

Impact of the PEKA HAUORA PROJECT 2025



We are extremely grateful to all who have supported the Porirua East Kāhui Ako (PEKA): once again we have seen great results over the year. Congratulations to all our participating schools, and especially to our students and support staff (Kaiārahi). In Term 4 we sought quantitative and qualitative feedback from our schools. At time of writing we had responses about 54 students. .



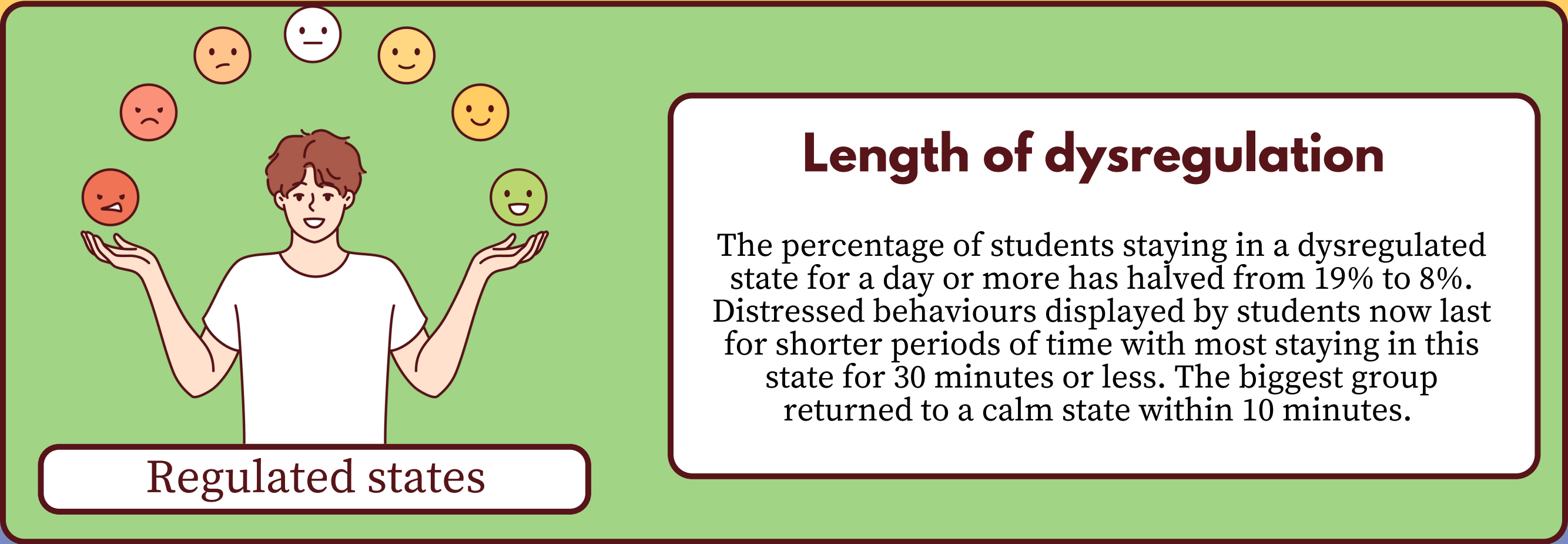
Frequency of dysregulation

In Term 1, 52% of students experienced incidents of dysregulation at least once a day. In Term 4 this had fallen to 37%. Most are demonstrating dysregulation rarely or only once a week.

Principals say...

The Hauora programme at our school is having a significant and positive impact on our ākonga.

Hyperarousal to...



Regulated states

Length of dysregulation

The percentage of students staying in a dysregulated state for a day or more has halved from 19% to 8%. Distressed behaviours displayed by students now last for shorter periods of time with most staying in this state for 30 minutes or less. The biggest group returned to a calm state within 10 minutes.



The hauora groups are not only strengthening individual wellbeing but also contributing to a more positive, settled, and connected learning environment across the school.

PEKA HAUORA PROJECT 2025



Continued...



Porirua East is an area of Porirua City covering Cannons Creek, Rānui and Waitangirua. It is known as a low socio-economic area, often scoring a 10 on the New Zealand Deprivation Index. Incidents of family trauma, stress and childhood adversity are high. However, the richness of culture, and community nourishes all those who spend time in the East.

Feedback from teachers & principals includes:



Those involved in the hauora groups are demonstrating noticeable growth in confidence and self-assurance... a reduction in behaviours that may otherwise indicate difficulty coping, reflecting an improvement in emotional wellbeing and resilience.

For some akonga anxiety has decreased since being part of the hauora programme.

The impact of the project is measurable: students have shown a marked decrease in recorded behaviour incidents, alongside notably improved engagement in both their learning and school activities. The programme's success lies in its dual focus on building relationships and equipping akonga with the tools they need to navigate challenges independently.

Our wellbeing programme has delivered significant positive outcomes for participating students. Through mentoring and connection to safe, trusted individuals within the school, students have developed self-confidence and a belief in themselves, while learning practical strategies to support their own emotional regulation.



Observations:

This year we (Co-leads of the Project) have not been so hands on overseeing the implementation of the project in all nine schools. This is partly due to workload challenges in our primary roles (Lynda as school principal and Kathryn as Neuroscience-educator) and our conservative approach to spending in areas other than on our kaiārahi. This is not a problem for many of the schools where the staff have been implementing the project for a number of years now. However, for new staff, implementation fidelity may have slipped a little. On the other hand Kathryn has developed an amazing package of online training modules made for our kaiārahi and she has given this to our schools for free. Feedback has been very positive.

Lynda Knight & Kathryn Berkett. November 2025