of working.	
Discussion Group 3 – Scribed Comments	**Dots**
If we don't invest in young people we'll be stuffed for our survival as a nation.	
Importance of being involved in ECE, primary schools to make change at rangatahi age.	
Relationships, take risks, trust, be aware of what it means to be a young people. Shared understanding from research.	
How can young people have opportunity to taste and feel success.	
Extra-curricular needs funding so young people can participate	
Tokoroa – social sector trial had some good examples of programming (Jade Hohaia)	
Trade academy (aka Life Pathway) – Are we preparing young people to be ready to succeed 'vocational' word is seen as inferior option.	
Not one model fits all / what are their options	
Ask the young people what will help you to engage?	
Relationships and socially connecting – make it positive	
Key – who are the right people to deliver service – relatable – about kaupapa	
Funding is there but we collectively need to apply	G 2
Funding collectively so we don't compete	
Drivers Licensing – Full – take away barriers	
Discussion Group 3 – Scribed Comments	**Dots**
Where is central and local government commitment to youth voice, youth engagement? - No 'expert' advice on youth development approach.	
Importance of academic vs vocational, sport – lots of opportunities for 'successful' young people - what about 'all' young people?	
Pressure on leadership	
Where are the opportunities for young people to run their programme to have a voice?	

Spaces are not youth centric	
Let youth be youth, it is all government/adult drive.	
Facilities – lack of access – too expensive – no funding – too many hoops.	
Funding needs to reflect our kaupapa – allow flexibility, innovation and calculated failure	G 3

RANGATAHI WITH ASPIRATIONS	
Post-It Comments: Aligned to Discussion Questions	**Dots**
What can strengthen these?	
- Whānau plan, rangatahi plan	G 1
What is essential for success?	
- Professional development – collective understanding	G 6 R 1
What else could improve these"	
- Sharing resources between organisations and models	G 4 R 2
Post-it Comments	**Dots**
<u>Rotorua Approach</u>	
Model pathway planning – e.g. persistence	R 1
Use Te Kete o Tw Wānanga – to get good practice <u>out</u>	
Pathway planning a 'thing' to do witan whānau	
Becomes an accepted thing that everyone has a dream	
Utilize Te Kete o te Wānanga as a mechanism to share tools and resources	
How can we package Rotorua as a place to come and learn?	
'Grow our Own' – people / job / training	
Rangatahi as role models	
Believe in the dream – make it happen	G 2
All RWT organisations commit to providing opportunities for rangatahi to become aware of opportunities and vocational choices.	
Cultural identity - Iwi	G 3
Culture of everyone's responsibility to contribute to a child/young person's ability to dream and be aspirational	G 2
<u>Vocational Pathways</u>	
NOT vocational – <u>LIFE</u> pathway planning	

Change to 'Life Pathways'	G1 R1
Exposing rangatahi to opportunities – wider community can do this	R 1
Don't waste youth time and money – Cadetships???	
Open minded people in the spaces	G1
Pathway planning is about life not just vocational	G 2
Path planning earlier – support whānau to do, not just 'youth workers'! Strength + positive, not deficit based.	
Student debt!! Is a trap. Mixed messages.	
Local business + polytechs. Mixed messages.	G 1
Needs to be more opportunity to TRY before you BUY.	
System barrier stocktake: - Unnecessary admin - Funding - Peer mentors/support - Validation of all vocational pathways not just university based - Breaking cycle of people who don't go on to study	
Removal of barriers such as: - Where will I live - How will I get there - How will I pay for it - Who can help with this - Who can navigate	
Transition support for student into the next step in their chosen pathway	
Support Parents to help their rangatahi	
Culture change needed in schools → do they know what support is out there so they don't feel like they have to do this on their own?	G 4
Discussion Group 1 – Scribed Comments	**Dots**
Vocational Pathways: - What is our curriculum - Construction / suite → Does not align with needs - How to enable flexibility? - Need to validate all pathways Not just university →	
Pool of people – how we better connect people – jobs Potential economic growth in the BOP Strengthen the link between	
'Grow our campaign'	G 2
Systems set up barriers. Barriers: - Logistical - Where live - Access to student loan	

- Navigate transitions	
"Believe" is fundamental	
Need to "back map" backwards – what does it look like when they have aspirations	
There is an opportunity in Rotorua – Is contained – already a community with established identity.	
Understand the vocational pathways – what does a 'life pathway' look like – same opportunity to succeed no matter the context.	
Connection – All the services have "line of sight" to their piece of puzzle BUT are they/services connecting	G 1
Is it making a difference? – need to ask – student voice	G 1
Lots of different layers: - Top level – policy intent. - Operational schools 4-5 layers within - How do you ripple out this idea in a way kids experience.	
Extra support alongside – Access to mentor/support alongside vocational pathway.	

Discussion Group 2, 3, 4 – Scribed Comments	**Dots**
A holistic approach – understand the context – work with parents to support their and their child's aspirations – who is the key person in the rangatahi's life to support – research showed key "one" person.	G 8
Their goals photo upfront	
All adults support "the dream" – Dream big – value/acknowledge the success	G 1
Real Value – local businesses involved to take on young people – resources around support young people.	
Te Arawa component important - connection to whānau - model – Ngai Te Rangi – business sector - How extend what currently - indigenous models.	G 1
Where does privilege bias in equity sit in our system. Not one size fits all. - Ask across all 4 principles.	
How do rangatahi feel about themselves? The Landmark Forum – an opportunity	
Too many mixed messages: eg welding school get paid via student allowance – debt – approved to youth guarantee course free – not paid. $20-$30K debt – no career path? Student loan trap.	G 1
More opportunities to "try before you buy": - eg Invercargill no fees and move between courses - part time trial ops – cadetships. - A MEGA EXPO – Tauranga drive to – hands on truck. Experiential.	
Value the goals – goals valued by others/leader	G 1
Tamariki have aspirations goals dream big	

Support – belonging – very important – act early as won't connect – identify feeling of belonging "value"	
Prepare workplaces – preparing the workplaces so mutually beneficial support rangatahi	
That people in positions touch young people's lives – empathetic – care about – taking time – how do we enable people to dream – inspire – nurture – instil possibilities	
Push out planning: - Understanding - Te kete o te Wānanga - Share & resource	
Don't have a plan when something wrong - all have a plan - education has whānau plan - individual rangatahi –children set up and supported to have goals	
It is important that it's 'their' aspiration and not someone else's.	
Everyone singing same – NEED shared/collective understanding behind – unique responsiveness to individual.	
NOT just 'vocational' is life planning is about identity.	
Ability for others/wider community to see what's available.	
How to support whānau with path plans" understand no	
A fundamental right of every young person to have a path. – every young person in Rotorua is important and have a dream, BUT not prescribe – needs to be individualised – can happen many ways	
Steps to get there can't happen overnight, sometimes doesn't go to plan – resilient	
Small steps just as valuable	
Resource needs to sit alongside understand – share resources alongside – share the different ways to do it.	G 1
RANGATAHI WELLBEING	
Post-It Comments: Aligned to Discussion Questions	**Dots**
What can strengthen these?	
- Know the data – agencies releasing data – census	
- Iwi – to hold agencies and services to account	R 1
- Iwi engagement	G 2
- Identity language culture	G 1
- Acknowledging individuality	
What is essential for success?	
- Rangatahi voice	G 3
- Agencies to do te rangitahaka haka TTNW	
- Honour, respect, value	
- Collective understanding – shared principals	
- Models and templates of policies and processes	
- Wellbeing to include connection to identity	R 1

What else could improve these"	
Cross-sector training eg trauma informed; neuro science.	R 2
Pathway opportunities – vocational aspirations	
Post-it Comments	**Dots**
<u>Strategic Focus</u>	
- Teach life qualities to transition our young people	
- Finance literacy	
<u>Wellbeing Services</u>	
- Evaluations – instant feedback mechanisms	R1
- Needs to be available to kura kaupapa as well, keeping them in mind	
<u>Preventative Approach</u>	
- Identity, language and culture	G 4
- Strengths-based approaches	G 2
- Relationship and connectivity	G 3
- Debt finance	
- Training and support to deliver mindfulness and grow mindset	
Discussion Group 1 – Scribed Comments	**Dots**
Collective understanding of what is Rangatahi wellbeing	G 3
- Trauma – neo science – training – cross-sector	
- Policy templates/examples of where done well.	
- Listening to rangatahi – diverse group, what's important to them	
- Shared understanding - principles	
- PM focus on child welling	
- Understanding – know the data (census expertise to analyse data) share the data, access to data	G 2
- Training – iwi expectations of government – accountability	G 2
- Rangatahi voice – where is it? End user / is service responsive – feedback/evaluations from youth eg Air NZ	
- Expertise to analyse data – share data – needed	
- Better at communicating/support with youth/whānau about their mental health needs/conditions	

Comments	**Dots**
Chemical change in youth – how much of this is considered – developmental change natural – response – needs to accept	
Need to be able to fail	
Resilience building – ok to have setbacks	G 2

Understand how youth brain ticks	
Do our services/agencies understand this	
Small successes	
Celebrate small wins	
Who 'hangs in' with these kids	
Who else is a big figure in their lives? Eg teachers, community mentors and kurakaupapa schools access for everyone.	
Secondary school – loss of whānau / family connection	
How do we know youth have good people around them eg sports, schools, club, scouts, waka ama	
Pre-empt that there are youth specific issues part of developing brains / experience being human	
Sense of community – they belong to something positive	
Exposure of vulnerable kids to positive experiences	G 6
Community provide great experiences for our youth.	
Parents / grandparents important in youth process of accessing services / programmes	
Young people need to know financially, physically, supported	
How can we coordinate services better	
Mums / dads important	G 3
Young parents – support for young parents – financial mgmt. – debt mgmt.	
Pressure on youth to spend $$ / poor decision	
Life skills for young parents	G 2
Māori models of practice – impact of colonisation – alienation from culture/language – Māori models of wellbeing – nurturing/preserving young people	
Generational impacts of colonisation	
Impact of dependence on the state	
How do we create connection of our youth to their beautiful culture – wellbeing	G 1
Many youth disconnected – need one person to make connection	
Hard picking – rangatahi to lead	
Growing rangatahi leadership	G 2
Young people can lead in wellbeing of their school – peers	
What causes dramatic changes in behaviour to young people? What are some key events/influences that change behaviour.	
Opportunities – more you provide young people – widen for youth	
Education – Vocation is narrow	
How can we all widen opportunities for youth in Rotorua	G 1 R 1

Trades Academy	G 1
Start earlier – exposure to opportunities	R 1
Honoured and valued rangatahi	G 3
Stereotype young people of 'youth' needs to be challenged	
Strategic focus – wanting better for kids makes parents change – smoking behaviour change eg gangs – don't want kids to be like us.	
Strengthen whānau/community change through youth	G 1
How do you make people believe/live rangatahi wellbeing	G 1
Schools – how do we get schools to incorporate wellbeing into their culture – rather than other ? eg schools interests not wellbeing of young person – how do we help schools in this	G 6
RBHS – model – student had compliance model – youth leadership in schools – big brother - ? – in schools by students	
Role models from students to help wellbeing	
Whānau connect – youth from imprisoned parent – who is their role model	
RGHS - ? culture/ethos of school to support each other as students.	
Are people overwhelmed? Resilience	
What is it our young people need to build resilience – eg RBHS programme – a lost life stall – for our youth – longer-term approach – strength based – modern culture/lifestyles limit natural resilience building – need to fill gap.	
Leaders need to commit to change	G 1
Collaboration / collective impact / working together – action? Practice?	
Everyone's view important – many view one purpose.	

Appendix 5: Weekly Panui

Date	Link
27/04/2018	**Weekly Panui: 27 April 2018**
4/05/2018	**Weekly Panui:4/05/2018**
11/05/2018	**Weekly Panui:11/05/2018**
18/05/2018	**Weekly Panui:18/05/2018**
25/05/2018	**Weekly Panui:25/05/2018**
1/06/2018	**Weekly Panui:01/06/2018**
8/06/2018	**Weekly Panui:08/06/2018**
15/06/2018	**Weekly Panui:15/06/2018**
29/06/2018	**Weekly Panui:29/06/2018**
9/07/2018	**Weekly Panui:10/07/2018**
13/07/2018	**Weekly Panui:13/07/2018**
24/07/2018	**Weekly Panui: 24/07/2018**
10/08/2018	**Weekly Panui: 10/08/2018**
7/09/2018	**Weekly Panui: 7/09/2018**