



# Annual Report

## Year Four Report of Sponsorship Funding Agreement

July 2023 to June 2024

Pause  
Breathe  
Smile



Brought to schools  
by Southern Cross

## Executive Summary

Thanks to Southern Cross sponsorship, together we have reached\*

# 150K+ kids



we have reached over 30% of total tamariki aged five to 12 since launch


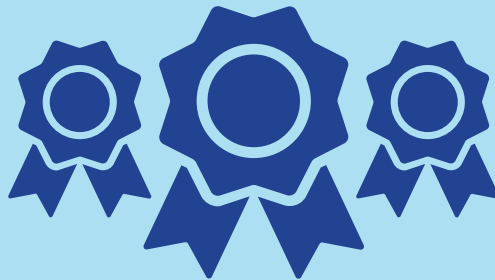
# 500+

**schools**



# 9,700+

**educators**



# 100%

**conversion rate**

Enquiries to Bookings  
in Year Four

\* Since signing Sponsorship Funding Agreement - 7 Aug 2020 to 30 June 2024

## Purpose

The purpose of this report is to outline the impact and reach of the Pause Breathe Smile programme through the activities completed by Pause Breathe Smile Trust for the organisation's fourth financial year. The activities of the Trust are fully focussed on achieving its mission of "Creating a healthier New Zealand by equipping tamariki with mind health skills" and the outcomes of the Sponsorship Funding Agreement with Southern Cross.

The report begins with a selection of recent educator feedback from the Wellbeing Survey, highlighting the positive impacts of Pause Breathe Smile at the school, classroom, or individual learner level. This report then goes on to provide annual (financial year 2023-2024) and cumulative (2020-2024) results for the following key metrics agreed to in the SFA:

1. Number of children reached by the Wellbeing Programme
2. Number of Schools who have received Pause Breathe Smile training
3. Number of Educators trained

This report provides annual results for these additional metrics:

4. Number of eligible enquiries and conversions
5. Programme reach by region
6. Pause Breathe Smile PLD delivered by type and by audience

Along with these metrics, this report includes:

- Key Marketing and Communications actions and outcomes
- Summary of PLD delivered to other Education & Health Professionals outside schools (referred to as OATs – Other Approved Trainings)
- High-level tracking of the additional activities agreed to in the 2023-24 Annual Plan
- Annual Financial Report

## Glossary of Terms and Acronyms

<b>OAT</b>	Other Approved Training: refers to the Trust training employees of other organisations in the Pause Breathe Smile programme who are not eligible schools, but who meet the criteria of being education, wellbeing and/or health professionals who regularly work with children aged 5-12 in professional employment contexts other than primary or intermediate schools, or who work alongside schools, and who are well positioned to share the Pause Breathe Smile programme with children who may benefit from it.
<b>PBS</b>	Pause Breathe Smile: refers to the wellbeing programme of eight lessons authored in 2012 by Grant Rix.
<b>PBST</b>	Pause Breathe Smile Trust: refers to the charitable organisation as opposed to the Pause Breathe Smile programme.
<b>PLD</b>	Professional Learning and Development: refers to the Trust's core business of providing Pause Breathe Smile training courses to eligible schools as defined under the terms of the Sponsorship Funding Agreement.
<b>SFA</b>	Sponsorship Funding Agreement: refers to the agreement between Southern Cross Hospitals Ltd, Pause Breathe Smile Charitable Trust, Mindfulness Education Group Ltd and the Mental Health Foundation of New Zealand relating to health and wellbeing programme for young New Zealanders.
<b>4x1 multi-session course</b>	Refers to the Pause Breathe Smile Professional Learning and Development workshop delivered in an online format of four one-hour sessions over multiple weeks, as opposed to one full day workshop either in person or online.

## Year Four feedback from the Wellbeing Survey

"As a classroom teacher, I'm thrilled to say that the Pause Breathe Smile program is going really well at our school! The students are really engaging with the mindfulness activities and are showing a greater sense of calmness and focus in class. It's been wonderful to see them embracing the practices and using them not just in school, but also at home and in other areas of their lives. Overall, it's been a very positive experience for both the students and the school community."

"Personally, for my own Akomanga it is something we embrace every day and it is going fantastic!"

"I use it everyday in my classroom and it has been great to see the students using the pause and breathe to calm themselves down when they are feeling distressed or angry. They have become aware of how they react emotionally and physically to stressful situations and how they can react differently so things don't escalate."

"The kids love learning the science behind it. The mindful movement has been a great every day go to break up mat sessions. Our kids are generally more focused and most are able to regulate their emotions better."

"I (and my class) have really enjoyed the Pause Breathe Smile programme. We often refer to aspects of the lessons and especially the red and green zones and enjoy our straight back soft belly breathing when we need a reset. I was really impressed with the maturity the kids showed across the sessions."

"We have made big strides in applying this programme and creating a sense of emotional intelligence and willingness to be positive about ourselves and others."

**"I think  
Pause Breathe Smile  
is a really positive  
addition to our school  
culture and strategies for  
managing and regulating  
emotions and  
behaviours are  
evident."**

"My class enjoyed the activities. The breathing exercises in particular helped to ease any anxiety and gave students a strategy to use whenever they needed a moment to reset themselves. After each teaching session I felt very relaxed and it was therapeutic for me."

"Students are independently using straight back soft belly breathing to regulate themselves. Teachers have a much better understanding of how behaviour is communication and are having conversations with students about how they are feeling and helping them process their emotions to regulate".

"Students are now meditating at home as well to practise calming and relaxing strategies."

"As principal I use what I have learned in the training to help my own wellbeing! Thanks for training us the way you do. ❤️❤️"

**"The  
kaupapa has given  
one boy in particular  
the tools to function at  
a level where he can  
interact with his peers  
safely and begin his  
academic learning  
journey. Absolutely  
amazing!"**

**"Tamariki  
are settled and  
know the routine  
of this programme  
and you can see the  
difference this makes  
for them and their  
wellbeing."**

# Pause Breathe Smile Metrics Year Four Report

These key metrics show the reach of the Wellbeing Programme for 2023-2024 and result from the Groups of Activities of the PBST (Business As Usual; BAU). The key metrics represent the deliverables resulting from the Groups of Activities.

**Table One: Key Metrics representing quarterly deliverables for Year 4 of SFA**

	Total number of children	Number of new schools	Number of educators
<b>Q1 Year 4 Estimated</b>	3,750 to 5,000	15 to 20	300 to 400
<b>Q1 Year 4 Actual</b>	3,004	16	274
<b>Q2 Year 4 Estimated</b>	3,000 to 3,750	12 to 15	240 to 300
<b>Q2 Year 4 Actual</b>	691	6	56
<b>Q3 Year 4 Estimated</b>	8,250 to 12,500	33 to 50	660 to 1,000
<b>Q3 Year 4 Actual</b>	6671	30	561
<b>Q4 Year 4 Estimated</b>	5,000 to 8,750	20 to 35	400 to 700
<b>Q4 Year 4 Actual</b>	7,297	28	444
<b>Year 4 Totals</b>	<b>17,663</b>	<b>80</b>	<b>1,335</b>

**Table Two: Key Metrics across Years One to Four of SFA**

	Number of children (schools)	Number of new schools	Number of educators
<b>Year 1 Totals</b>	46,200	184	3,153
<b>Year 2 Totals</b>	42,900	139	3,421
<b>Year 3 Totals</b>	32,746*	102	1,886
<b>Year 4 Totals</b>	28,664**	80	1,335
<b>Totals since SFA launch 7 Aug 2020 – 30 June 2024</b>	<b>150,510 (30% reach)</b>	<b>505 (25% reach)</b>	<b>9,795</b>
<b>Estimated Totals at end of Year 4 (from SFA launch)</b>	146,410 to 161,770	484 to 544	9,779 to 10,959
<b>Estimated Totals at end of Year 4 (from SFA launch) as percentages of total potential eligible reach</b>	<b>29% - 32%</b>	<b>23% - 26%</b>	

\*Includes 2022 new entrants from schools trained in 2020 and 2021    \*\*Includes 2023 new entrants from schools trained in 2020, 2021 and 2022

The above children have been added to reach calculations as per SFA Clause 5.1 (b)(ii) "Once a school is running the PBS programme, any new entrants to that school will be included in the count for the subsequent years". Data source = Ministry of Education roll data from Education Counts website.

# Pause Breathe Smile School Enquiries and Conversions

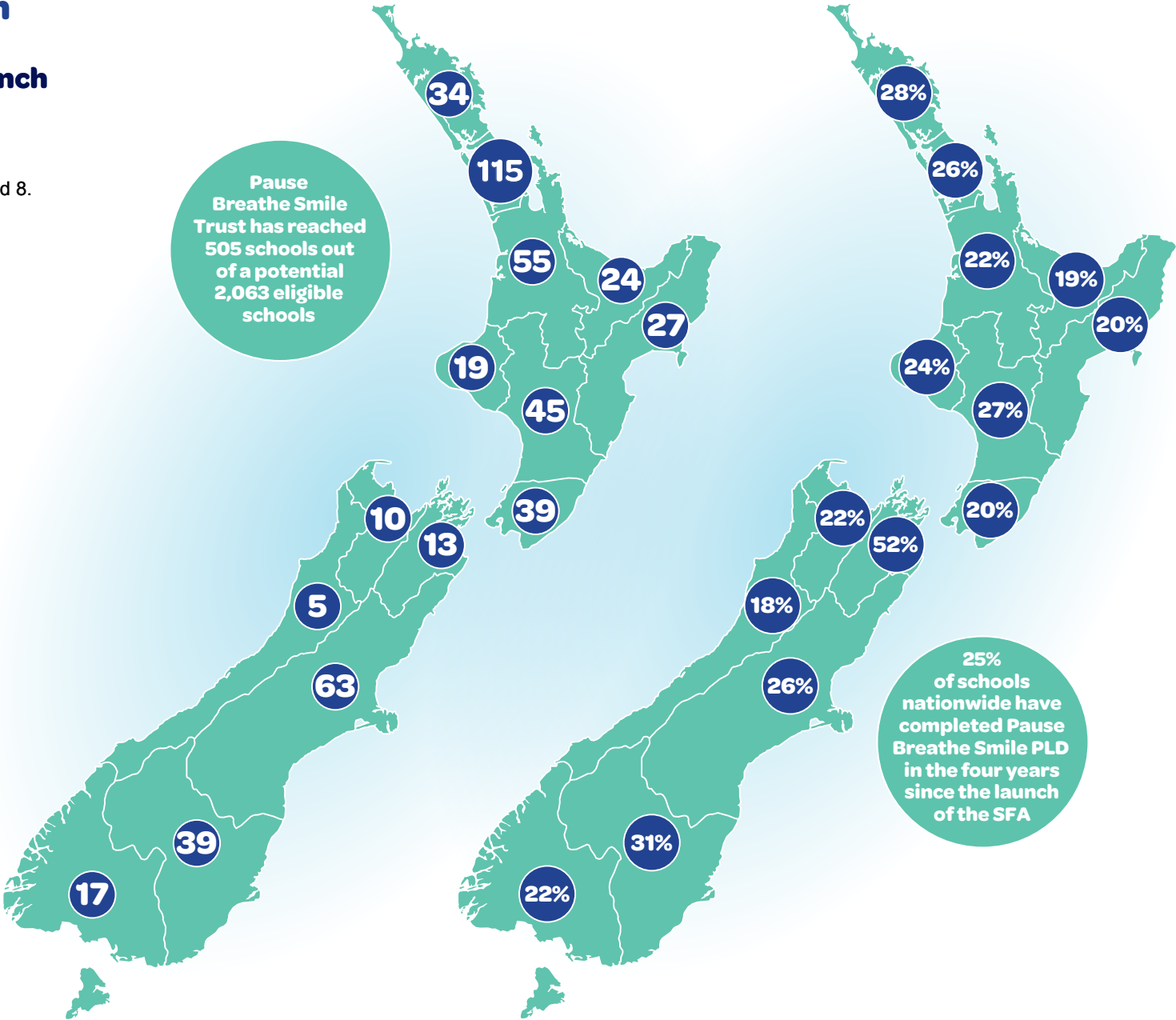
The overall conversion rate for Year 4 of the SFA was 100%



# Programme Reach by Region

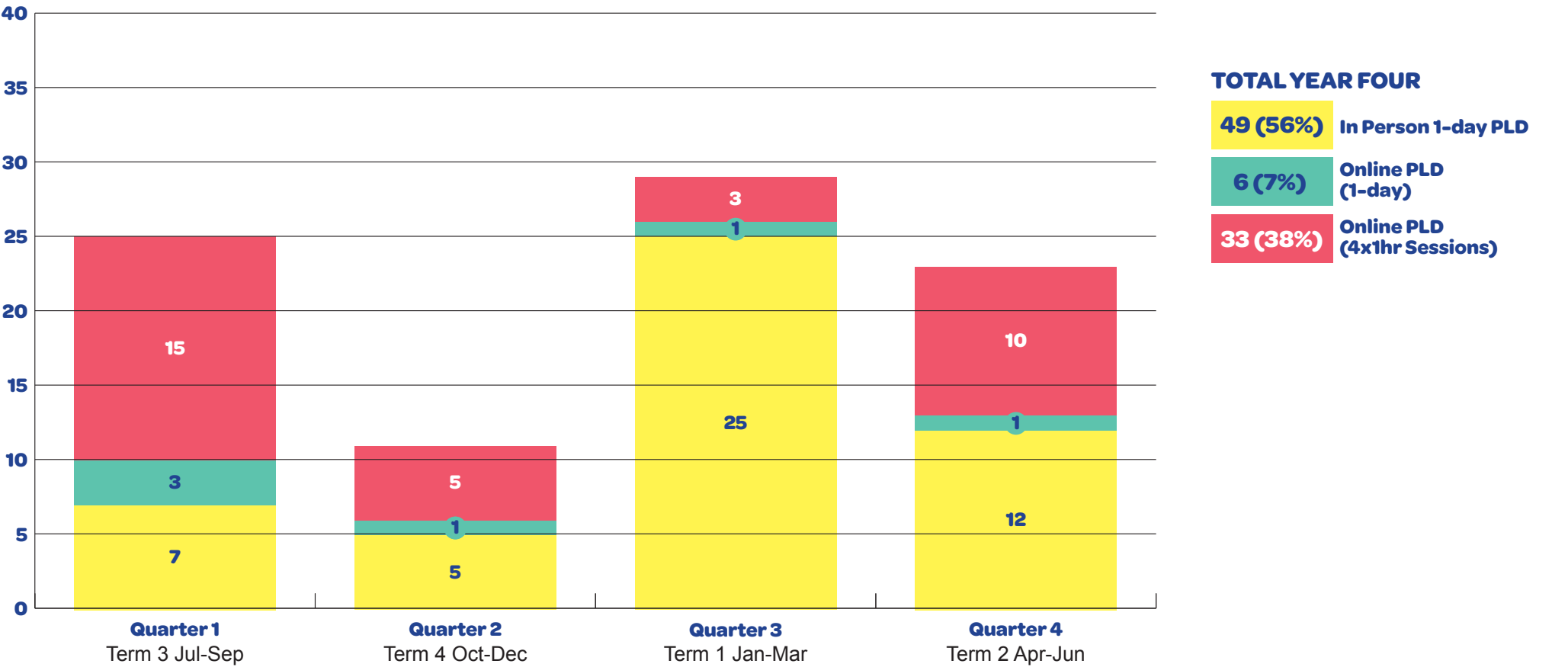
## Consolidated total reach since launch of the SFA, Aug 2020 - June 2024

Eligible NZ schools include Contributing, Primary, Intermediate, Composite, and Secondary with Year 7 and 8.

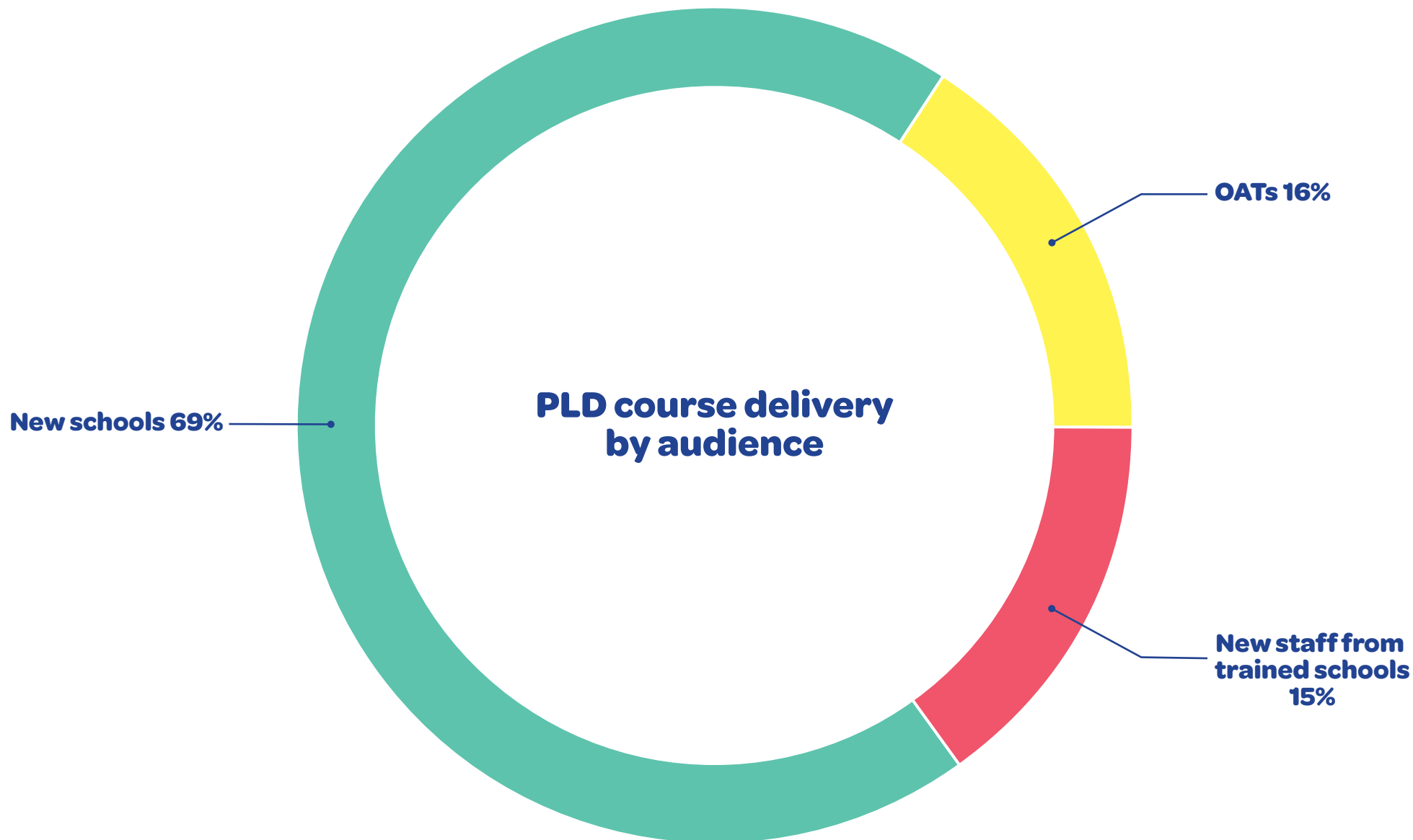


# PBS Professional Learning and Development (PLD) Delivery by Type

The three types of PLD offered by the Trust in Year Four continues to give schools the flexibility to train in Pause Breathe Smile in the way that works best for them, with variations according to school terms evident. Term 1 of the school year (Quarter 3 of the financial year) remains the most popular time for schools to train in-person. The winter months in Quarter 1 favour online PLD, with both quarter 2 and 4 showing a fairly even split between online and in-person PLD preference.





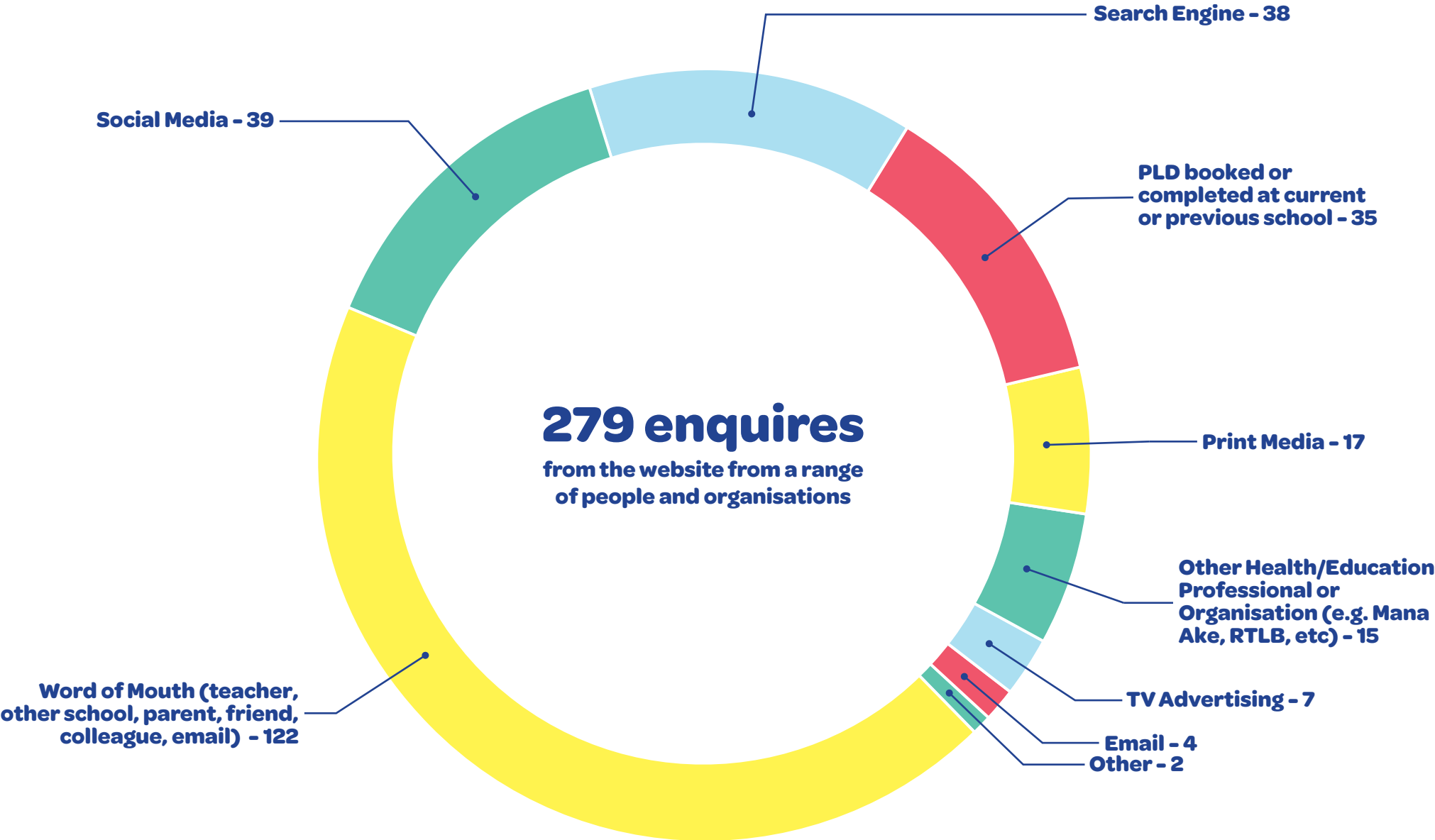


In Year 4, over 30% of all courses delivered were either for new staff from schools that had previously received whole school PLD training, or for staff from OATs. This represents a significant shift in audience from what was initially outlined in the Sponsorship Funding Agreement, indicating that an increasing allocation of organisational time and resource is being spent in areas that are not currently reflected in KPIs.

## Marketing and Communications






Marketing Objective	Year Four Activities
<b>Increase awareness of PBS, PBS and Southern Cross funding to target customer</b>	<ul style="list-style-type: none"> <li>Supported Southern Cross with Round the Bays sponsorship activation and content planning for Sir Ashley Bloomfield</li> <li>Released posts on social media: 162k reach, 441k impressions</li> <li>Executed campaigns highlighting funding by Southern Cross and integrating Sir Ashley Bloomfield</li> <li>Collaborated with the Mental Health Foundation to deliver Mindfulness Month 2023 &amp; 2024</li> <li>Achieved a place on the shortlist for entry in the Global HundrED Wellbeing in Schools competition</li> <li>Secured 14x media coverage via a range of channels</li> </ul>
<b>Make pathway to PLD easy and accessible and delight educators at all points of the customer journey</b>	<ul style="list-style-type: none"> <li>Developed, launched and refined PBS app based on user feedback; 2.7k app downloads</li> <li>Conducted individualised engagement outreach with previously uncontacted schools</li> <li>Developed a range of videos – introduction for onboarding, Te Reo Māori resources, Top Tips for trained educators and a series of Mindful Movement videos</li> </ul>
<b>Create campaigns and resources to raise awareness of PBS within school environments</b>	<ul style="list-style-type: none"> <li>Executed campaigns including Calmer Classrooms &amp; Classroom Haoura competition 2024, released PBS experiential social ads</li> <li>Advertising campaign resulted in 58 schools engaging, 21% increase in pipeline</li> <li>Promoted 2023 &amp; 2024 School Competition</li> <li>Took segmented approach to engaging uncontacted schools into pipeline (PB4L, cyclone-affected, faith-based, rural)</li> <li>Provided free bilingual student journals and PBS school signage quarterly</li> </ul>
<b>Knowledgeable content development in collaboration with mindfulness facilitators and experts</b>	<ul style="list-style-type: none"> <li>Released and promoted 10 new guided audio tracks for a variety of audiences</li> <li>Developed PBS abstracts and pitches and an initiative summary profile for Global HundrED</li> <li>Completed targeted campaign with customised content for segmented database linking PBS to key school features</li> <li>Developed and prepared te reo Māori resources for release and promotion</li> <li>Recorded 13 new te reo Māori tracks for release ahead of 2024 Māori Language Week</li> <li>Presented and recorded online Mātauranga Māori workshop with educators</li> <li>Provided expert advice to Mental Health Foundation, Sparklers and Westfield on mindfulness-based enquiries</li> </ul>




# How our audience hear about us



## Additional Activities

**Table Three: Additional activities and deliverables for Year Four**

 Exceeded target	 Met target	 Tracking	 Behind	 Did not meet target
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Activity	Target / Description	Results	Comments
<b>Southern Cross People Mind Health</b>	A value-add activity that will be of mutual benefit for the partnership. Includes promotion of the PBS App for use by Southern Cross people.		Sharing of PBS app. Delivery of 4 x 1hr multi-session PLD to a select group of Southern Cross people. Planning activities for future engagement opportunities.
<b>Supporting children's wellbeing in areas recovering from extreme weather events</b>	Regional workshop organised and promoted for teachers from any school in regions affected by Cyclone Gabrielle.		Regional workshop completed in January 2024 reaching representatives from seven schools.
<b>Māori Development</b>	Pause Breathe Smile is relevant for Tamariki Māori and can be delivered in Te Reo Māori, for the benefit of full immersion Māori education settings.		All key resources are now available in te reo Māori.
<b>Fundraising</b>	All fundraising efforts terminated following direction from MHF.		

## Overview of Other Approved Trainings (OATs) completed in Year 4

Other Approved Trainings refers to the Trust training employees of other organisations in the Pause Breathe Smile programme who are not eligible schools, but who meet the criteria of being education, wellbeing and/or health professionals who regularly work with children in professional employment contexts other than primary or intermediate schools, or who work alongside schools, and who are well positioned to share the Pause Breathe Smile programme with children who may benefit from it. Organisations that are classified as OATs are highly diverse and vary significantly in the format, setting and frequency that their staff engage with tamariki. Three categories of OATs have been identified:

1. **ADAPTED DELIVERY** – Professionals in these organisations may deliver the entire PBS programme or portions of it directly to tamariki in a modified format, self-customised to suit their unique context.
2. **ADVOCACY** – While professionals in these organisations can reinforce PBS concepts and practices that are taught in schools, their value is primarily in advocating for schools to engage with the programme.
3. **TERTIARY** – Tertiary training institutes that educate teacher-trainees. Upon graduation and employment, these participants will be able to deliver the programme directly in schools and/or advocate for whole school training. The Year Four pilots of PBS PLD for tertiary students at both Victoria University and AUT fall into this category.

**PLD was delivered to 18 OATs in Year 4, reaching a total of 349 education and/or health and wellbeing professionals.** PLD workshops were delivered largely online, occasionally in a full-day online format but predominantly in the 4 x 1hr session format across several weeks.

Organisations were primarily in the social services and education sectors, providing support for children with higher learning and mental health needs.

OAT Type	Organisations	# Professionals trained
<b>Advocacy</b>	RTL B Clusters, Sport Canterbury, BLENNZ (Blind and Low Vision Education Network NZ), Respiratory Physiotherapist, Health Promoter at Te Mana Ora Canterbury and selected Southern Cross people	92
<b>Adapted Delivery</b>	Te Kura/The Correspondence School (Hastings), 0800 What's Up Children Counselling Service, THINK Hauora, ADDI Consultancy Ltd, Ko Taku Reo Deaf Education New Zealand – Christchurch, Awhi Mai Awhi Atu – Counselling in Schools / Explore Wellbeing, Te Mahau Te Tai Runga - Te Awakairangi Hub, Mana Ake Northland and Kingslea School	130
<b>Tertiary</b>	Victoria University Teacher Training Students and AUT Teacher Training Students	127



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