



Annual Report

Year Five Report of Sponsorship Funding Agreement

(Financial Year 2025)

July 2024 to June 2025

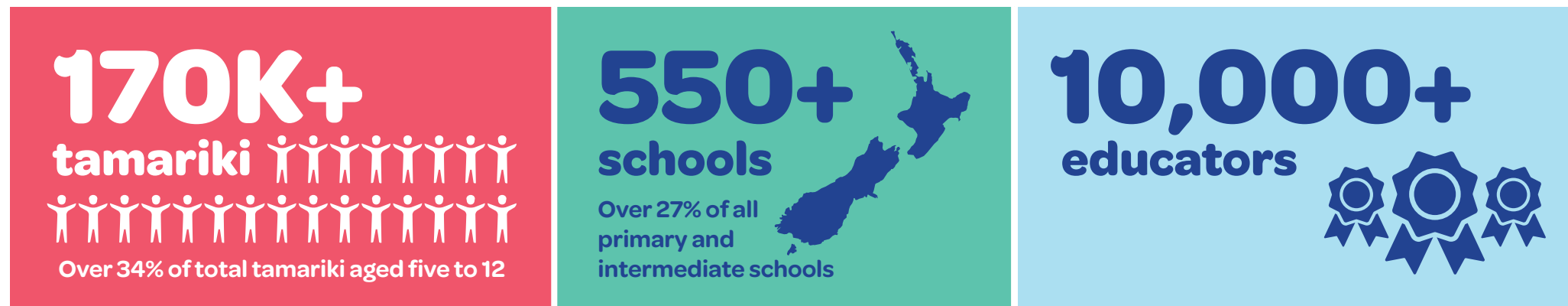
**Pause
Breathe
Smile**



Brought to schools
by Southern Cross

Executive Summary

Thanks to Southern Cross sponsorship, together we have reached*



**Since signing Sponsorship Funding Agreement - 7 Aug 2020 to 30 June 2025*

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 fifth financial year (referred to in the report as Year Five). 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 (SFA) 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 2025) and cumulative (2020-2025) 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

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)
- Annual Financial Report

Recent Feedback from the Wellbeing Survey

“Over the past few weeks, I’ve noticed that students are becoming more aware of their emotions and are using the strategies taught—like mindful breathing or body scans—especially during moments of transition or after high-energy activities. Teachers are reporting that it’s helping create a calmer classroom environment and supporting student wellbeing. While some students are naturally more engaged than others, overall, the programme is having a positive impact on focus, emotional regulation, and the general tone of the day. We’re continuing to embed the practices consistently and are seeing gradual shifts in students’ self-management skills.”

“We have done the lessons this term. They loved the role plays. At the moment we have a really well behaved happy school of 30 students who play really well together.”

“I am the DP and release teachers for CRT 3 days a week. I see PBS embedded in all classroom programmes as a daily part of the programme. Sometimes I ask the children to explain different techniques to me and they know exactly what they are doing. There has definitely been a positive impact on all practice and behaviours. Every Tuesday from 7:30–8am staff have the option to join a Wellbeing staff activity. This has been a popular initiative led by the Principal.”

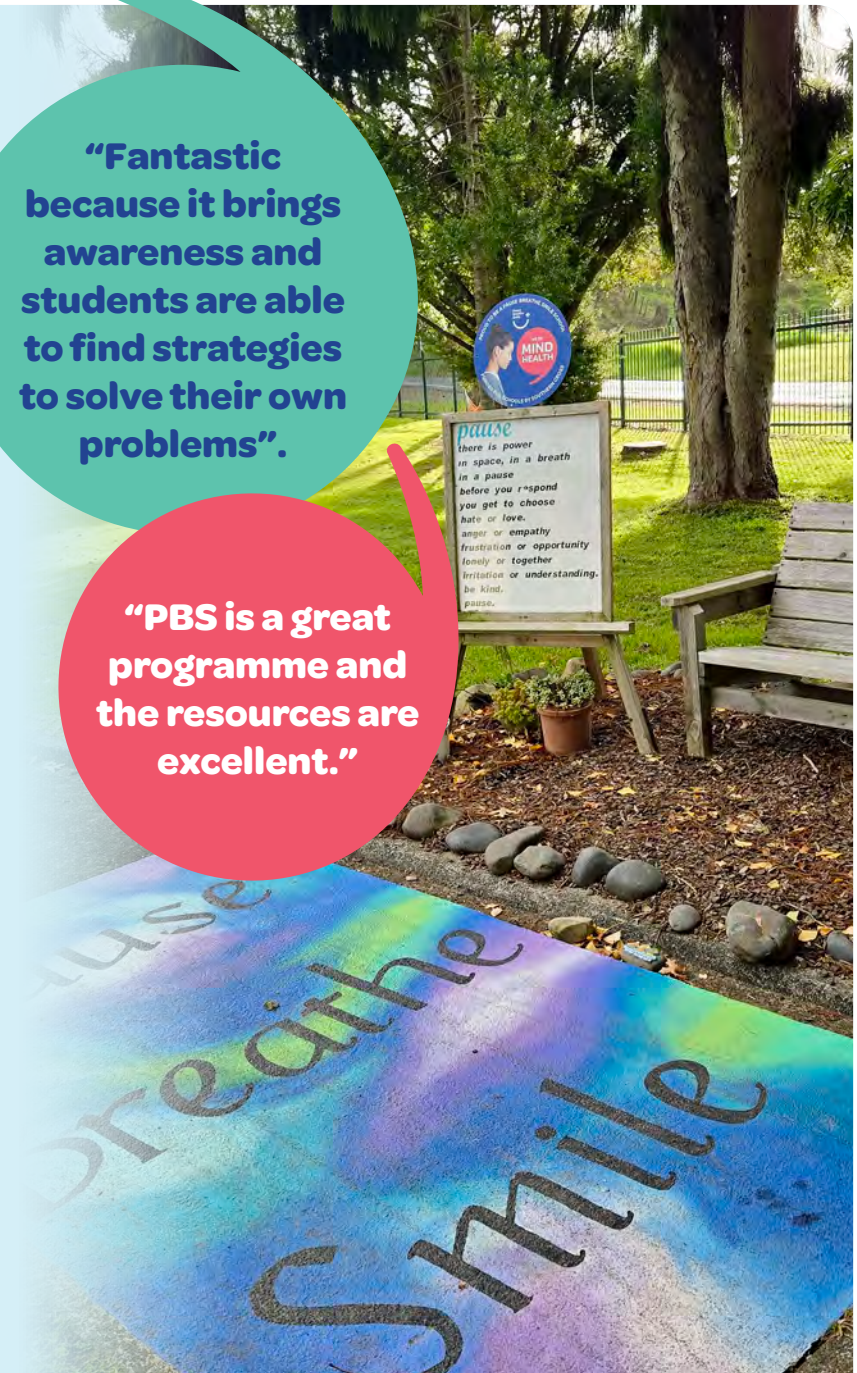
“I’d like to acknowledge the positive shifts I’ve noticed in both student wellbeing and staff collaboration this term. Initiatives like Pause Breathe Smile, our focus on learner agency, and ongoing professional dialogue are contributing to a more reflective and responsive learning culture. I also appreciate the opportunities for leadership and team collaboration—it’s making a real difference in how we support one another and our learners. I’m looking forward to continuing this momentum and exploring further ways we can strengthen our practice across the school.”

“Most of the class enjoy the programme and have come to expect it after lunch break. Some actively participate, some just enjoy the quiet and listen to the instructions.”

“I see it being used daily in class and students taking this on independently”.

“Fantastic because it brings awareness and students are able to find strategies to solve their own problems”.

“PBS is a great programme and the resources are excellent.”



Pause Breathe Smile area at the entrance of Ōrere School

Pause Breathe Smile Metrics Year Five Report

These key metrics show the reach of the Wellbeing Programme for financial year 2025 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.

Key Metrics across Years One to Five of SFA

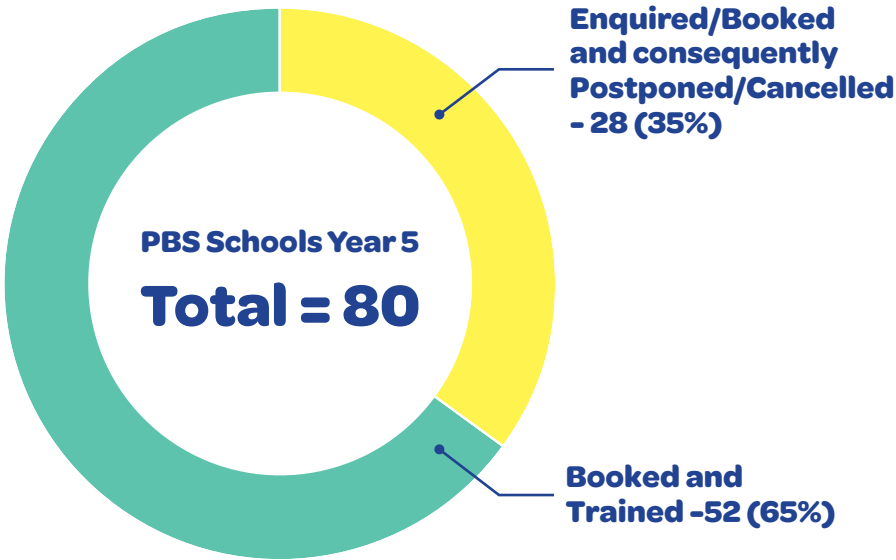
	Total children		New schools		New educators
	ACTUAL	PLAN	ACTUAL	PLAN	ACTUAL
Year 1-4 Totals	150,510*	149,440	505	460	9,795
Year 5 Totals	20,939*	27,000	52	80	670
Totals since SFA launch 7 Aug 2020 – 30 Jun 2025	171,449 (34%)	176,440 (35%)	557 (27%)	540 (26%)	10,465

**Includes new entrants from schools trained in previous years from 2020 onwards. These 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.*

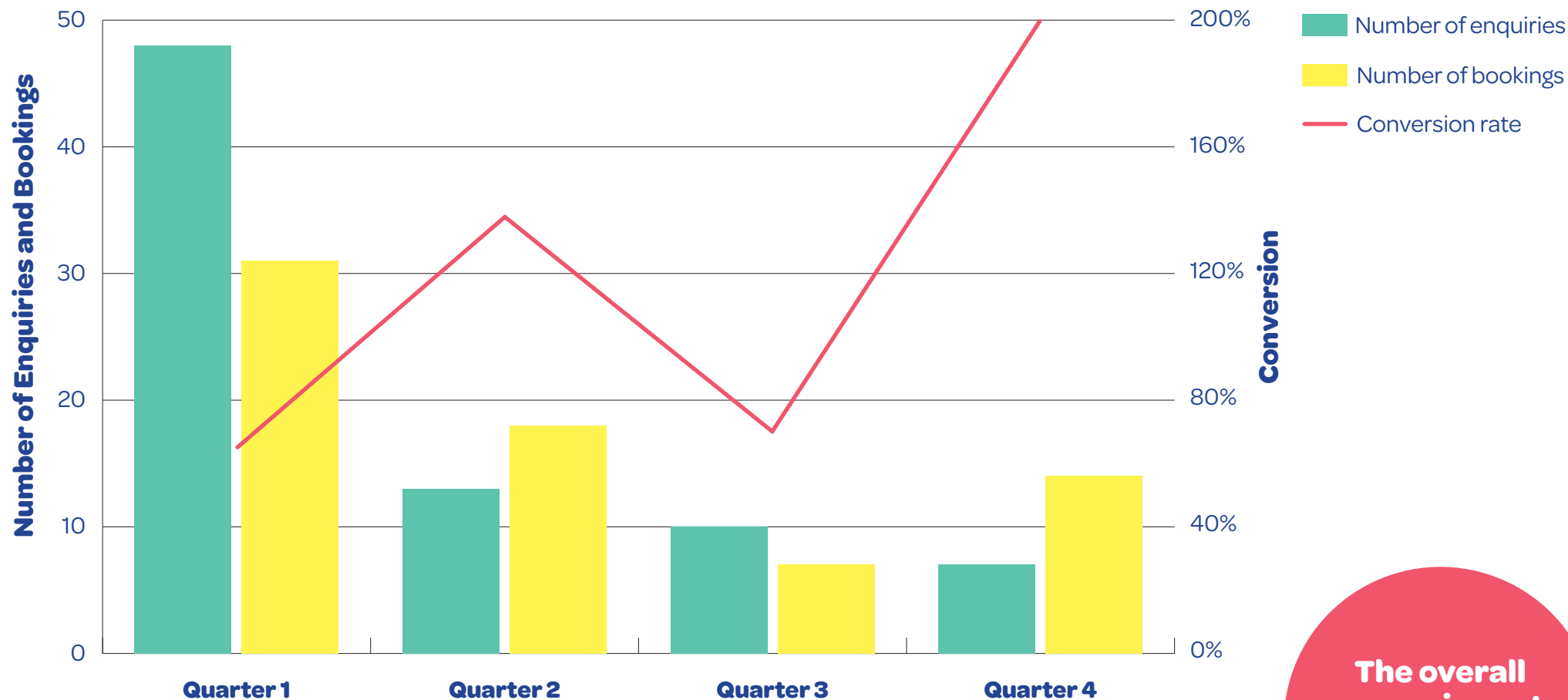
External pressures on schools negatively impacting reach

While schools continue to express high levels of interest and valuing of Pause Breathe Smile, the time that was available for schools to complete PLD in Year Five was overwhelmingly diverted to upskill educators around Government-led curriculum changes in literacy and numeracy. This resulted in 28 schools who had either enquired about or booked Pause Breathe Smile PLD in Year Five having to cancel, postpone or put their training “on hold” until they have capacity to take on new PLD and initiatives.

This represents over a third of all schools that expressed a desire to train in Year Five; had they completed the training, the annual target number of schools would have been met. Development of the Trust’s new on-demand online model for delivering PLD has been fast-tracked and is due to launch in January 2026. The intent is that this will provide greater accessibility and flexibility for educators to engage in the training at a time and pace that best suits them.



Pause Breathe Smile School Enquiries and Conversions



Notes:

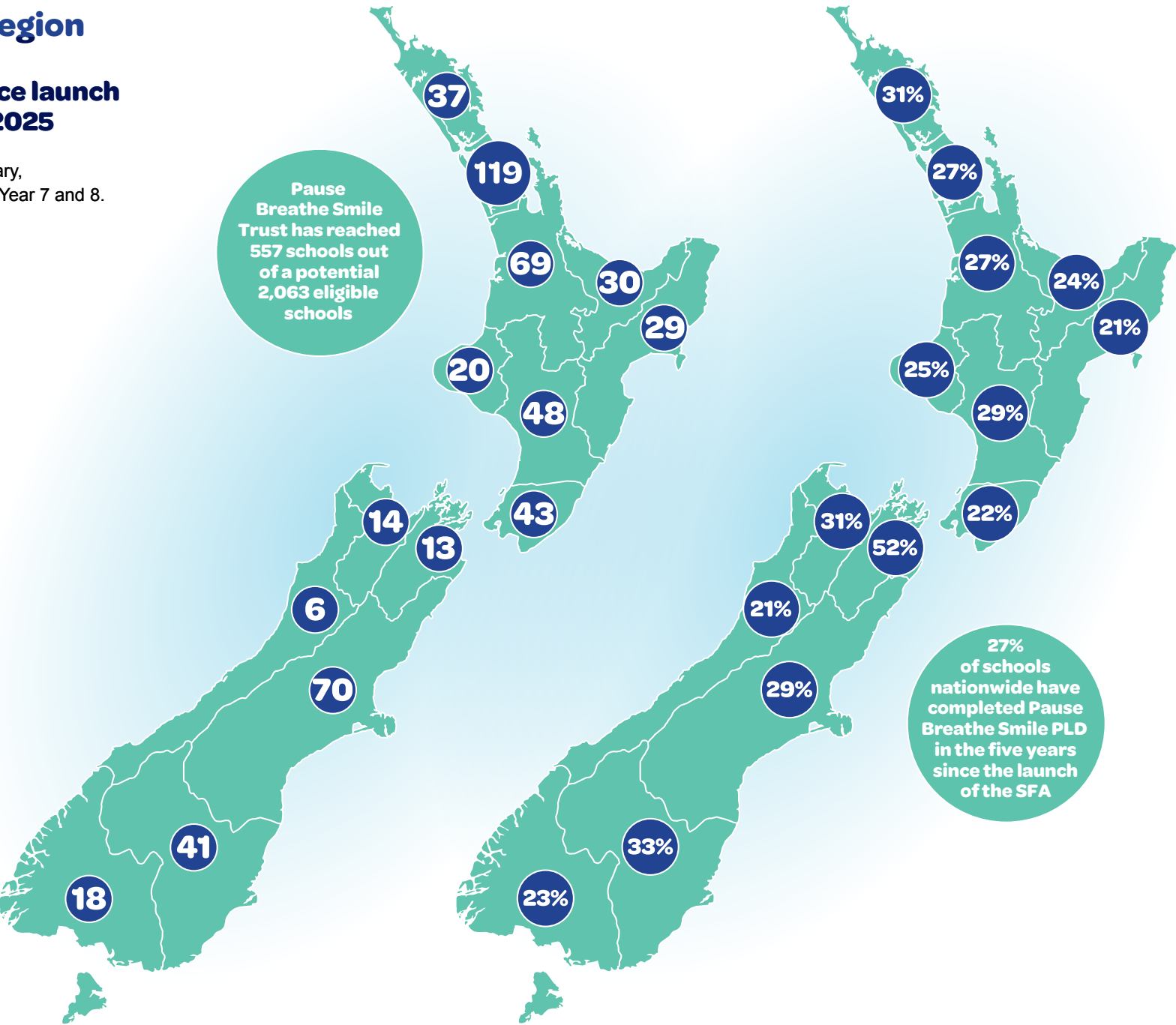
Conversion rates exceed 100% when bookings are made for schools and OATs that made enquiries in previous quarters but had not yet booked. Bookings represented in this table do include some who subsequently cancelled or postponed for reasons previously outlined.

The overall conversion rate for Year 5 of the SFA was 90%.

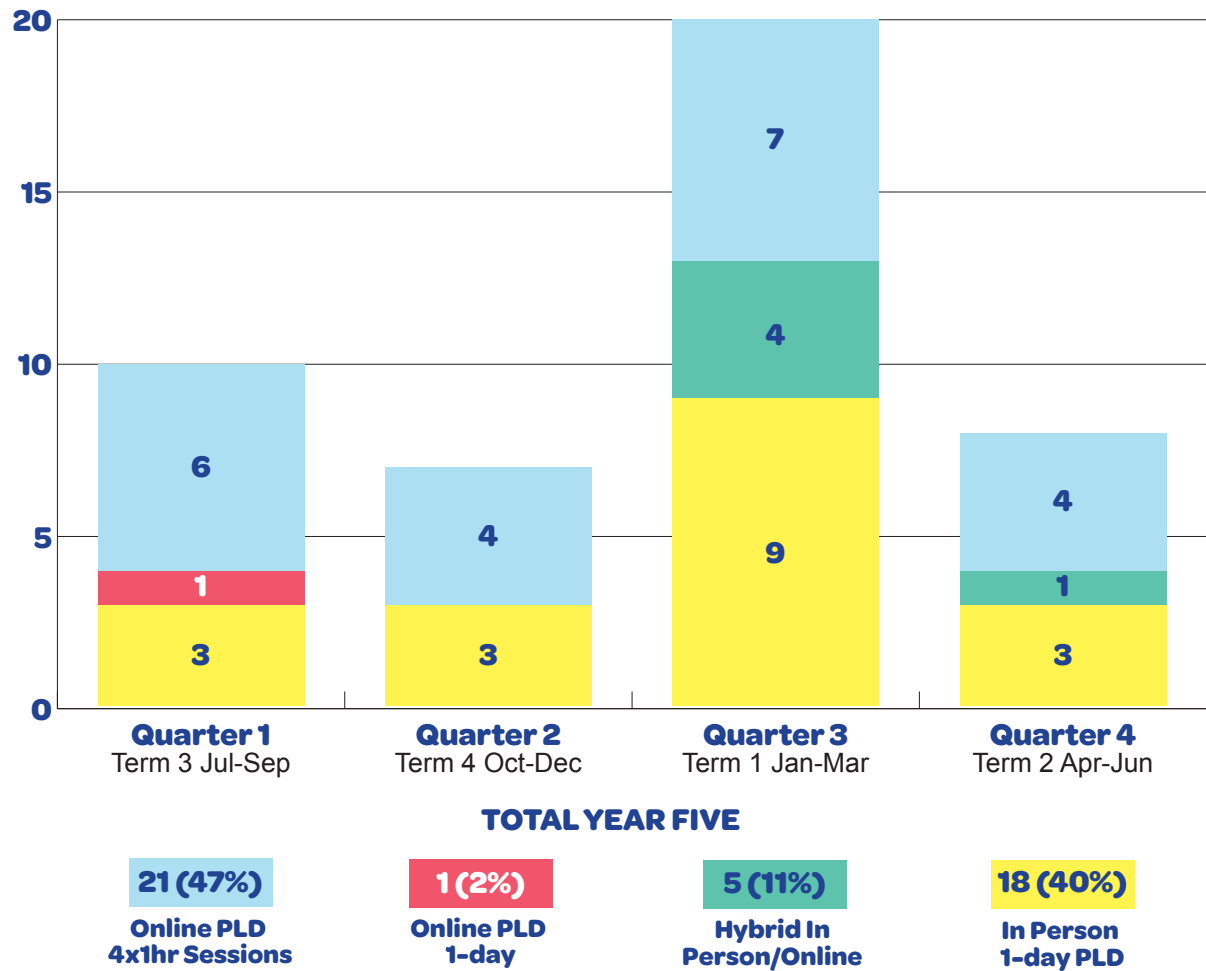
Programme Reach by Region

Consolidated total reach since launch of the SFA, Aug 2020 - June 2025

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



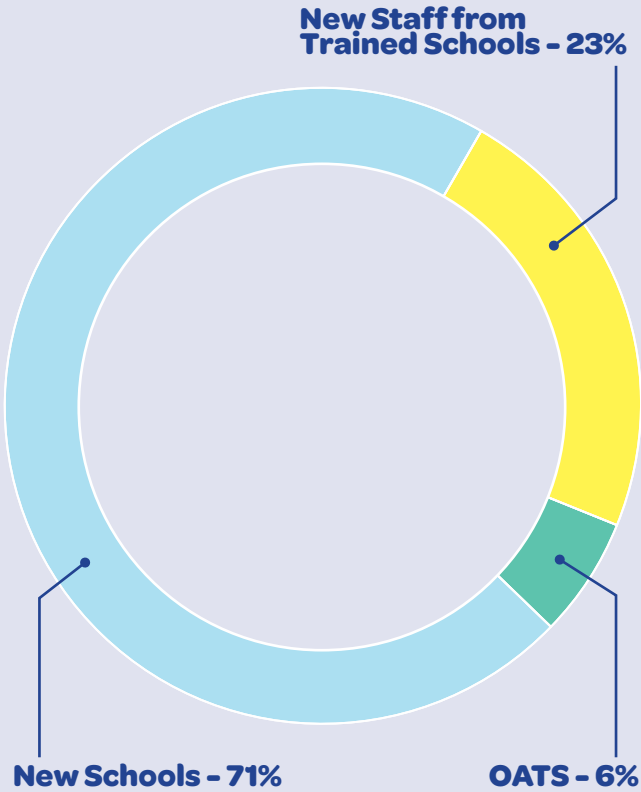
PBS Professional Learning and Development (PLD) Delivery by Type



While the online 4x1 session workshop format continues to be popular with many schools, just over half of all PLD trainings in Year Five (51%) still had a large component delivered in-person onsite at schools. In response to the external pressures being expressed to the Trust by schools, this year saw the introduction of a new “hybrid” model where the majority of training was delivered in-person followed by a shorter online session in the weeks following.

PLD Course Delivery by Audience

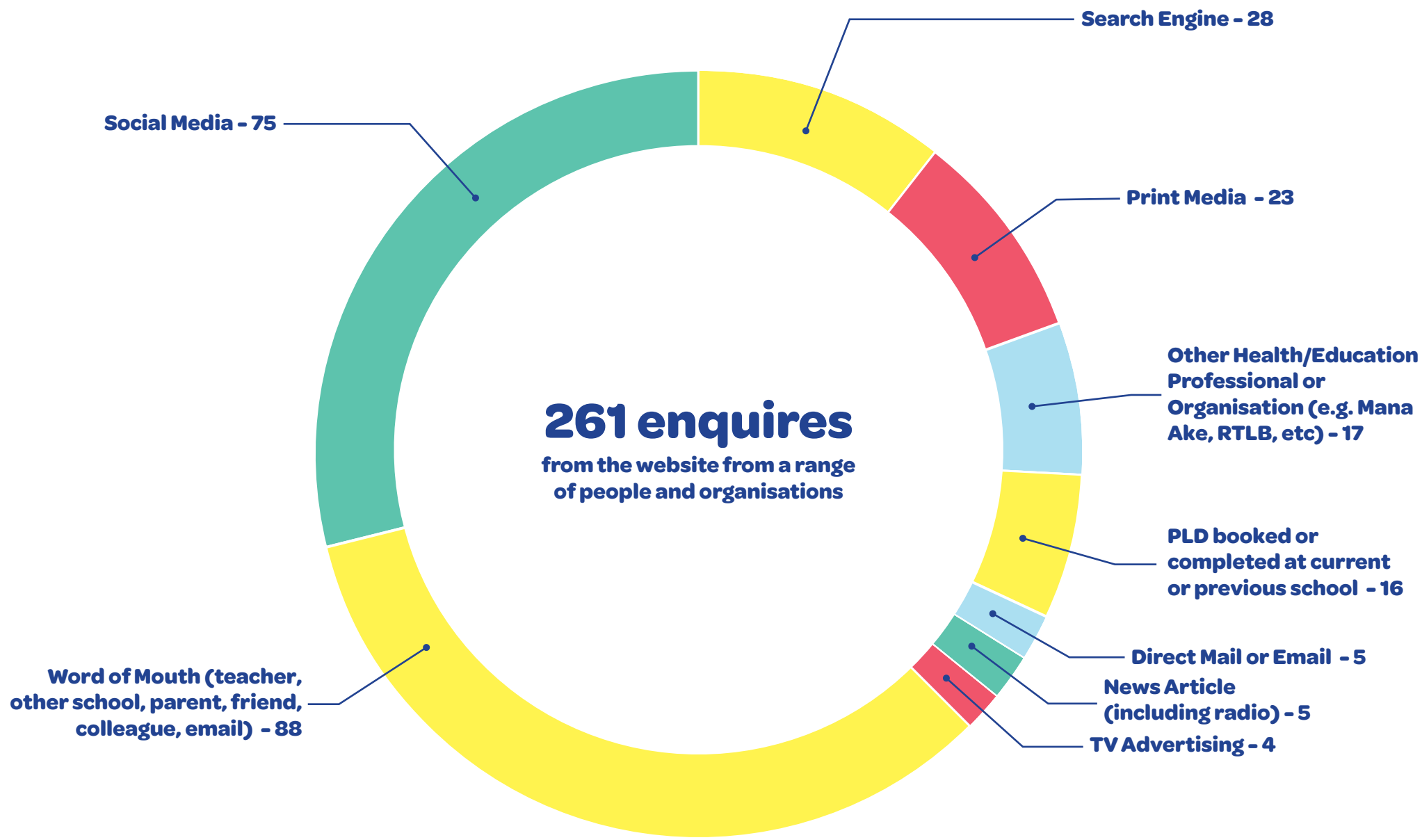
In Year Five, almost a third (29%) of all PLD courses delivered by the Trust were either for new staff from schools that had previously received Pause Breathe Smile training, or for staff from OATs. Similar to the previous year, this represents a significant shift in audience from what was initially outlined in the Sponsorship Funding Agreement, showing 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 Five Activities
Increase awareness of PBS, PBS and Southern Cross funding to target customer	- Completed 3rd annual Classroom Hauora competition, receiving 40 entries - School visit with Sir Ashley Bloomfield, photographic shoot and morning tea with winning school entrant Wakaaranga Primary - Recording of Sir Ashley Bloomfield narrating new track “Kindness across the motu” - Social and Print campaigns featuring Sir Ashley testimonial - Support for Southern Cross (development and promotion) of 2024 Wellbeing Report - Celebrated milestone of reaching 10,000 educators trained - Mailout to all previously uncontacted schools - Free classroom posters distributed to over 6,000 schools 8x Media Coverage
Make pathway to PLD easy and accessible and delight educators at all points of the customer journey	6,249 App downloads (since App launch Q1 FY24) - Extensive rebuild of PBS website backend for improved customer experience - New resources for time-poor educators including video content and classroom posters - Adaptation of PBS resources and delivery support in preparation for the on-demand model - Customer journey review in preparation for transition to the on-demand model
Create campaigns and resources to raise awareness of PBS within school environments	- Campaigns including Calmer Classrooms, 2025 Classroom Hauora competition & PBS experiential social ads - Segmented approach to engaging uncontacted schools into pipeline (PB4L, faith-based, rural) - Promoted 2024 Impact Evaluation report - New experiential and classroom branded resources freely available - Over 22k Student Learning Journals distributed to trained schools - Branded merchandise prepared for winning schools - Promotional support for children’s book inspired by PBS
Knowledgeable content development in collaboration with mindfulness facilitators and experts	- New te reo Māori tracks released - New Sir Ashley track - Mindful Movement videos launched and promoted - Codeveloped content for external publications - Recruitment support for two external academic studies

How our audience hear about us



Overview of Other Approved Trainings (OATs) completed in Year 5

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 four OATs in Year 5, reaching a total of 16 education and/or health and wellbeing professionals.

PLD workshops were all delivered in the 4 x 1hr session format across several weeks.

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

OAT Type	Organisations	# Professionals trained
Adapted Delivery	reThink Children's Therapy, REAL Hauraki (Part of the Wise Group), Ministry of Education Facility Job Team – Tokoroa North School and Wairarapa College - Supported Learning Centre	16

Year Five Risk Mitigation

The following is a summary of key risks encountered in Year 5 of the SFA.

Risk Encountered	Impact	Mitigation
Significant PLD requirements for schools related to curriculum changes brought in by the new Government.	Overwhelming pressure on schools to engage in PLD initiatives related to curriculum changes resulted in less time/capacity to focus on PLD in other areas such as Pause Breathe Smile.	Provide increasingly flexible options for schools to engage with Pause Breathe Smile PLD. Fast-track development of online on-demand PLD delivery model.



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