

<p>Strategic Aim:</p>	<p>Health and Safety / Student Wellbeing / Communication</p>
<p>Annual Aim:</p>	<p>To provide support to SIT Tech Students and staff across Ruru Specialist School that may include, but is not limited to: Emotional Support, Learning Support, Communication Support, Confidence Building Support, Whanau Liaison, Life Skills Support, and Mental Health support.</p>
<p>Target:</p>	<p>To provide weekly face to face contact with SIT Tech students to ensure access to Kaitiaki support.</p> <p>To engage with students in cross curricular events and activities to build Whakawhanaungatanga and rapport with the students.</p> <p>To provide kaitiaki staff support to those identified by the principal who may require assistance with issues or traumatic events.</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Evaluation <i>What does this mean?</i>	Future Directions:
<p>Provided 23 weekly Kaitiaki face to face-to-face support sessions at SIT Tech up to the end of November 2022</p>	<p>Most weeks this service was provided to students apart from a several weeks where covering other classes was required.</p>	<p>We need to be careful to protect the sanctity of being able to be at SIT Tech at least once per week to ensure continuity and reliability for the students.</p>	<p>Perhaps set aside a mandatory time that is set in concrete to ensure each week there is the opportunity for face-to-face kaitiaki work</p>
<p>53 Individual Kaitiaki support sessions provided to students</p>	<p>A wide range of support provided from home-based issues to personal mental health challenges and family member bereavement support. A significant amount of the support was over multiple sessions</p>	<p>That the breadth of support required is significant and can be ongoing. There is also a degree of liaison with teachers and whanau that is required.</p>	<p>Provide confidentially examples of the types of support that has been provided to ensure the students understand the support types available</p>
<p>12 Different students provided some form of support from one off to several sessions.</p>	<p>The wide range of students over the year seeking support was significant – greater than 50%. Their needs were varied.</p>	<p>That the kaitiaki support provided appears to be used by students and those seeking ongoing support suggests the support is positive.</p>	<p>Perhaps the Kaitiaki support should be expanded to other senior students at Ruru base school who are of similar age.</p>
<p>One staff support intervention was provided with general feedback provided to the principal.</p>	<p>The staff member appreciated the support provided as the result of a traumatic event. Thanking me for the support.</p>	<p>That kaitiaki support may also be beneficial to staff</p>	<p>Perhaps providing as part of staff health and wellbeing that Kaitiaki support is also provided confidentially.</p>
<p>Attendance and participation at Polyfest, the School Ball</p>	<p>In my role as Kaitiaki I both attended and participated in these key events to enhance rapport and connection with the students.</p>	<p>Informal interaction with the students is a key part of building the rapport and respect of students to ensure they feel comfortable seeking kaitiaki support.</p>	<p>Continued participation in key events and activities should be encouraged from those providing specialist services.</p>
<p>Lessons in Calming strategies, mindfulness, empathy and 5 ways to wellbeing undertaken with students.</p>	<p>Lessons linked into the wider curriculum programme were undertaken successfully around these areas.</p>	<p>The kaitiaki role can be one of not only one on one support but also teaching in general areas of health and wellbeing.</p>	<p>The kaitiaki role should include teaching aspects across the school in key area</p>
<p>Report completed by: Dr Wayne Duncan 22 November 2022</p>			