

Principals' Discretionary Fund

2017 Snapshot



Riverton Primary School



Mataura School



Mataura School



Mataura School



\$513,220



96 Schools

The Community Trust of Southland provides funding to all 96 primary, intermediate and secondary schools in the Trust's area through the Principals' Discretionary Fund. The purpose of the fund is to ensure every student has the opportunity to achieve their potential.

The fund is made up of two parts:

Part A - To enable students experiencing financial hardship to participate in school activities.

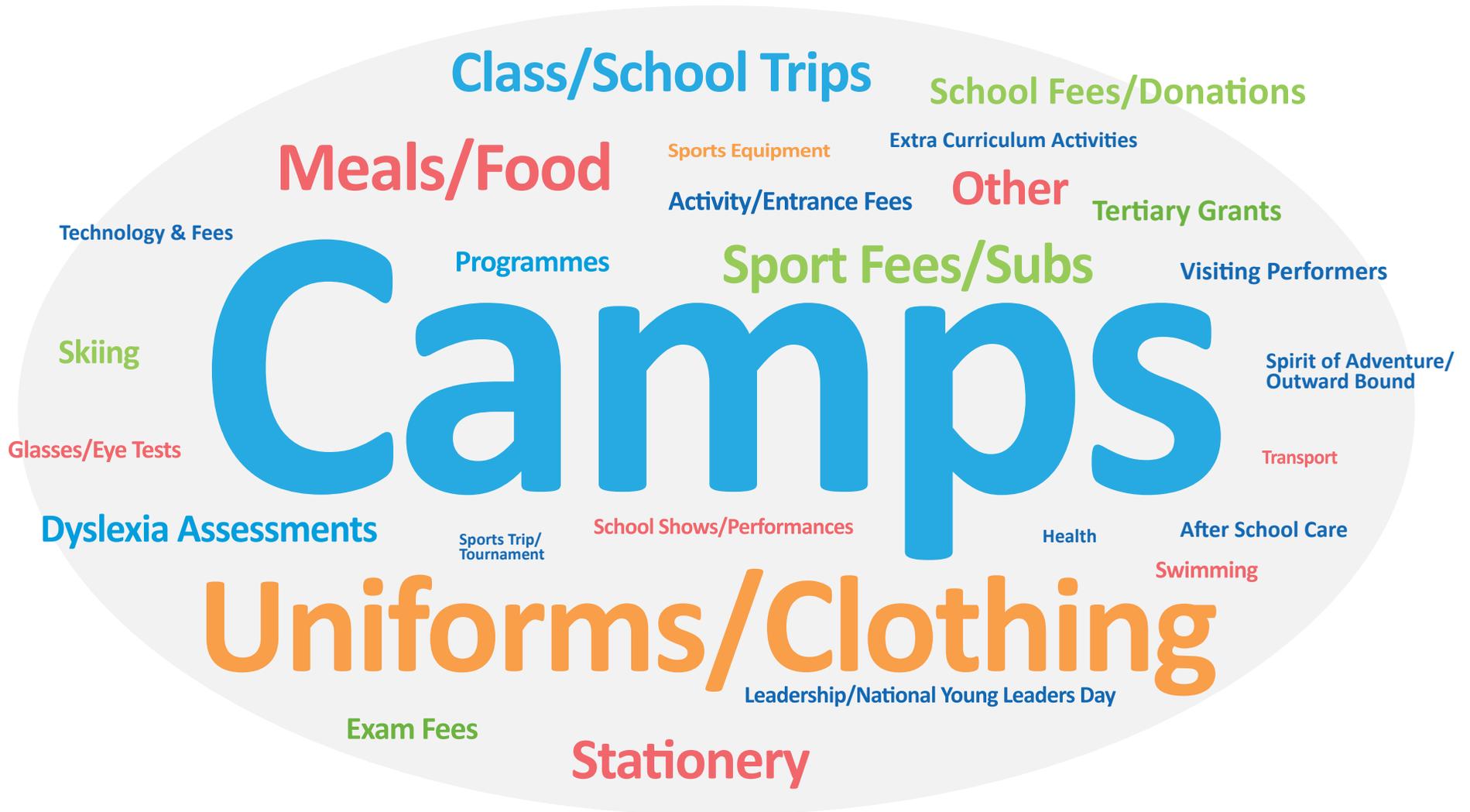
Part B - To support schools to raise student achievement, address inequalities and/or reduce barriers to participation across specific education, sport, art and culture priorities of the Trust.

The formula for the allocation of funding is based on factors including the school's roll and decile.

▶ Part A - To enable students experiencing hardship to participate in school activities



▶ Proportion of funding by activity







▶ Number of students benefiting by activity



* Individual students may be counted as benefiting from more than one activity.

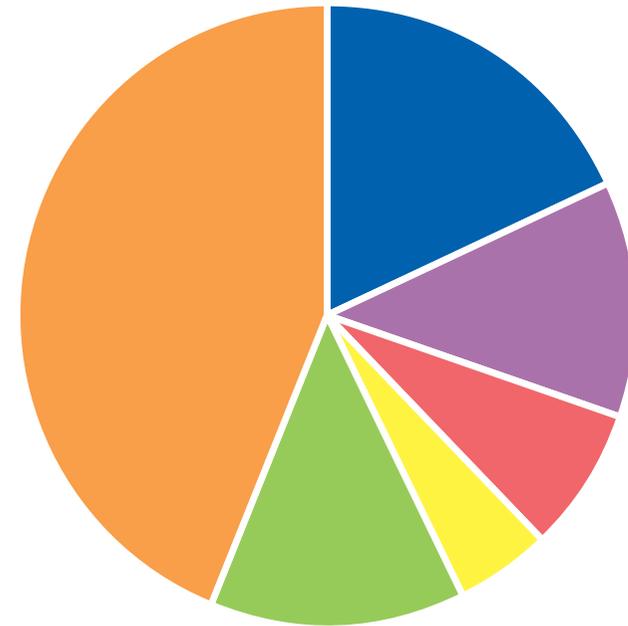
▶ **Part B - To support schools to raise achievement, address inequalities and reduce barriers to participation**

▶ **Spend as aligned with Community Trust of Southland priorities**



- Raising achievement of identified under achieving year 1-8 students
- Addressing issues of inequality that present barriers to learning and participating
- Students identified by their school as being at risk of disengaging

▶ **Number of students benefiting by Community Trust of Southland priorities**



- Preparation of students for life after their schooling
- Provide grassroots support for life long active participation and engagement
- Increase awareness and access to arts and culture; and to support active participation

* Individual students may be counted as benefiting from more than one activity.



Provide grassroots support for life long active participation & engagement

► Outcomes from Part B funding

(Abridged excerpts from school accountability reports)

Raising achievement of identified under achieving Year 1-8 students

- 👤 All parents responded positively to reading intervention strategies and agreed they had noticed a difference in their child's reading at home.
- 👤 Learners requiring an intensive 1-on-1 phonics remediation programme accelerated on average 2 years in reading age.
- 👤 Writing support enabled student achievement target to lift up to 84% at or above the National Standards as a result of the intervention and additional support.
- 👤 Five year olds starting school with oral language delays were able to be assessed and supported by a private Speech Language Therapist. These skills are vital for their progress in literacy.
- 👤 Students who started school with language, experiences and skill level of 3 year olds worked with teacher aide support to start them on a path towards achieving, engaging and overcoming the barriers they face.
- 👤 The Fueurstein programme has provided students who think differently with the opportunity to develop life skills around taking risks, applying different strategies to their learning and developing resilience.

Addressing issues of inequality that present barriers to learning and participating

- 👤 Transitional dairy students that have emigrated were able to be well supported in the normal activities of the school. Each student has flourished.
- 👤 Subsidising bus tickets by 40%, for students from families that found transport costs a barrier to attendance. This has lifted attendance by 20%.
- 👤 Small group and 1-2-1 tuition opportunities benefited children that have little or no home support.
- 👤 A programme to support parents after their children start school. Building a relationship with a facilitator helped overcome parents' negative experiences of schooling and lessen anxiety meaning parents are more likely to engage and participate with the school.
- 👤 Employment of a full-time Teacher Aide to support migrant students so they can engage and transition efficiently into school life.

Students identified by their school as being at risk of disengaging

- 👤 A counsellor taught students how to talk about their negative emotions rather than engaging in physical harm. Physical training (breathing exercises, anger management, tension release), art and music were used and 80% of the students responded well and are progressing in their education.
- 👤 A small group of students who have experienced trauma had yoga lessons. Students learned self-control and were more engaged in learning. Exciting to see learnt strategies when things went wrong for them.
- 👤 Travellers programme - an adult intensive programme that works with small groups to build self-awareness, healthy self-management and resilience. We are evaluating for long term benefits not short term.

Preparation of students for life after their schooling

- 👤 Subsidised defensive driving course for Year 12 students as an optional course. All students enrolled and passed the course.
- 👤 STEM (Science, Technology, English and Mathematics) development focus - students have developed an amazing passion for learning and opened their world to seeing new things in different ways. To see some of our students, especially some of our disengaged capable boys become totally engaged and creating, designing and building new products has been empowering.
- 👤 Students worked with an adult to discuss how to deal with anger, frustration, and turn taking in a real context. Improvements were remarkable as inappropriate behaviour instances dropped. A mentoring adult role in a real playground situation was more applicable than in a classroom situation.

Provide grassroots support for life long active participation and engagement

- 👤 A water survival swimming programme, free for all students with 100% participation. Increased confidence in the deep end of pool was a significant development. If this helps save kids in the open water it is job done.
- 👤 17 sport fee scholarships were provided for students that are positive contributors to sport and would benefit, but due to financial barriers could not participate.
- 👤 A sports activator provides fundamental sports coaching to the children on a regular basis throughout the year. The children love it.

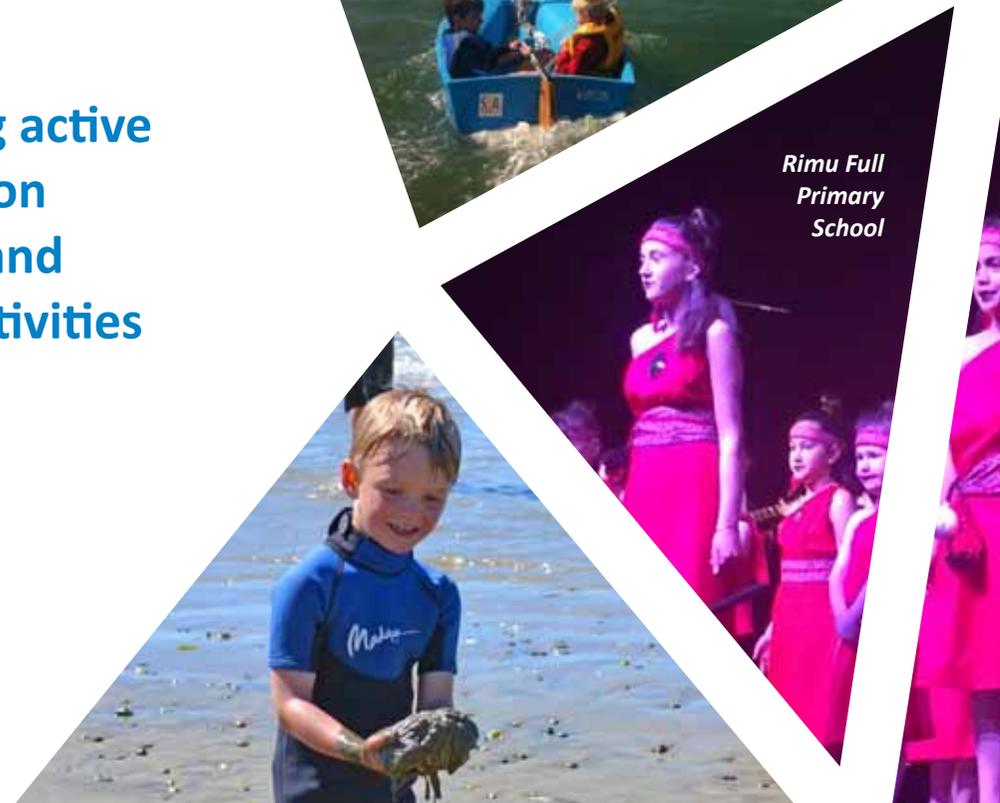
► Outcomes from Part B funding

(Abridged excerpts from school accountability reports)

Increase awareness and access to arts and culture; and to support active participation in artistic, and cultural activities

- 👤 Culturally responsive practice, including kapa haka, is ensuring that Maori students are affirmed in their identity. A significant increase and participation in Kapa Haka.
- 👤 All children saw a live theatre performance, for many students it was for the first time. 70 children participated in a school performance on stage giving the opportunity to sing, act and dance.
- 👤 Students who couldn't afford to learn, were able to have individual musical instrument tuition and/or participate in and experience regional choral events. Fosters a lifelong interest in music and enhances their abilities and opportunities in future years.
- 👤 Participation in an art workshop and art gallery tour enabled students to learn about different art mediums, genre and artists. They made art pieces which were exhibited at school.
- 👤 A professional drama teacher worked with the students and staff to produce a school production about the importance of sustainability. Families went out and did things to look after the environment better. For example, organised beach clean ups and joining environmental groups.

Supporting active participation in artistic and cultural activities



▶ Principals feedback on the Principals' Discretionary Fund

(Abridged excerpts from school accountability reports)

- ✓ Gives us flexibility to be able to do things a bit differently
- ✓ Makes a huge difference not only to the children but to their families as well
- ✓ If finances are the only obstacle, this is a powerful method of inclusion with peers
- ✓ This is amazing for our small country school
- ✓ Provides opportunities outside of the MoE Operations Grant
- ✓ A godsend to students from low socio-economic households
- ✓ Provides support to the principals and where they see the need
- ✓ Enables us to support one or many
- ✓ Students don't have to miss out on opportunities offered, that could make a difference down the track
- ✓ Enables us to better respond to identified needs

Provides equitable access to educational opportunities for many students

