

Developing a safe school




Hobsonville Point
Secondary School



**Poipoia te kakano
kia puawai**

Nurture the seed and it will
blossom





01

Creating a sense of belonging

A place where it's safe for adolescents to practise being adults and to get that wrong



"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

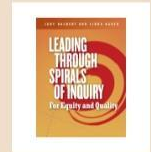
- Rita Pierson, Educator



“Can you name two people in this school or learning setting who believe that you will be a success in life? How do they let you know?”



JUDY HALBERT AND LINDA KASER



High



Limits
Structures

TO = Punitive

power struggles / confrontation / win lose / authoritarian / stigmatising / order / control / obedience / hierarchy of power

Brain state: fluctuating anxiety, distracted, reactive, defensive

Cold and demanding / Adult-centred

WITH = Restorative

problem solving / respectful / collaborative / responsibility / relationship centred / consistent / responsive / flexible / negotiation / accountable / high expectations / Warm and Demanding

Brain state: relaxed alertness, attuned

Warm and Demanding / Relationship-centred

NOT = Neglectful

indifferent / passive / given up / lazy / uncaring / tired / physical and or psychological abandonment

Brain state: distress, hyper-vigilance

Cold and Undemanding / Adult-Centred

FOR = Permissive

protective / rescuing / undemanding / excusing / chaotic / inconsistent / giving in / blurred boundaries

Brain state: passive, enabled

Warm and Undemanding / Child-centred

Low



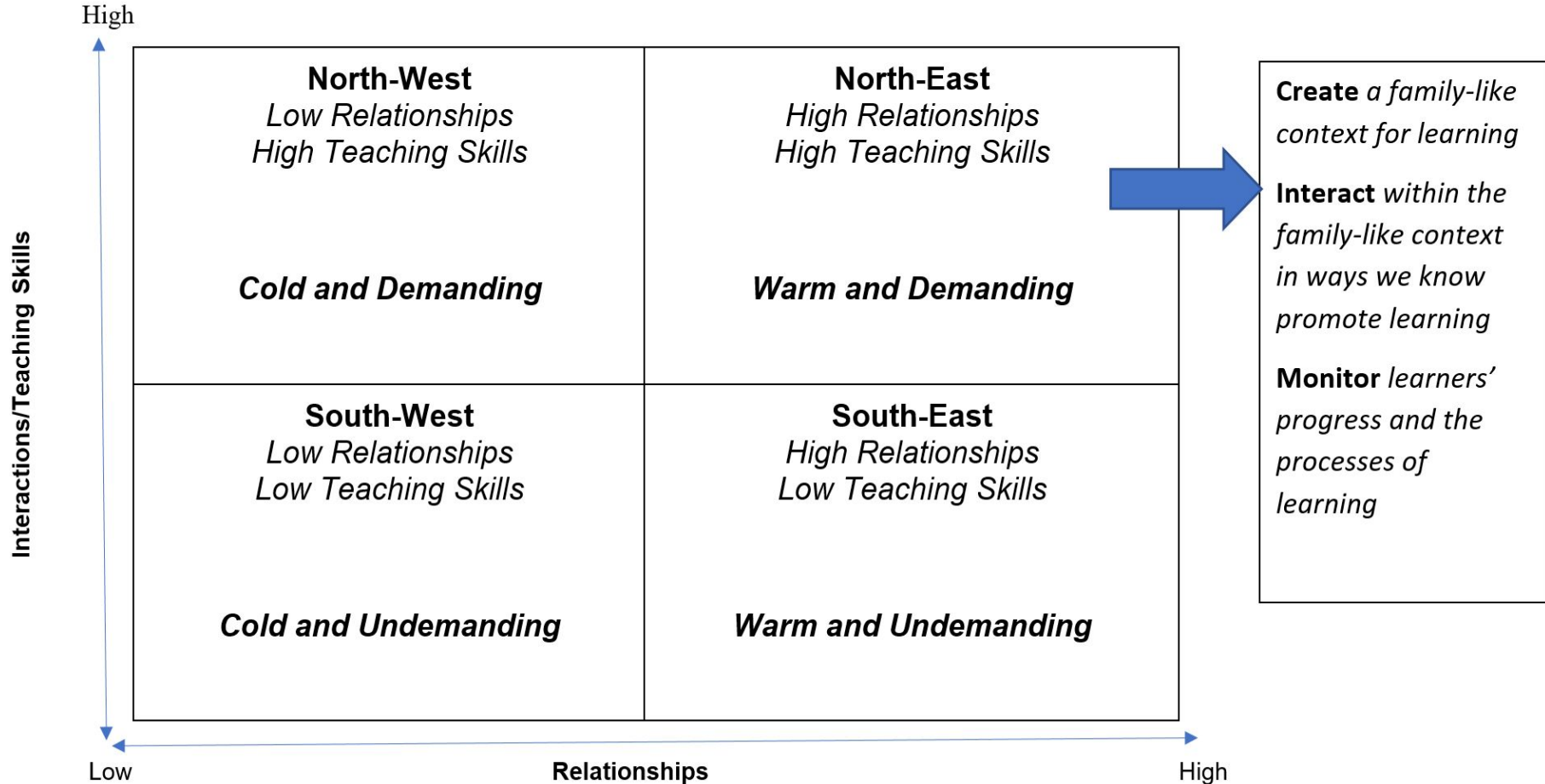
Fair

Support

Caring

High

Teaching to the North-East (Bishop)



Vision
To create a stimulating, inclusive learning environment which empowers learners to contribute confidently and responsibly in our changing world.

Two Pathways of Excellence

Academic

Has developed the generic learning skills and the specific knowledge skills and understandings that enable learners to excel in their chosen pathway.

Personal

Has developed the personal values, dispositions and capabilities that enables the learners to lead a happy, healthy and successful life.

Mission

Innovate

Engage

Inspire

Principles

Innovate through personalised learning

Engage through powerful partnerships

Inspire through deep challenge and inquiry

Values

Excellence

Connectedness

Innovation

Inquiry

Collaboration

Hobsonville Habits

Adventurous Creative Compassionate

Curious Purposeful Reflective

Resilient Contributive Responsive

Resourceful

How we're doing it...



- **Hub:** Small group where every child has a key person that cares about them and connects with whanau. *Like a coach & mentor.*
- **Modules:** Connected to make sense and develop deep learning. *Like the real connected world.*
- **Projects:** Making a difference for your community, supported by expert partners. *Like working in different industries.*



Hobsonville Habits

Adventurous, Compassionate, Contributive, Creative, Curious, Purposeful, Reflective, Resilient, Resourceful, Responsive

WHANAUNGATANGA

(Relationships)

Identity
Hauora
Social and Emotional Intelligence
Collaboration
Partnerships
Cultural awareness
Mindfulness
Healthy Relationships

MANAAKITANGA

(Citizenship & Community)

Reflecting
Contributing
Advocacy / Activism / Social Action
Decision-making
Strategic planning
Culture and Values

AKO (Learning to Learn) & HUARAHI AKO (Learning Paths & Futures)

Planning & Prioritising
Tracking progress & development
Self-direction & Goal Setting
Futures exploration / Passions & interests
Creative problem-solving
Developing Ideas
Growth Mindset

KAIĀRAHITANGA (Leadership)

Growing confident & responsible leaders
Trust & Confidence
Decisiveness
Learning from Failure
Connectedness & Collaboration
Transparency



Foundation Years: 9/10

Knowing & Growing

Qualification Years: 11/12

Choices & Challenges

Pathways Year: 12/13

Stepping Up, Stepping Out

Punitive vs Restorative

Punitive Responses

focus on punishment

1. What rule has been broken?
2. Who is to blame?
3. What is the punishment going to be?

Restorative Responses

focus on accountability, healing & needs

1. What happened?
2. Who has been affected? How?
3. What needs to be done to put things right?
4. What do we need to do to move forward?



02

Hauora

A whole school
approach





Focus

How do we ensure all of our ākongā feel safe, a sense of belonging and achieve success as themselves?



Consider context

What is our responsibility as working in the education/counselling fields for the above? What is the current environment like? How can I explore this further in my school?



Wide lens

Cast your lens/net wide and gather a crew for your waka



HPSS Whole School Approach to Hauora



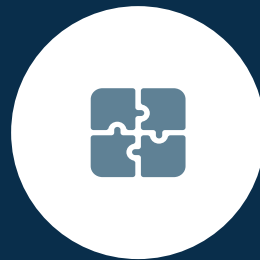
To build knowledge of all elements of health and hauora and identify student need



To develop school wide processes and systems that support hauora



To effectively address physical, social and environmental hauora needs



To engage with whanau and wider school community around hauora



To develop a classroom, environment and curriculum that promotes and educates around hauora/wellbeing



To build Knowledge & Identify Student Need

- Build staff and student understanding of key concepts/ terms through professional learning (including Māori and Pasifika understandings)
- Collect evidence to identify student needs

Develop school wide processes and systems that support hauora



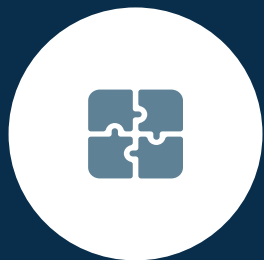
- Review and develop school policies and procedures on harassment & bullying, child protection, transition, discipline, stand-downs and all other relevant wellbeing procedures and policies.
- Develop & implement support systems
- Develop and implement appropriate referral pathways for specialist support when needed
- PB4L - including restorative approaches
- Process for communicating key information about school-wide wellbeing with relevant staff
- Review and evaluation

Address physical, social and environmental hauora needs



- Review Health and safety procedures and plans for the school environment
- Review the safety and inclusivity of the school environment for all staff and students
- Review the safety and inclusion of vulnerable students.
- Review response to harm to physical, social and environmental needs
- Ensure all staff have up to date First Aid certificates
- Ensure all students are provided with access to health care services at HPSS
- Negotiate Interim support plans or timetables as needed

Engage with whanau and wider school community around hauora



- Review current ways engage with whanau and wider school community around wellbeing
- Identify and implement workshops/programs that come out of the above review

Develop an environment and curriculum that promotes and educates around hauora



- Review all curriculum to develop where specific wellbeing education is taking place and at what level, eg: puberty education, healthy relationships, mental health, vaping, nutrition, porn use, digital safety, body image, etc....
- Feedback from Te Ara Manaaki around areas of need
- Implement services/education/courses to fill curriculum gaps
- Provide spaces/places/groups where students can be themselves
- Sports/Rec



**Regular Review,
Evaluate and
Refine**

THANKS!

Further questions?

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