

# MULTI-YEAR EVALUATION OF PARTNERSHIP SCHOOLS | KURA HOURUA POLICY, SUMMARY OF FINDINGS ACROSS YEARS

Report includes findings from  
Year 3 (of 3) — focus on  
student and whānau  
experiences

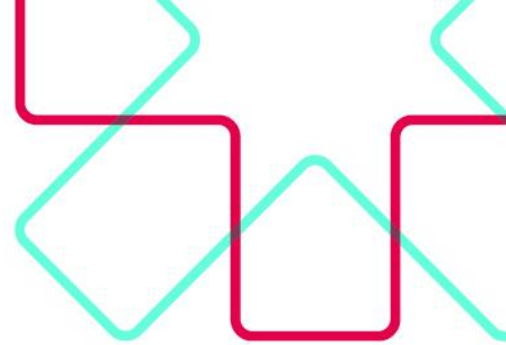
Final Evaluation Report

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# PREFACE

This report has been prepared for the Ministry of Education by MartinJenkins (Martin, Jenkins & Associates Limited).

MartinJenkins advises clients in the public, private and not-for-profit sectors, providing services in these areas:

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# INTRODUCTION

## Partnership Schools | Kura Hourua policy intent

The Ministry of Education (the Ministry) has a clear focus on improving student achievement, and employs a range of approaches to support the sector's efforts, including provision of strategic leadership, resources, and targeted interventions. Partnership Schools | Kura Hourua (PSKH) was a policy designed as an innovative addition to this mix.

A fuller description of the policy features and policy intent is available in previous evaluation reports. Key points include:

- the policy was intended to 'operate in areas of significant educational challenge, and for those groups of students that the system has not served well. These were Māori and Pasifika students, students with special educational needs, and students from low socio-economic areas'<sup>1</sup>
- greater flexibility than state schools over aspects of governance and management, including staffing, approaches to teaching and learning, curriculum and qualifications
- a clear and ambitious mission that distinguished the PSKH from surrounding state and state integrated schools
- a Sponsor who was responsible for ensuring the PSKH meets learner achievement goals
- accountability for outcomes was a strong focus
- emphasis was also placed on the need for PSKH to be strongly engaged with parents/family/whānau and community.

## High-level theory of change

A concise, high-level theory of change for the PSKH policy is:

- IF *schools have clear outcome-focused accountability, freedom to manage and govern, and support that is equitable to state schools*
- THEN *they will develop innovative solutions that match local needs while still meeting high quality standards*
- WHICH WILL *attract students who have previously not been well served by the education system and will lead to equitable achievement outcomes for them.*

This high-level theory of change is unpacked through a detailed intervention logic included as Appendix 3. The intervention logic acted as an important guide for the evaluation.

<sup>1</sup> Regulatory Impact Statement Developing and Implementing a New Zealand Model of Charter Schools.





## Evaluation design and focus

MartinJenkins has now completed a multi-year programme of evaluation and research of the PSKH policy for the Ministry. The evaluation was conducted over a number of years (beginning in 2014) and focused on the eight schools/kura that opened in 2014 and 2015 (not the PSKH sector as a whole).<sup>2</sup>

The original purpose of the multi-year evaluation was to assess the extent to which the PSKH policy delivered on its intended outcomes with regard to flexibility, innovation and student outcomes.<sup>3</sup> In practice, each year of the evaluation had a separate focus, designed to explore key policy questions of interest to the Ministry of Education (the Ministry).

The specific focus of each year was determined through an annual scoping phase and was guided by a detailed intervention logic (Appendix 3). Each year's scope was determined by the Ministry following discussion with an Evaluation Working Group (EWG), comprising representatives from the Ministry, the PSKH Authorisation Board, and the MartinJenkins evaluation team.<sup>4</sup> The Ministry and the EWG provided feedback on draft reports, as did schools/kura, however analysis and editorial decisions were made independently by MartinJenkins within the project scope.

- Year 1 (reported in 2015) focused on innovation, in particular the lower levels of the intervention logic — the structural framework and the delivery component.
- Year 2 (reported in 2016) focused on the approaches taken by PSKH to meet the needs of priority students, further examining the delivery component level of the intervention logic.
- Year 3 (presented in this report) aimed to build insight into the outputs and short- and medium-term outcomes of the intervention logic from the perspectives of students and whānau.

## Caveats

It is important to note:

- the evaluation was focused on eight Round 1 and Round 2 kura only
- the evaluation did not seek to compare the outcomes achieved by PSKH with outcomes achieved by other types of schools
- the Year 1 and 2 findings draw heavily on the views of sponsors
- the Year 3 findings incorporate the perspectives of students and whānau but low and uneven response rates mean the feedback is not representative (noting an excellent response rate was achieved for the Middle School survey of students).

<sup>2</sup> Appendix 1 gives details of the eight schools/kura in scope.

<sup>3</sup> MartinJenkins, November 2014, *Evaluation Plan: Partnership School | Kura Hourua policy*, Final Report Prepared for the Ministry of Education, New Zealand. The full Evaluation Plan can be found at <http://www.education.govt.nz/assets/Documents/Ministry/Information-releases/Partnership-schools-information-release/evaluation-plan-final.pdf>

<sup>4</sup> In 2017 a representative from the in scope PSKH schools/kura also joined the EWG.



## Specific caveats for Year 3

MartinJenkins worked with the Ministry to refocus the final year of the evaluation (away from a primary focus on outcomes) because:

- it was still too early to determine 'success': schools/kura were still becoming established, numbers of students that had received a 'full dose' of the PSKH intervention were low, and efforts were ongoing by the Ministry to define and agree contracted outcomes
- emerging policy questions remained focused on understanding implementation.

The Year 3 findings paint a positive picture but are based on data that has significant caveats. Low response rates to surveys and selection bias meant we were not able to examine student and whānau perspectives from all angles or across all schools/kura.

Appendix 2 provides full details of the methods for Year 3, including data limitations and analytical decisions.

- The overall response rate to the student survey was 47% (373 responses), but nearly all response were from the two Middle Schools (336 responses or 90% of all student responses, giving a 90% response rate for the Middle Schools students). As a result, we only present feedback from the Middle School students (as a case study).
- Whānau feedback was limited (33% response rate overall, 249 responses) and not evenly distributed across all schools/kura (of the 249 responses received from whānau, 124 or 50% were from Middle School whānau, this gives an indicative response rate for the Middle School whānau of 36%).
- Almost no early exiters-parents (7 responses, 4% response rate) or graduates (15 responses, 4% response rate) responded to the surveys; feedback is *not* reported for these groups.<sup>5</sup>
  - This meant we were not able to find out where students go after leaving PSKH, or why they leave.

In addition, outcomes are only discussed from the perspective of parents. This is because:

- available achievement data was not reported due to the minimal time PSKH students at NCEA level have been in PSKH
- no comparison cohort was identified to compare outcomes of the PSKH cohort
- limitations in the administrative data:
  - attendance data was not sufficiently robust to be included
  - we were unable to compare quality of outcomes with outcomes that had been achieved at previous schools or to accurately identify where students went after exiting.

<sup>5</sup> It is not unusual to achieve low response rates from people who have left/stopped using a service or initiative.



## About the report

Part 1 of this report provides a brief overview of the evaluation's key messages and presents summary findings for each year of the evaluation. The differing focuses for each year of the evaluation limited our ability to draw overall conclusions. Full details of findings for Years 1 and 2 are contained in previous reports.<sup>6</sup>

This is the first time that Year 3 findings have been reported — the summary for Year 3 is therefore more detailed than the summaries for Years 1 and 2.

Parts 2, 3 and 4 provide further detail on Year 3.

- Part 2 introduces the Year 3 findings and includes the evaluation questions and the methodology.
- Part 3 gives the detailed findings of the Year 3 administrative data analysis.
- Part 4 gives the detailed findings from the Year 3 surveys.

<sup>6</sup> The full Year 1 report (including details on methodology and evaluative judgements) can be found at <http://www.educationcounts.govt.nz/publications/schooling/innovations-in-partnership-schools-kura-hourua>; the full Year 2 report (including details on methodology and evaluative judgements) can be found at <http://www.educationcounts.govt.nz/publications/schooling/evaluation-of-partnership-schools-kura-hourua-policy>



# PART 1: EVALUATION KEY MESSAGES AND SUMMARY OF FINDINGS, BY YEAR

The evaluation findings only relate to the in scope PSKH. Year 1 provided feedback on Round 1 PSKH only, while Years 2 and 3 looked at both Round 1 and 2 PSKH — eight schools/kura in total.

Looking across all three years of the evaluation gives us valuable insight to the implementation of the in scope PSKH. Key messages are:

- PSKH are strongly focused on meeting the needs of their priority learners.
  - All of the PSKH are attracting priority learners (as was the policy intention), including learners with complex needs. Sponsors' views on their students' needs were corroborated by analysis of administrative data. The analysis confirmed PSKH students meet the definition of 'priority', and that prior to attending a PSKH many were transient and many had been disengaged.
  - PSKH had a good understanding of their students both as a group and as individuals. While students bring a range of strengths to their education, sponsors told us that many also come with low academic baselines and core skills, histories of disengagement from education and complex socio-economic and health needs. In addition, many lack positive aspirations and role models.
- PSKH are meeting their learners' needs using good and innovative practices. Practices are matched to local needs while still meeting high quality standards.
  - Innovations are driven by an intention to provide better education for students who had been under-served by the education system.
  - Innovations within PSKH are enabled by the funding model, with governance and management showing the most innovation in the first year. PSKH appoint governance boards to access specific skills, and split management functions into administration (CEO) and academic leadership (principal).
  - PSKH are also innovating in other areas (staffing, student engagement and support, and pedagogy, teaching and learning), but to a lesser extent. PSKH are less innovative in the areas of curriculum and engagement with the community, however they are using good practices (eg tailoring to context and need).
  - Further work in the second year of the evaluation found that teaching and learning approaches in PSKH are specifically driven by schools' understanding of students' needs and their local context. Teaching and learning is supported by good (and in some cases very good) assessment practices. PSKH leaders have a good understanding of assessment



practice and have the appropriate systems and tools in place, although the extent to which practices are fully embedded varies.

- Conditions enabling successful operation of PSKH include small rolls and class sizes, strong sponsor visions and sponsors building on a history of success in education.
- Whānau and learner experiences appear to be positive.<sup>7</sup>
  - PSKH offerings and innovations are strongly driven by sponsors' visions. Sponsors valued the opportunity to provide an integrated approach that offered an alternative to the current system. Sponsors focus all aspects of delivery on meeting the needs of priority students.
  - Whānau whose children are currently attending a PSKH are attracted to the offerings and values (including cultural values) of PSKH. Whānau are satisfied with what PSKH are delivering and feel the PSKH are offering a positive alternative.
  - The evaluation was not able to look at the experiences of PSKH students or whānau alongside a comparison group, however administrative data shows that engagement has significantly improved for students attending PSKH (improved engagement was an important policy objective — stand-downs and length of suspensions was lower in PSKH than previous schools). In addition, Middle School students gave positive feedback about their experiences in PSKH.
  - Whānau whose children are currently attending a PSKH also reported feeling more involved in their child's learning, and more confident communicating with the PSKH. Very few learners appear to be opting out of PSKH.

## Year 1 summary: Innovations in Round 1 PSKH

Because of the timing of the first report, May 2015, it only provided feedback on Round 1 PSKH.<sup>8</sup> Year 1's particular focus was on understanding innovation within PSKH, to look at early indications of how policy was enabling the schools/kura to do this.

The range and nature of innovations we found within PSKH provided early evidence the schools/kura were developing innovative solutions to match local needs while still meeting high quality standards.

Innovations were discussed across eight dimensions (identified in a literature review).

- The **funding** model was a key innovation but different to the others as it is a structural component that enables other potential innovation.
- The greatest levels of innovation in the first year of operation were in **governance** and **management**.

<sup>7</sup> Our ability to draw strong conclusions was limited by low response rates and selection bias. As outlined above (Caveats) we achieved a 33% response rate to the whānau survey (and responses were not evenly spread across schools/kura) and almost all learner responses were from the Middle schools.

<sup>8</sup> The full Year 1 report (including details on methodology and evaluative judgements) can be found at <http://www.educationcounts.govt.nz/publications/schooling/innovations-in-partnership-schools-kura-hourua>



- The key driver of innovation was found at the governance level: the sponsor’s vision provides the impetus and mandate for innovation in all other areas.
  - A key innovation in governance was enabled by the policy — this is that boards were appointed for specific expertise without the need to involve parents.
- Management enacted the sponsor’s vision by implementing specific innovations across the school/kura.
  - A key innovation in management was the split between administration (CEO) and academic leadership (principal).
- Innovative practices and examples of best practice were evident in three dimensions driven by management.
  - **Staffing:** skilled staff support and bring innovation — they were experienced (including the small number of unregistered teachers) and brought a strong focus on improving outcomes for priority students; staff shared the responsibility for ongoing innovation with sponsors and management and were employed under individual contracts.
  - **Student engagement and support:** there was a strong focus on student wellbeing and engagement using a range of best practice approaches and innovations.
  - **Pedagogy, teaching and learning:** multiple examples of best practice, with approaches well matched to context and student need — while similar examples can be found in state schools, these practices are not widespread across the state sector.
- The final two dimensions showed many examples of good practice, but little real innovation.
  - **Curriculum:** while not particularly innovative, curricula were being tailored to meet the needs of priority students.
  - **Engagement with community and parents/family/whānau:** this was recognised as extremely important and a range of best practice approaches were used.

## Year 1 conclusions

### Innovation within PSKH

The PSKH policy included elements designed to enable innovation — we saw clear indications that the three case study schools/kura were innovating in these areas: using funding flexibly; appointing governance boards to access specific skills; and splitting their management functions into administration and academic leadership. Innovation in these dimensions supports emergent innovations in other dimensions, with the three case study schools/kura developing innovative educational provision for students who had been under-served by the education system.

In Year 1, sponsors’ were focused on the challenge of implementing a new model of education. PSKH staff (at both management and teaching levels) felt empowered to innovate and try new approaches for the benefit of their students, and were excited and energised by this opportunity.



## Emerging themes about conditions for successful delivery of the policy

- Opportunities were presented by small school rolls and/or class sizes, combined with a focus on the individual student.
  - Schools/kura believed they were achieving good results for their students (in terms of both engagement and achievement) through quality relationships with individual students and their parents/family/whānau, and individualised academic support. Both these factors were facilitated by low ratios between students and teaching staff. Relatively small roll sizes overall also allowed non-teaching staff (management and sponsors) to maintain close connections with students and their parents/family/whānau.
  - Quality pastoral care was also facilitated by small rolls.
  - The Ministry had an expectation that school/kura rolls would grow to the maximum capacity each PSKH is funded for; maintaining individual support for students through this expansion was identified as a potential challenge for the schools/kura.
- The strong visions of individual sponsors.
  - The sponsors were using principles from business to succeed: they were taking personal responsibility for the success of their school/kura and were determined to succeed. Each was aiming for the best possible results and was aware they were operating in an environment of high scrutiny.
  - Sponsors' visions were driving all aspects of operation: schools/kura were designed to meet the needs of a particular demographic.
- Sponsors' history and capability.
  - Each sponsor was building on a history of success in education — they were able to get underway using networks and trusted and capable staff (though new staff were also employed), and had relevant, transferable knowledge of finance, employment, teaching and learning, and their community.
- The opportunity and freedoms provided by the policy and funding.
  - The fact each school/kura was new was an important factor supporting the implementation of sponsors' visions; the vision and direction was clearly communicated to all staff and they were clear about what they had 'signed up' for. There was no need to change practice or manage a process of change (as would be the case in an existing school/kura).
  - The freedoms provided by the funding model and a determination to succeed created conditions conducive to innovation, including an 'institutional space for risk taking' — sponsors and staff viewed this as an exciting opportunity and felt empowered to continually test and improve approaches.
- The emphasis on aligning teaching expertise with the school's/kura mission and values.
  - Each school/kura endeavoured to employ the highest quality staff possible; quality staff were identified by the sponsors as vital to achieving their vision.

For the three case study schools/kura we also identified a small number of perceived barriers to success at this early stage of implementation.





- *Negative public perceptions of PSKH:* these were perceived to have had a range of impacts including discouraging parents from enrolling their children at PSKH, discouraging teachers from applying for positions, and limiting other schools' interactions with PSKH.
- *Limited facilities:* all three PSKH were operating out of premises that had been adapted from a previous use — limitations identified included lack of outdoor space and limited access to some specialised equipment. Schools/kura were seeking to address this through accessing external facilities; in their view, time-limited contracts with the Ministry constrained their ability to secure long-term locations and develop facilities.
- *Short lead-in time:* The three case study PSKH all also noted difficulties associated with opening a Round 1 school/kura — the short time period between being approved and opening posed challenges including high stress and difficulty getting policies and processes in place and recruiting quality staff.

All three sponsors had a strong drive to provide a valid alternative to the current system, for students and whānau who they thought were not being well served. This drive pre-dated the policy and the PSKH policy was credited by the three schools/kura as providing them with the opportunity to finally implement their individual visions.

In each case the sponsor was building on a history of providing services to similar groups and the PSKH policy allowed them to expand their offering — something they had all been planning to do. Despite this the sponsors didn't see themselves as unfairly benefitting from the policy (when they had already been planning to open a school); rather the policy enabled them to implement their vision without compromises they believed would have been required if they worked within the state system.

In particular the sponsors valued the opportunity to provide a 'full' solution, or truly integrated approach — having the freedom to use the funding model to focus all aspects of the school/kura on the needs of priority students. From the sponsors' perspective, the flexibility inherent in the policy allowed a cohesiveness and coordination across all aspects of the school/kura. Everything was driven by the sponsor's vision and all actions and decisions were clearly linked to achieving improved outcomes for priority students.



## Year 2 summary: Delivery approaches and assessment

Year 2 was descriptive in nature, specifically designed to fill evidence gaps around PSKH delivery to priority students, and to increase the Ministry's understanding of PSKHs' assessment practices. Year 2 focused on the eight Round 1 and Round 2 kura (not the PSKH sector as a whole).<sup>9</sup>

The research comprised two separate parts: nine questions were answered and the findings for each question are summarised below.

### Part 1 — Broad approaches taken by schools/kura to meet the needs of priority students

#### Question 1: Who are priority students and what are their needs?

Schools/kura were reaching priority students, both in terms of students who meet the policy's categorical definition and those who were individually at greater risk of not achieving.

In our view, all of the schools/kura had good understandings of the needs of the categories of students they sought to serve and intimate understandings of the needs of the individual students on their rolls. Schools/kura reported that while students do bring a range of positive attributes to their education experience, large proportions had high and sometimes complex needs related to:

- 1 Low academic baselines and lack of core skills for learning
- 2 Histories of disengagement from education
- 3 Complex socio-economic and health needs that create barriers to education
- 4 Lack of education role models to support and encourage education success.

#### Question 2: What approaches were schools/kura taking to meet the needs of priority students?

Schools/kura took a range of approaches to meet student needs, specifically approaches related to four identified needs:

- NEED 1: Low academic baselines and lack of core skills for learning
  - Ensuring teaching and learning was of top quality
  - Ensuring early identification of students falling behind
  - Providing targeted support
- NEED 2: Histories of disengagement from education

<sup>9</sup> The full Year 2 report (including details on methodology and evaluative judgements) can be found at <http://www.educationcounts.govt.nz/publications/schooling/evaluation-of-partnership-schools-kura-hourua-policy>



- Clear attendance and behaviour expectations with consequences for breaches
- Systematic and rapid follow-up when students were late/absent
- Creating an environment that students want to be in
- Designing the school timetable to maximise student engagement
- **NEED 3: Complex socio-economic and health needs that create barriers to education**
  - Reducing (or eliminating) the costs of education
  - Providing or brokering access to social and health services
- **NEED 4: Lack of education role models to support and encourage education success**
  - Instilling high aspirations for every student and broadening student horizons
  - Involving parents/family/whānau in their student's education journey.

For the most part, their approaches reflected good practice and sometimes innovative practice. We did not find any evidence of poor practice, but we did find some signs of practices that indicate schools/kura were still refining their approaches and tailoring their approaches to meet the needs of their students and communities, as one would expect of newly established schools.

The extent to which schools had an embedded and established 'approach' overall was reflective of the length of time they had been operating, and/or the depth of experience their Sponsor organisation has in delivering services within the education sector. Those with greater experience were further along this pathway; those who were newer were still consolidating their practice and tailoring it to meet the specific needs of their local communities.

### **Question 3: What was the rationale for approaches taken?**

Sponsors had applied to deliver a PSKH because they believed they had something valuable to offer and had a deep belief in the value of their approach. Their underlying worldview, developed from experiences prior to operating a PSKH, influenced their initial school/kura design and determined how they responded to emerging requirements.

With Sponsor worldview as the bedrock, schools/kura also drew on leaders' experience, research evidence and emerging best practice, and ongoing evaluative and reflective practice to develop and refine their approaches.

Last, but by no means least, schools/kura were very mindful of their contracted targets and the wide public interest in whether they succeed or fail.

### **Question 4: What outcomes did schools/kura attribute to the approaches taken?**

Schools/kura report positive outcomes for students across a range of areas, many of which were not captured through reporting of contracted targets.



With regard to contracted targets, we saw mixed results:<sup>10</sup>

- Student achievement: 5 out of 8 schools/kura almost met or exceeded their targets
- Student attendance: 7 out of 8 schools/kura met or exceeded their targets
- Student engagement: 6 out of 8 schools/kura met most or all of their targets.

Other positive outcomes reported by schools/kura that were not captured in contracted performance targets expand on the areas above (eg achievement in subjects other than reading, writing and mathematics for primary age students) and go beyond (eg improved self-esteem and self-worth, development of high aspirations, adopting school/kura values and greater security of identity, culture and language).

For the most part, schools/kura attribute their outcomes to the package of approaches that they used, rather than to any single approach that can be taken in isolation.

### **Question 5: What has enabled or inhibited schools/kura from taking their desired approaches?**

Schools/kura did not report being prevented from implementing any of the approaches they would like to take; rather some approaches may not yet have been implemented as schools/kura prioritised what they did due to limited resources and the demands of rapid establishment.

The flexibilities enabled by the policy, and the special status of being a new type of school, were key enablers, but not without challenge. Most schools/kura perceived reporting requirements to be burdensome, and some reported unresolved contract issues and/or a complex relationship with their key partner, the Ministry. These issues had at times diverted attention and resources away from delivery.

## **Part 2 — Assessment practice and information use**

### **Question 6: What is the value of good assessment practice and what did best practice look like?**

Good assessment practice and information use are key components of quality teaching, and can play a foundational role in raising achievement and improving student outcomes.

The New Zealand Curriculum identifies six features of effective assessment practice: benefits students; involves students; supports teaching and learning goals; is planned and communicated; is suited to the purpose; and is valid and fair.

These features are reinforced and expanded in the targeted literature that we reviewed (and at times, are cast in a slightly different way). In particular, the literature emphasises four themes that characterise effective assessment: places students at the centre; is delivered by assessment capable

<sup>10</sup> These assessments are from the Ministry's May 2016 advice about school/kura performance for 2015, and any corrections that had been agreed subsequently by the Ministry and individual schools/kura. The ratings in the May 2016 advice were based on the best information available to the Ministry at that time (and are indicative of the reports that the Ministry had received from schools/kura by then). They reflect the most up-to-date information provided to the evaluation team at the time of writing this report, but are not the Ministry's final assessments of schools/kura performance for 2015



systems, school leaders, teachers, and whānau; involves effective use of information to support inquiry; and collects data/information in a planned way and that data is used.

The six NZC features of effective assessment practice and the four themes identified in wider literature together form ten touchstones, in relation to which we describe and assess the quality of practice in partnership schools/kura.

### **Question 7: What does assessment practice look like in the schools/kura?**

All of the schools/kura reported that assessments that were administered by them were the primary source of information they collected to develop a comprehensive baseline understanding of students' position in relation to National Standards, Ngā Whanaketanga Rumaki Māori, or National Certificate of Educational Achievement (NCEA) expectations. They reported using a range of standardised and non-standardised existing assessments, and also developed their own formal assessment tools or tailored existing tools to meet their student needs.

Across all of the schools/kura, staff at all levels had some level of responsibility for tracking and monitoring student progression.

All of the schools/kura reported using baseline assessment data to develop individualised learning plans for their students and class-based learning plans tailored to students' collective needs/capabilities (ie by adapting curriculum, pedagogy and learning resources). They also reported drawing on assessment data to inform school-wide and management/board-level decisions (eg to target investment and resources).

Schools/kura reported using a range of age-appropriate approaches to involve students in assessment, with daily feedback and regular written reports being common. Efforts to engage parents/family/whānau in assessment were not limited to reporting student progress: most schools/kura also made efforts to improve parent/family/whānau understanding of how progress was measured and what expected performance looked like, and to enlist parent/family/whānau support to support students to achieve.

### **Question 8: What was the quality of schools'/kura assessment practice and information use?**

We assessed the quality of assessment practice in partnership schools/kura in relation to ten touchstones drawn from the features of effective assessment practice identified in the New Zealand Curriculum (NZC) and themes identified in wider literature. Our assessment of the quality of school/kura practice in relation to these touchstones was based on document review, in-depth interviews with academic leaders (during which they were asked to evidence their assessment practice by describing tangible examples), notes from previous evaluation visits (which included interviews and observations) and aggregated feedback received through the online teacher survey (which asked respondents to rate their own ability, practice and confidence in a range of assessment areas; and to report on practices across the school/kura overall).



Based on the evidence we reviewed, in our view:

- Overall, we found that assessment practice across the schools/kura was 'good'. All of the schools/kura had very good understandings of assessment practice at leadership level and appropriate systems and tools in place to support it, although the extent to which these were fully embedded varies.
- We found examples of schools/kura that were demonstrating 'good' or 'very good' assessment practice overall. These schools/kura were 'assessing for learning' and had assessment practices that were woven throughout the fabric of school/kura management, classroom management and individual student management. This was not to say that these schools/kura had no room for improvement. Rather, they were aware of the relative strengths and weaknesses of their practices, were continuing to assess and review their practices and, where relevant, had measures in place to support improvement.
- We found examples of schools/kura that were demonstrating 'adequate' assessment practice overall. These schools/kura faced challenges that were particular to their circumstances, or they were somewhat earlier in their journey to embed consistently good assessment practice. These schools/kura were aware of these challenges and were introducing measures to support improvement.
- We did not find any examples of schools/kura demonstrating assessment practice that was 'poor' or 'inadequate' overall.
- We were confident that all of the schools/kura were either already delivering, or were on a path towards delivering, assessment practice that was 'good' or 'very good' overall.

### **Question 9: What was the relationship between assessment practice and student achievement outcomes?**

Leaders in all of the schools/kura had a good understanding of the relationship between assessment practice and student achievement outcomes. They saw good assessment practice as a core component of quality teaching and learning, both for groups of students and for individuals.

The quality of assessment practice did not correlate directly with student outcomes within the small sample of partnership schools/kura. It would therefore be overly simplistic to say that assessment practice was *the cause* of good or bad outcomes for individual students or for groups of students in these schools/kura. Rather, assessment practice *contributed* to good outcomes in these schools/kura; in particular by supporting effective implementation of targeted support, and continued improvement of assessment practice that was implemented alongside other initiatives was likely to contribute to further improvements in student outcomes over time.



## Year 3 summary: Students' and whānau experiences

Year 3 aimed to build insights into the outputs and short-and medium-term outcomes of the intervention logic. It added depth to evaluation work completed to date, through the analysis of administrative data and the perspectives of students and whānau, gathered through surveys. The two data sources gave us greater understanding of who attends PSKH and where they've come from, and their experiences while at PSKH.

Year 3, like Year 2, focused on the eight Round 1 and Round PSKH only (not the PSKH sector as a whole).

Detailed findings for Year 3 are in Parts 3 and 4 of this report.

Caveats for Year 3 are more fully outlined in the introduction to this report and in Appendix 2 (methodology)

### Caveats

Despite being the final year of the evaluation the Year 3 research did not allow us to make evaluative judgements about the quality of outcomes for students due to no comparison group being available (it was also agreed that it was not appropriate to include achievement data due to the minimal time PSKH students had been at NCEA level in PSKH).

Low survey response rates and response bias also meant we were not able to examine student and whānau perspectives from all angles or across all schools/kura (noting the excellent survey response rates for the Middle Schools' students).

### Overview of Year 3 findings

The Year 3 research provided good insight into the characteristics of students who attend PSKH, corroborating the views of the PSKH themselves that they serve priority students, including priority students with complex needs. Administrative data confirmed high proportions of Māori and Pasifika students, and that many of them come from low-decile schools. The data also indicated that a notable proportion (30%) were likely to have been transient prior to attending a PSKH, and at least a fifth of them had experienced some disengagement (through stand downs and suspensions).

Year 3 also provided good indications that once joining a PSKH, students and whānau have positive experiences. Very few appear to be actively opting-out of PSKH, indicating that the PSKH are successfully meeting their needs. Importantly, the data shows that engagement had significantly improved for students attending PSKH (compared with their engagement in other schools). Students from the PSKH cohort were stood down less often (and for shorter periods) at PSKH than they were at other schools. Although students from the PSKH cohort were suspended at about the same rates at PSKH and other schools, they were suspended for significantly shorter periods at PSKH.

The whānau survey results broadly showed that respondents are choosing PSKH to improve the educational outcomes of their children. They are also attracted to PSKHs' wider offering and values, including their cultural values. Responding whānau provided positive feedback on PSKH meeting their expectations for a positive alternative, and are satisfied with what the PSKH are actually delivering.





Interestingly, these whānau also reported positive outcomes in regard to their own engagement with the PSKH, feeling more involved in their children's learning and more confident dealing with the PSKH than with their previous school. These whānau also reported (and attributed) improvements in well-being and relationships with the children, following joining the PSKH.

## Who attends PSKH?

A diverse range of students attend PSKH. Just under 2000 students attend (or have attended) one of the Round 1 or Round 2 PSKH.<sup>11</sup> Looking across the data, males make up the larger proportion of students (57%), Māori (45%) and Pasifika (29%) are the most common ethnicities, and the biggest group is in the middle school years (34%).

<sup>11</sup> The administrative data analysis centres on a cohort of 1,979 individual students who have ever been enrolled in a Round 1 or Round 2 PSKH: the cohort includes students currently attending a PSKH as well as those no longer attending.



**Table 1: Number of students in the PSKH cohort (2014-2017), by school level, and percentages within each school level by ethnicity group and gender**

Current school level and ethnicity group	Female students	Male students	Total
<b>Years 1-6</b>	<b>192</b>	<b>211</b>	<b>403</b>
Māori	29%	26%	55%
Māori and Pasifika	4%	5%	9%
Other	2%	4%	5%
Pasifika	13%	17%	30%
<b>Years 7-10</b>	<b>312</b>	<b>355</b>	<b>667</b>
Māori	23%	24%	47%
Māori and Pasifika	2%	5%	7%
Other	7%	9%	16%
Pasifika	14%	15%	29%
Unknown	1%	0%	1%
<b>Years 11-13+</b>	<b>178</b>	<b>274</b>	<b>452</b>
Māori	15%	22%	37%
Māori and Pasifika	2%	3%	5%
Other	9%	15%	24%
Pasifika	12%	20%	33%
Unknown	1%	1%	2%
<b>Left School</b>	<b>173</b>	<b>284</b>	<b>457</b>
Māori	17%	24%	41%
Māori and Pasifika	2%	2%	4%
Other	7%	21%	28%
Pasifika	11%	14%	25%
Unknown	2%	1%	3%
<b>Total</b>	<b>855</b>	<b>1124</b>	<b>1979</b>

Source: Ministry of Education, LearnerBDS system.

The demographics of the PSKH cohort are in line with expectations of the policy, in particular, that the schools serve priority students, including Māori and Pasifika. The larger proportion of male students is likely in part driven by the historical dominance of male students at one of the PSKH secondary schools (ie the biggest difference is seen amongst Year 11–13 students and those who have left school).



## What are PSKH students' experiences of schooling?

This section is informed by administrative data only, therefore it is not possible to identify the drivers for any of the identified issues.

Surveys of whānau of early exiters and graduates were intended to fill these information gaps and provide insights: low response rates to both of these surveys (4%) means they did not provide useful or reliable feedback.<sup>12</sup>

### Where do PSKH students come from?

The administrative data provides interesting insights into the backgrounds of PSKH students, confirming that many fit within a broad definition of priority: from low socio-economic backgrounds and/or having been previously transient. This aligns with the perception of school/kura leaders (as reported in Year 2) that high proportions of their students have previously been disengaged from education, and many have complex needs that create barriers to education.

#### Many students attended a low decile school before PSKH

The decile of students before they attended a PSKH is an *indicator* of socio-economic background, with the decile of a school reflecting the socio-economic status of the wider community within the school's catchment. The administrative data showed that 41% (579 students) attended a decile 1 or 2 school prior to attending a PSKH, with a further 9% (134 students) attending a decile 3 school. This indicates that a high proportion of PSKH students are from low socio-economic communities.

#### Evidence that some students were transient before PSKH

Many PSKH students have attended multiple schools, with some attending a high enough number of schools to indicate transience.<sup>13</sup> As would be expected, the proportion of students attending multiple schools was greater at higher school levels (Year 7+).

- Year 1-6 students: 16% (64 students) had attended four or more schools
- Year 7-10 students: 36% (238 students) had attended five or more schools
- Year 11-13 students: 33% (150 students) had attended six or more schools
- those who had left school: 31% (143 students) had attended six or more schools (including 4% who had attended 10 or more).

#### The majority of PSKH students left another school to join a PSKH

Administrative data on student pathways (examining the schools they attended before and after attending a PSKH), shows the majority of students attended another school before attending a PSKH, and then stayed at a PSKH from that point (65%, 1,282 students).<sup>14</sup>

<sup>12</sup> A small number of comments were received from whānau on what they liked about PSKH, these are very briefly reported in the section 'Where do PSKH students go?' under the heading 'Who is opting-out of PSKH and why?' No other utilisable feedback was received.

<sup>13</sup> The following benchmarks were used to identify possible transience: for Years 1-6, attending more than three schools; for Years 7-10, attending more than four schools; for Years 11-13, attending more than five schools.

<sup>14</sup> This is not surprising given the year level offerings of PSKH (only three out of eight offer primary education) and their relatively recent implementation (2014/2015).



A total of 17% went from a PSKH to another type of school. When considering this, it is important to note this group includes students graduating from primary and middle schools who did not have the option of attending another PSKH. Indicative information on students who are actively opting-out (as opposed to graduating and not having the option of attending another PSKH) is discussed below.

### **Where do PSKH students go?**

The administrative data provided very limited insight into where students go following enrolment in a PSKH, or the drivers to leave a PSKH. This is in part due to the fact that most PSKH students are still attending a PSKH (74% of the cohort), and the nature of the administrative data.<sup>15</sup> The key insight of value is that very few students appear to actively opt-out of a PSKH once they enrol, indicating that their needs are being met and the school is a good choice for them.

### **How long are they enrolled in PSKH?**

It is too early to determine a useful picture of tenure or enrolment length at PSKH as the majority of the PSKH cohort have yet to complete their schooling, most of them are new to the PSKH system, and PSKH were only founded in either 2014 or 2015.

### **Who is opting-out of PSKH and why?**

The administrative data gives only limited insight into who opts-out of PSKH. As noted above, only a relatively small proportion of students leave a PSKH to attend another type of school (17%) and this group will include graduating students who did not have the option of attending another PSKH.

To try and understand who is opting-out, we examined the 17% to identify any who left a PSKH during the academic year to move to another school in the *same* geographic area, indicating they were actively opting out. Only 39 students out of the 328 who had moved to another school (from the total cohort of 1,979 students) fit this criteria — we therefore think that the number of students actively opting out is small (approximately 2% of the cohort). It is important to note that this figure is only indicative of students who might be opting-out: the actual proportion could be up to 17%.

We have no insight into why students might chose to opt out of PSKH. A very small number of comments were received from the whānau of early exiters, in response to a question about the best things about the PSKH (improved discipline, behaviour and self-esteem of their child). No comments were received about why they had left.

### **Where do they go after they leave?**

It was not possible to determine with any accuracy where students go after leaving a PSKH. The only insight we have into students' futures are the responses made by Middle School students to questions about their future aspirations (this is discussed in Table 3, below).

<sup>15</sup> The administrative data is drawn from an operational database that records key information to support school and Ministry operations; it is not specifically designed to capture pathways.



## Why do parents choose PSKH?

This section is informed by survey feedback from parents of current PSKH students. Note that the response rate was low (33%) and responses were not evenly spread across schools/kura (50% of responses came from Middle School whānau). In addition, feedback on school choice from the Middle Schools students is presented as a case study example.

### Why do parents choose PSKH, and are parents' expectations being met?

The most common reasons selected by whānau for sending their children to PSKH shows quality of education to be a key driver.

- I thought my child would learn better at this school
- Class sizes were smaller than at other schools.

The next most commonly chosen reasons related to the schools' approaches and values, indicating that whānau see these schools as offering something different to other (non-PSKH) schools.

- I liked the way the school day was structured
- This school's values are similar to my own
- I thought that my child would feel safe at this school
- Our culture is important to our family and this school recognises this.

Survey feedback also showed that all of these expectations are being met or exceeded by the PSKH. In addition, whānau reported high satisfaction with the PSKH their children are attending across a range of areas related to achievement and engagement. This included very high satisfaction with how their children are learning, how the school is recognising their culture, how happy and safe their children are, and how often they attend.

**Table 2: Case study: Middle Schools' students' feedback on choosing a PSKH, and meeting of expectations**

<p>The feedback from the Middle Schools' students aligns with the feedback from the whānau of students who attend a range of PSKH (not just the Middle Schools)</p> <ul style="list-style-type: none"><li>• the students' most common reasons for attending were the same as whānau for choosing PSKH: to learn better and because of smaller class sizes</li><li>• both of these expectations are being met by the Middle Schools (75% agreeing their expectation around learning better is being met, and 83% agreeing that class sizes are smaller.</li></ul> <p>The Middle Schools' students were generally happy with the PSKH, though satisfaction levels were lower than that of whānau across this set of questions.</p>
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## What short- and medium-term engagement outcomes are being achieved?

Limitations in the availability and quality of data means this report presents only limited feedback on student outcomes:

- administrative data on suspensions and stand downs
- whānau feedback — note this focuses on the outcomes for whānau (rather than students) — how involved they've been in their child's learning, engagement with the PSKH, and the biggest change that they've seen.
- Middle School students' feedback (presented as a case study) — their perceptions of learning outcomes and the biggest change they've experienced, that they can attribute to the PSKH. Middle School students' feedback on their future aspirations is also included.

### **Students who have been stood down or suspended, have mostly only had this happen once**

The administrative data provides further insight into the quality of engagement experienced by PSKH students, with a fifth of them having been stood down or suspended at some time in their schooling career (including PSKH). This aligns with the perception of school/kura leaders (as reported in Year 2) that many of their students have previously been disengaged from education. The data indicates that these students' engagement is being improved through attending a PSKH: students are being suspended significantly less frequently, and for significantly shorter periods in PSKH, compared with other schools. Note that the administration data does not provide insight into school/kura practices relating to stand downs and suspensions, ie some schools/kura may choose not to use these practices.

### **Whānau feel more involved in their child's learning and confident communicating with the PSKH**

Whānau feedback demonstrates positive engagement and well-being related outcomes are being achieved for both whānau and students through attendance at PSKH (see Figure 1).

Whānau had the highest levels of agreement for the following engagement outcomes:

- I feel more involved in my child's learning at this school compared with my child's previous school
- I am more confident in communicating with this school than I was with my child's previous school

The next highest agreements were for outcomes related to relationships and well-being — specifically improved relationships with both their child (I have a better understanding of their feelings and needs, and I feel my relationship has improved with my child) and with the school. When asked about attribution, that is, whether the school had helped improve this area for them, whānau gave a very high level of agreement.

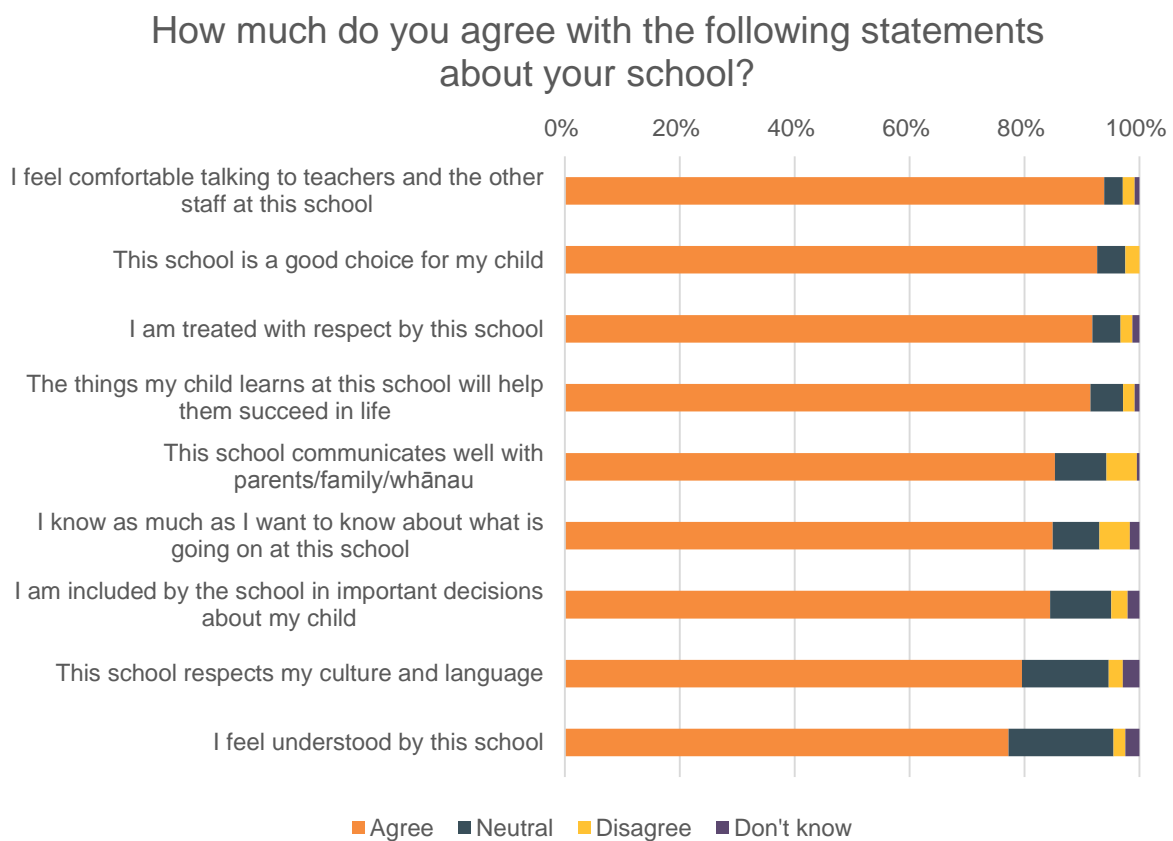


When asked what the biggest change was since their child started at the PSKH, the two most frequently chosen things were:

- I feel more involved in my child's learning at this school
- I have a better understanding of my child's feelings and needs since they started at this school.

Whānau also gave very high levels of agreement (77%–94%) with a range of statements, showing very high satisfaction with the PSKH their child is attending.

**Figure 1: Parents / families / whānau satisfaction with the PSKH that their child attends (n = 249)**



Source: MartinJenkins survey of the parents / families / whānau of current PSKH students.





**Table 3: Case study: Middle Schools' students' feedback on outcomes**

The feedback from Middle School students on outcomes was extremely positive. They reported improved engagement and learning, in comparison with their previous school. The highest levels of agreement were for:

- I am learning better at this school than I did at my previous school
- I am more hopeful for my future now compared to when I was at my previous school
- I enjoy my school work at this school more than I did at my previous school.

Students generally agreed that it was the school itself that was helping them improve.

The two biggest changes identified by students since starting at the PSKH were that they were learning better and that their attendance was better.

Questions about their future showed a lift in students' academic and career aspirations since joining the PSKH. More are now aiming to achieve NCEA Level 3, and more are aiming to continue to tertiary education.

The students reported very high satisfaction with the PSKH. The highest levels of agreement were for:

- This school is a good choice for me
- The things I learn at this school will help me succeed in life
- Feedback that I receive on my school work helps me to improve my learning.



# PART 2: YEAR 3 — INTRODUCTION

## Year 3 evaluation questions

Year 3 was designed to build insight into the outputs and short- and medium-term outcomes of the intervention logic from the perspectives of students and whānau and through the analysis of administrative data. Previous feedback had primarily been drawn from a school/kura leadership perspective. A more quantitative focus was taken than previous years, to examine some of the issues and outcomes identified qualitatively (such as previous disengagement from education, transience and improved attendance).

The evaluation questions for Year 3 were:

- 1 Who attends PSKH?
- 2 What are PSKH students' experiences of schooling?
- 3 Why do students/whānau choose PSKH?
- 4 What short-term and medium-term engagement outcomes are students achieving?

## Year 3 methodology

As outlined in the introduction, there are some notable gaps and limitations in the data that informed Year 3. Low response rates to surveys meant we were not able to examine student and whānau perspectives from all angles or across all schools/kura (noting the excellent survey response rates achieved for the Middle Schools' students).

Appendix 2 provides full details of the Year 3 methodology

In addition, outcomes are only discussed from the perspective of parents. This is because of a lack of a comparison cohort and limitations in the administrative data.

## Analysis of administrative data

The analysis focused on the demographics and schooling experience of students who have ever been enrolled at Round 1 and Round 2 PSKH (referred to as the cohort).

The data to inform this analysis was a snapshot of anonymised student records extracted from the Ministry of Education's LearnerBDS data warehouse in June 2017.<sup>16</sup> These data were analysed using the statistical analysis software package 'R'.

<sup>16</sup> The raw data (anonymised student records) was destroyed at the completion of this project.



The purpose of this analysis was to:

- describe the population demographics of PSKH students (age / year level, gender, iwi affiliations, ethnicity)
- describe the students' experience of schooling (including transience and disengagement).<sup>17</sup>

## Surveys

The surveys were designed to work together to capture evidence to inform the evaluation questions for Year 3 of the evaluation. The target population of the surveys were current year 7–13 students, their parents / families / whānau<sup>18</sup> and previous students. Response rates varied (as outlined above), impacting on the data that could be used to inform the report.

The schools that were surveyed were:

- Vanguard Military School (years 11-13)
- Pacific Advance Senior School (years 11-13)
- Te Kura Hourua o Whangārei Terenga Parāoa (years 7-13)
- Middle School West Auckland (years 7-10)
- South Auckland Middle School (years 7-10).

The schools surveyed included a bilingual Māori school (Te Kura Hourua o Whangārei Terenga Parāoa) and a school that caters for Pasifika students (Pacific Advance Senior School). To better cater to the needs of respondents the surveys were translated into te reo Māori, Samoan and Tongan, with the non-English language options offered to students and parents / families / whānau where appropriate.

<sup>17</sup> Some data were also provided on support for students; however, there were too few records included in these tables to be useful in this analysis.

<sup>18</sup> It was agreed with the Ministry of Education that the primary level PSKH would be excluded from the surveys because the students were too young.



**Table 4: Overview of Year 3 evaluation questions, data sources and information gaps**

Evaluation Question	Data source informing the question	Information gaps
<p>1 Who attends PSKH?</p> <ul style="list-style-type: none"> <li>What are the characteristics of PSKH students?</li> <li>To what extent is the policy reaching its intended population?</li> </ul>	<p>Administrative data analysis</p> <ul style="list-style-type: none"> <li>Demographics — gender, school level, age, ethnicity (including iwi and Pasifika identity)</li> </ul>	<p>Data on students' learning support needs and interventions was not fully comprehensive and was therefore omitted</p>
<p>2 What are PSKH students' experiences of schooling?</p> <ul style="list-style-type: none"> <li>Where do PSKH students come from?</li> <li>How long are they enrolled in PSKH?</li> <li>Where do they go after they leave?</li> <li>Who is opting-out of PSKH and why?</li> </ul>	<p>Administrative data analysis</p> <ul style="list-style-type: none"> <li>Number of schools attended</li> <li>Student pathways (schools attended before and after PSKH)</li> <li>Indication of number opting-out by year level</li> <li>Decile of school attended before PSKH</li> </ul> <p>Surveys:</p> <ul style="list-style-type: none"> <li>students — Middle Schools only <ul style="list-style-type: none"> <li>future plans</li> </ul> </li> </ul>	<p>Administrative data did not include comprehensive/complete data on where students went after attending a PSKH</p> <p>Limitations of the administrative data meant we could only identify indicative information on numbers opting-out (not who or why)</p>
<p>3 Why do students/whānau choose PSKH?</p> <ul style="list-style-type: none"> <li>To what extent is their PSKH experience living up to their expectations?</li> </ul>	<p>Surveys:</p> <ul style="list-style-type: none"> <li>current students' whānau</li> <li>students — Middle Schools only</li> </ul>	<p>Survey feedback not reported from (sample sizes too small):</p> <ul style="list-style-type: none"> <li>early exiters' whānau</li> <li>students from secondary schools</li> <li>student graduates</li> </ul> <p>Note: survey feedback not sought from primary school students or their whānau</p>
<p>4 What short-term and medium-term outcomes are students achieving?</p> <ul style="list-style-type: none"> <li>To what extent do these meet the expectations set out in the policy?</li> <li>To what extent are students achieving better short-term and medium-term outcomes during and after PSKH than they were in previous school settings?</li> </ul>	<p>Administrative data analysis</p> <ul style="list-style-type: none"> <li>Stand downs and suspension data</li> </ul> <p>Surveys:</p> <ul style="list-style-type: none"> <li>students — Middle Schools only <ul style="list-style-type: none"> <li>perception of learning outcomes, biggest change, future plans</li> </ul> </li> <li>current students' whānau <ul style="list-style-type: none"> <li>involvement in learning, communications, engagement, biggest change; satisfaction</li> </ul> </li> </ul>	<p>We have only limited information on student outcomes.</p> <p>Administrative data analysis: academic outcomes were out of scope; attendance data was not robust and so has not been reported</p> <p>It was not possible to use administrative data to assess whether PSKH student outcomes are better than in previous schools</p> <p>Survey feedback not reported from (sample sizes too small):</p> <ul style="list-style-type: none"> <li>early exiters' whānau</li> <li>students from secondary schools</li> <li>student graduates</li> </ul> <p>Note: survey feedback not sought from primary school students or their whānau</p>



# PART 3: YEAR 3 — ADMINISTRATIVE DATA ANALYSIS, DETAILED FINDINGS

## Who attends PSKH?

### What are the characteristics of PSKH students? To what extent is the policy reaching its intended population?

Figure 2 shows the number of students in the PSKH cohort (those students who have ever been enrolled at a Round 1 or Round 2 PSKH, see Table 12 for a list) by gender, by school level and by ethnicity group<sup>19</sup>. Table 1 shows the same information in tabular form. There were 1,979 individual students in this cohort.

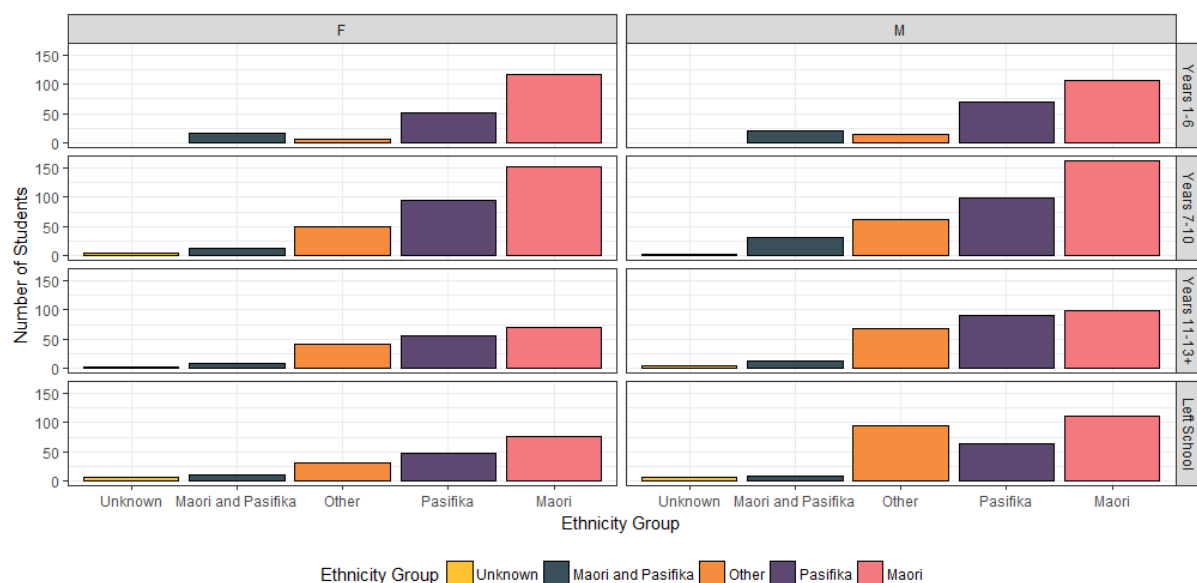
To derive the school level, each student's current year level was calculated based on their age in June 2017. These were then streamed into the groupings based on their current year level: Years 1-6; Years 7–10; and Years 11–13+. In addition to this, students with no current school enrolment were listed as 'Left School'<sup>20</sup>.

<sup>19</sup> The LearnerBDS system records up to three ethnicities. In this analysis students that listed Māori as an ethnicity were recorded as 'Māori', students that listed a Pasifika ethnicity were recorded as 'Pasifika', students that listed both Māori and a Pasifika ethnicity were recorded as 'Māori and Pasifika'. Any other ethnicities (in the absence of Māori or Pasifika) were recorded as 'Other'. There were 27 students with no ethnicity information recorded in LearnerBDS, these students were recorded as 'Unknown'.

<sup>20</sup> A small proportion of these students will not have left school, but for a range of reasons, were not enrolled at the time the data was extracted.



**Figure 2: Number of students by current school level and ethnicity group**



Source: Ministry of Education LearnerBDS system

**Table 5: Number of students in the PSKH cohort, by school level, and percentages within each school level by ethnicity group and gender**

Current school level and ethnicity group	Female Students	Male Students	Total
<b>Years 1-6</b>	<b>192</b>	<b>211</b>	<b>403</b>
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Māori and Pasifika	4%	5%	9%
Other	2%	4%	5%
Pasifika	13%	17%	30%
<b>Years 7-10</b>	<b>312</b>	<b>355</b>	<b>667</b>
Māori	23%	24%	47%
Māori and Pasifika	2%	5%	7%
Other	7%	9%	16%
Pasifika	14%	15%	29%
Unknown	1%	0%	1%



Current school level and ethnicity group	Female Students	Male Students	Total
<b>Years 11-13+</b>	<b>178</b>	<b>274</b>	<b>452</b>
Māori	15%	22%	37%
Māori and Pasifika	2%	3%	5%
Other	9%	15%	24%
Pasifika	12%	20%	33%
Unknown	1%	1%	2%
<b>Left School</b>	<b>173</b>	<b>284</b>	<b>457</b>
Māori	17%	24%	41%
Māori and Pasifika	2%	2%	4%
Other	7%	21%	28%
Pasifika	11%	14%	25%
Unknown	2%	1%	3%
<b>Total</b>	<b>855</b>	<b>1124</b>	<b>1979</b>

Source: Ministry of Education, LearnerBDS system.

Male students comprise 57% of the PSKH cohort (1,124 male students), this is a higher proportion of male students than that of New Zealand's school age population (51% male<sup>21</sup>).

The majority of students in the PSKH cohort are Māori or Pasifika. Almost half (45%) of the cohort listed Māori as their ethnicity, 29% listed a Pasifika ethnicity, and a further 6% listed both Māori and a Pasifika ethnicity on their enrolment details.

In preparing this paper we analysed findings related to ethnicity. There were no notable findings related to ethnicity, therefore the following charts do not show students' ethnicity.

<sup>21</sup> Source: Statistics New Zealand Estimated Resident Population by Age and Sex (mean for year ended December 2016). Table reference DPE058AA.

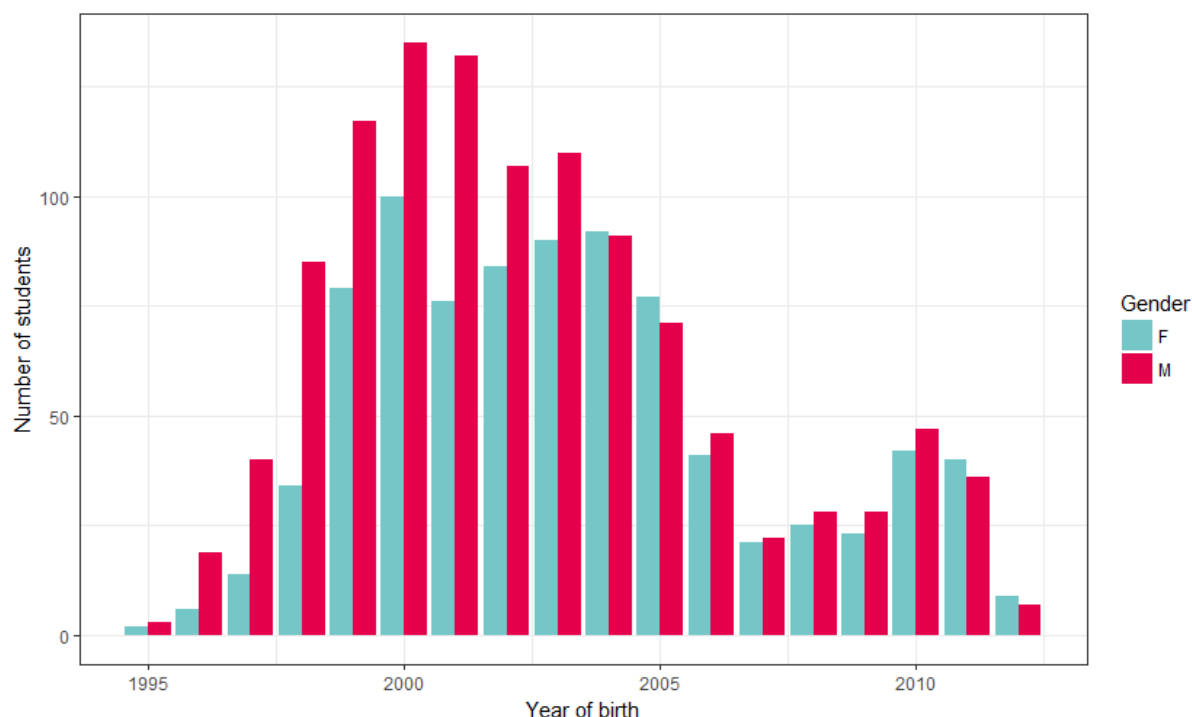




**The majority of students in the PSKH cohort are now 12-19 years old;  
Males in the cohort currently 14-21 years old greatly outnumber females**

Figure 3 shows a breakdown of the PSKH cohort by gender and by year of birth.

**Figure 3: PSKH cohort by gender and year of birth (June 2017 data)**



Source: Ministry of Education, LearnerBDS system

The majority (75%) of students from the PSKH cohort were born between 1998 and 2005, meaning the students are currently 12-19 years old. Male students outnumber females in this cohort, especially for the students born between 1996 and 2003 (currently 14-21 years old).

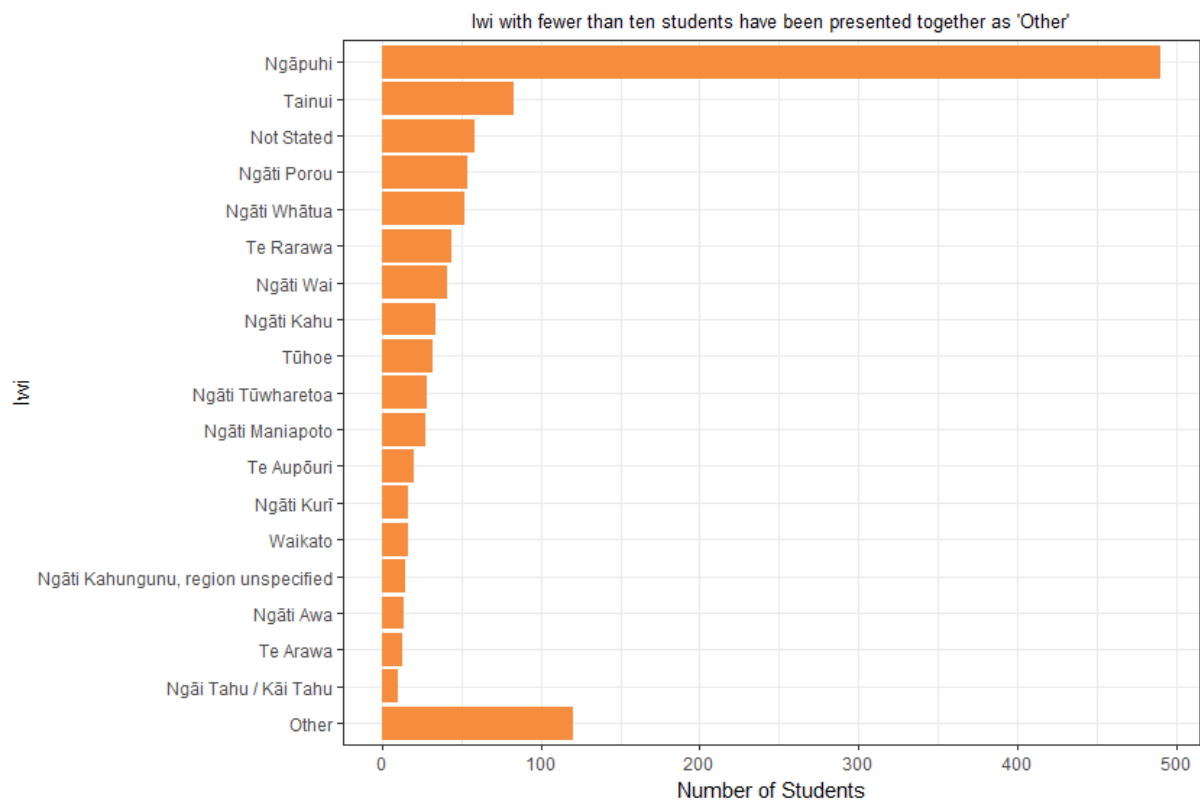
Almost a quarter (23%) of the students in the PSKH cohort had no current school enrolment. Of those with no current school enrolment, 85% were born in 2001 or earlier (ie were of school leaving age). However, 15% of those students with no current school enrolment were under 16 years old. This includes 52 students who were born between 2002 and 2005 (12-15 years old); and 12 students who were born between 2006 and 2010 (7-11 years old). There are a number of explanations of why some students under the age of 16 had no current school enrolment, including some of these students leaving New Zealand, and some moving between schools when the data were extracted from LearnerBDS.



## Of the students recorded as Māori, Ngā Puhi was the most commonly recorded iwi affiliation

Figure 4 shows the breakdown of iwi affiliations of the PSKH cohort.

**Figure 4: Iwi affiliation of Māori students within the PSKH cohort (June 2017 data)**



Source: Ministry of Education, LearnerBDS system

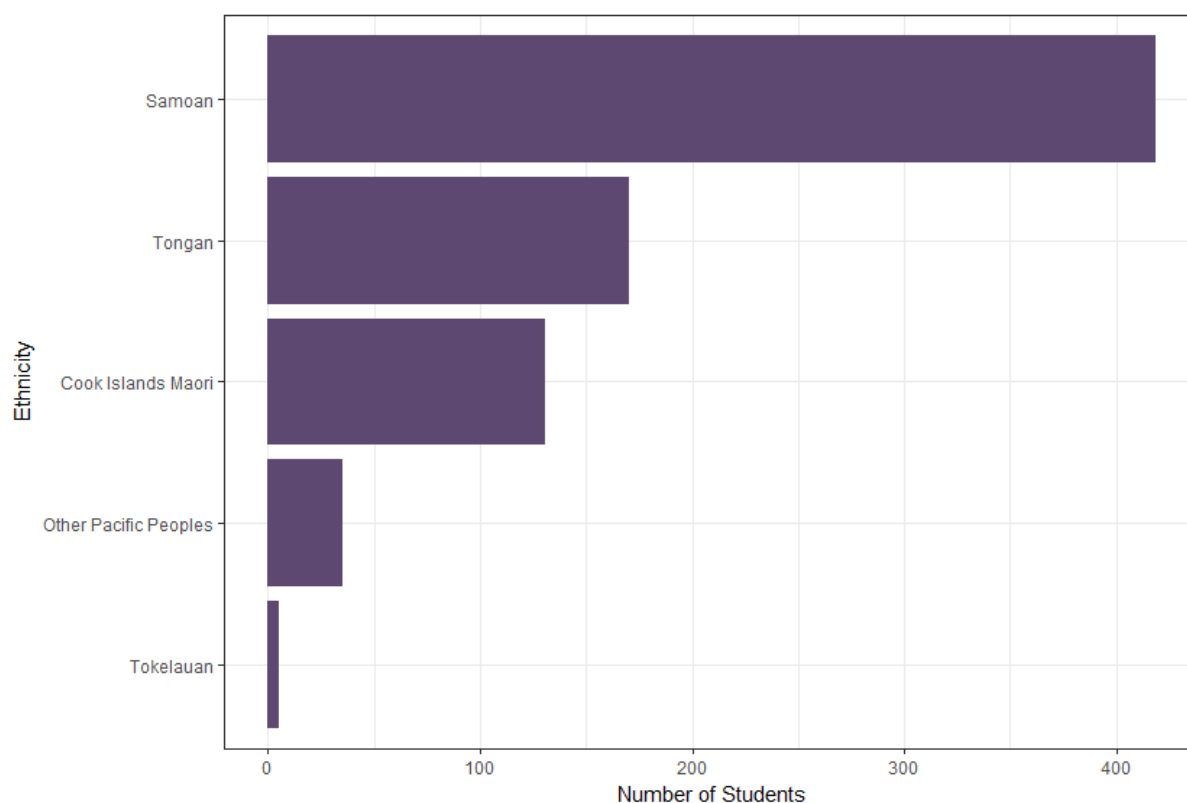
There were 1,172 iwi affiliations recorded for 841 individual students in the PSKH cohort (multiple affiliations are possible) 58% of the students were Ngā Puhi, the iwi from the Whangārei region where there are two PSKH (a primary school and a secondary school) which are bilingual (te reo Māori and English). The next most common iwi affiliation was to Tainui, from the Waikato region.



## The majority of Pasifika PSKH students are Samoan

Figure 5 shows the breakdown of students recorded as Pasifika in LearnerBDS into the individual Pasifika ethnicities.

**Figure 5: Breakdown of Pasifika PSKH students into specific ethnicities**



Source: Ministry of Education, LearnerBDS system

There were 742 Pasifika ethnicities for 681 individual students in the PSKH cohort (multiple affiliations are possible). Of the 742 Pasifika ethnicity records in LearnerBDS, 55% were Samoan, and 22% were Tongan. Cook Islands Māori were the next largest group, with 17% of the ethnicity records.

There was a slightly higher proportion of students of Samoan descent in the PSKH cohort than in the overall population of school-aged (5-19 years old) Pasifika people — the overall population of school-age Pasifika people in Auckland is 50% Samoan, 26% Tongan and 20% Cook Islands Māori.<sup>22</sup> Readers should note that there is a PSKH in South Auckland with only Pasifika students.

<sup>22</sup> Source: Statistics New Zealand, 2013 Census. Note that in the Census people identifying with multiple ethnicities are counted in each ethnicity category.



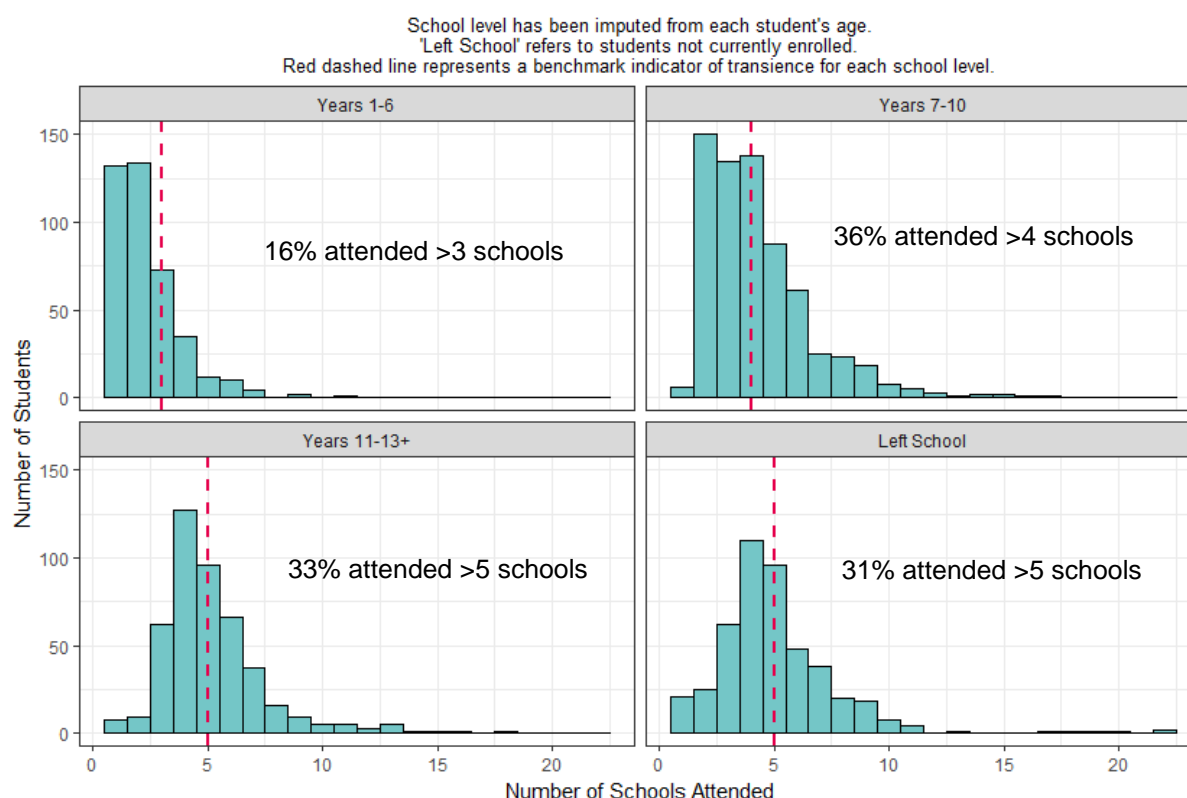
## Many PSKH students have attended a high number of schools

Many PSKH students have attended multiple schools. To analyse this in more depth, we have defined benchmark indicators of transience based on how many schools students in the following year groupings could be expected to have attended. These benchmarks are based on the minimum number of schools that students in a given year level grouping could be expected to attend, plus two schools.

- Years 1-6: three schools
- Years 7-10: four schools
- Years 11-13: five schools.

Adding two schools to the minimum number of schools that students in a given year level typically attend recognises that there are valid reasons why students may need to change schools that do not indicate transience — for example, their family moving to another town. We stress that these benchmarks do not necessarily indicate transience likely to be problematic for learning at school. Figure 6 shows the distribution of the number of schools attended by PSKH students. The benchmarks listed above are shown on the charts as dashed red lines.

**Figure 6: Distribution of the number of schools attended by PSKH students, by school year level (June 2017 data)**



Source: Ministry of Education, LearnerBDS system



The above chart shows that the majority (84%) of PSKH students in Years 1-6 have attended three or fewer schools, but 16% of these students had attended four or more schools.

Of the students in Years 7-10, 64% had attended four or fewer schools, whereas 36% had attended five or more schools. Some of these students had attended a large number of schools, 3% had attended 10 or more schools, with some attending as many as 17 schools.

Of the students in Years 11-13, 67% had attended five or fewer schools. The remaining 33% of students currently in Years 11-13 attended six or more schools. As with the students in Years 7-10, some of these students have attended a large number of schools — 5% of these students have attended 10 or more schools.

The group of students from the PSKH cohort who had left school (ie had no current enrolment at any school) had a very similar distribution to the current Year 11-13 students. 69% of these students had attended five or fewer schools, and 31% of these students had attended six or more schools. Four percent of the students who had left school had attended 10 or more schools, including three students who attended over 20 schools each.

## What are PSKH students' experiences of schooling?

In this section we present data that relate to the experience of schooling of students from the PSKH cohort. Although we received a wide range of data related to students' experience at school, many of these data had too few records to be useful<sup>23</sup>.

This section presents data on:

- number of schools attended, and pathways in and out of PSKH
- deciles of schools attended before PSKH.

## Where do PSKH students come from?

### Most students attended a low decile school before attending a PSKH

School deciles are a measure of the socio-economic position of a school's student community relative to other schools in New Zealand<sup>24</sup>. For example, decile 1 are the 10% of schools that have the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10% of schools that have the lowest proportion of these students.

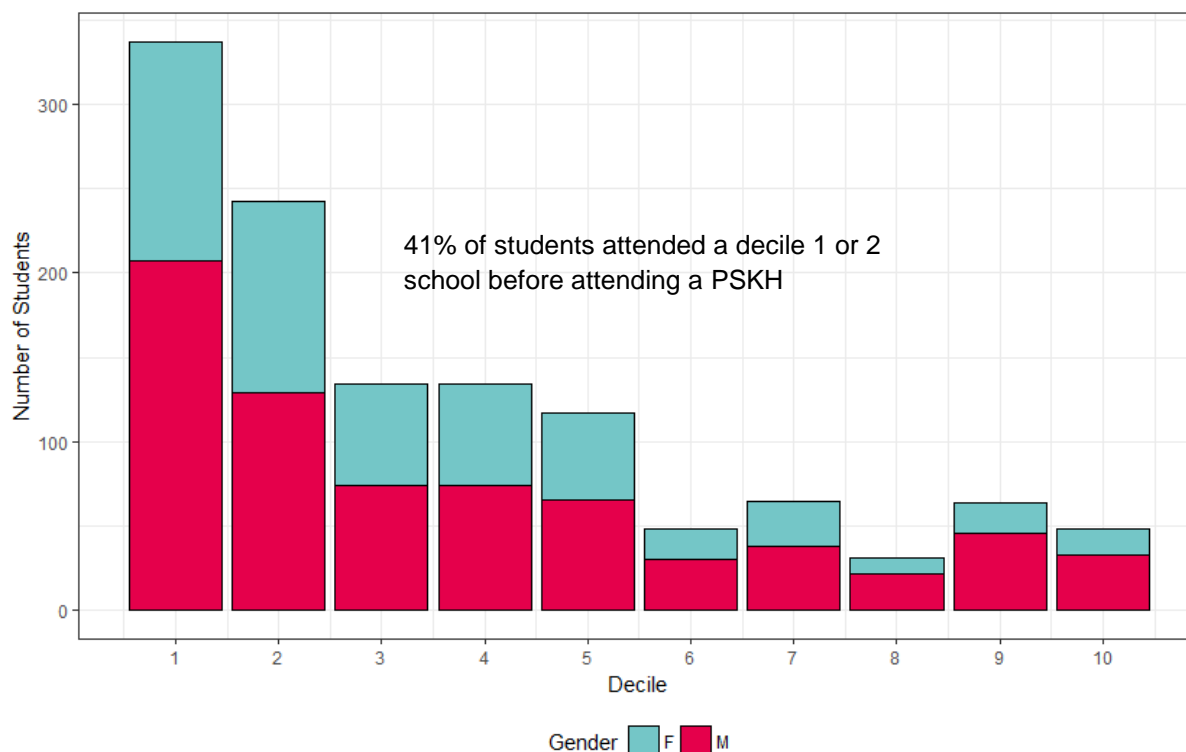
Figure 7 shows the distribution of the deciles of the schools attended immediately prior to students attending PSKH.

<sup>23</sup> Tables with few records (whilst most likely complete) only tell us that very few students are receiving those types of support.

<sup>24</sup> Ministry of Education website: <https://www.education.govt.nz/school/running-a-school/resourcing/operational-funding/school-decile-ratings/>



**Figure 7: Distribution of the deciles of the previous schools attended by the PSKH cohort**



Source: Ministry of Education, LearnerBDS system.

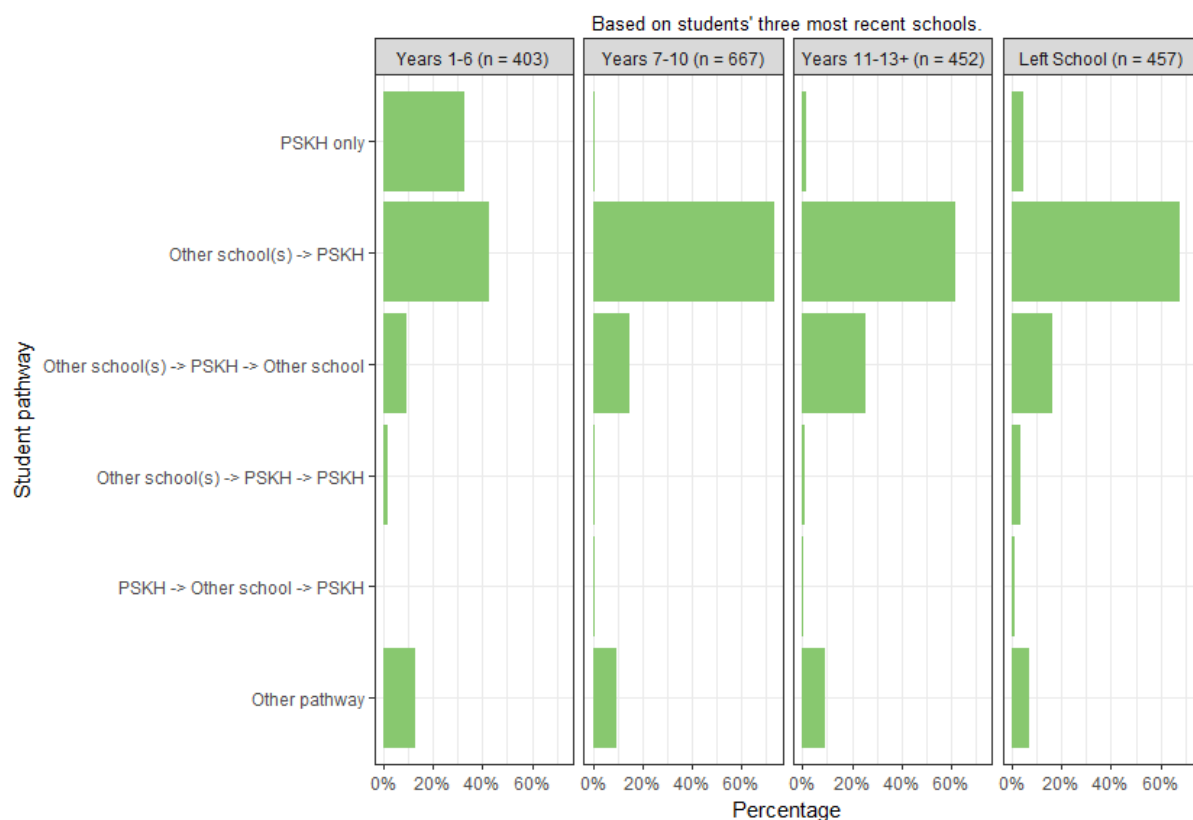
The above chart shows that 41% (579 students) of the students from the PSKH cohort had attended a decile 1 or 2 school prior to attending a PSKH. This indicates a relatively high proportion of students in the cohort have come from schools with a high proportion of students from lower socio-economic communities.

### **The majority of students from this cohort attended another school before attending a PSKH**

Figure 8 shows the percentage of students from the PSKH cohort in each year level grouping who have followed various pathways in and out of PSKH. Table 6 shows the counts of these students following the various pathways. Figure 8 and Table 6 focus on students' three most recent schools.



**Figure 8: Student pathways in and out of PSKH**



Source: Ministry of Education, LearnerBDS system

**Table 6: Student pathways in and out of PSKH**

Pathway	Years 1-6	Years 7-10	Years 11-13+	Left School	Total
PSKH only	132	6	8	21	167
Other school(s) → PSKH	173	487	278	310	1,248
Other school(s) → PSKH → Other school	39	98	116	75	328
Other school(s) → PSKH → PSKH	8	6	5	15	34
PSKH → Other school → PSKH	0	6	3	4	13
Other pathway	51	64	42	32	189
<b>TOTAL</b>	<b>403</b>	<b>667</b>	<b>452</b>	<b>457</b>	<b>1,979</b>

Source: Ministry of Education, LearnerBDS system



The above figure and table show that the most common pathway for all year groups was for students to attend a PSKH after attending one or more other schools. This was the case across all year level groupings.

Comparatively few students (only 17%) from this cohort left a PSKH to attend a non-Partnership School. This was the case across all year groupings, although this pathway was more common among the group of students currently in years 11-13.

Very few of these students have attended more than one PSKH — 34 students' two most recent schools were both PSKH, and 13 students attended a Partnership School, left for a non-Partnership School, then returned to another Partnership School.

Also, comparatively few (8% overall) of the students from the PSKH cohort have only attended a Partnership School. Most of the students in this situation are currently in years 1–6, so it is not a notable finding that a PSKH is the only school those students have attended. The students in the other year level groupings (years 7-10, years 11-13 and Left School) who have only attended a Partnership School are likely to be new to New Zealand.

The year level offerings of the Partnership Schools has an impact on these pathways. Of the eight PSKH in the scope of this evaluation, there are two 'Full Primary' schools (years 1–8), one 'Contributing Primary' school (years 1–6), two 'Middle' school (years 7–10), one 'Secondary School with Intermediate' (years 7–13) and two 'Senior Schools' (years 11–13). These schools were all opened in either 2014 or 2015 (see Table 12) so pathways where a PSKH was the most recent school were common.

## Where do PSKH students go?

### Who is opting out of PSKH early and why?

#### Few students appear to be 'opting out' of PSKH

Figure 8 shows that 17% of students attended a PSKH and then left for an 'other' school. Looking at this group of students in more detail allows us to estimate the proportion of these students that are opting out of the Partnership Schools system, and how many may be moving for other reasons. Figure 9 shows the number of students who left a PSKH in their most recent school move, and the age at which they made that move.

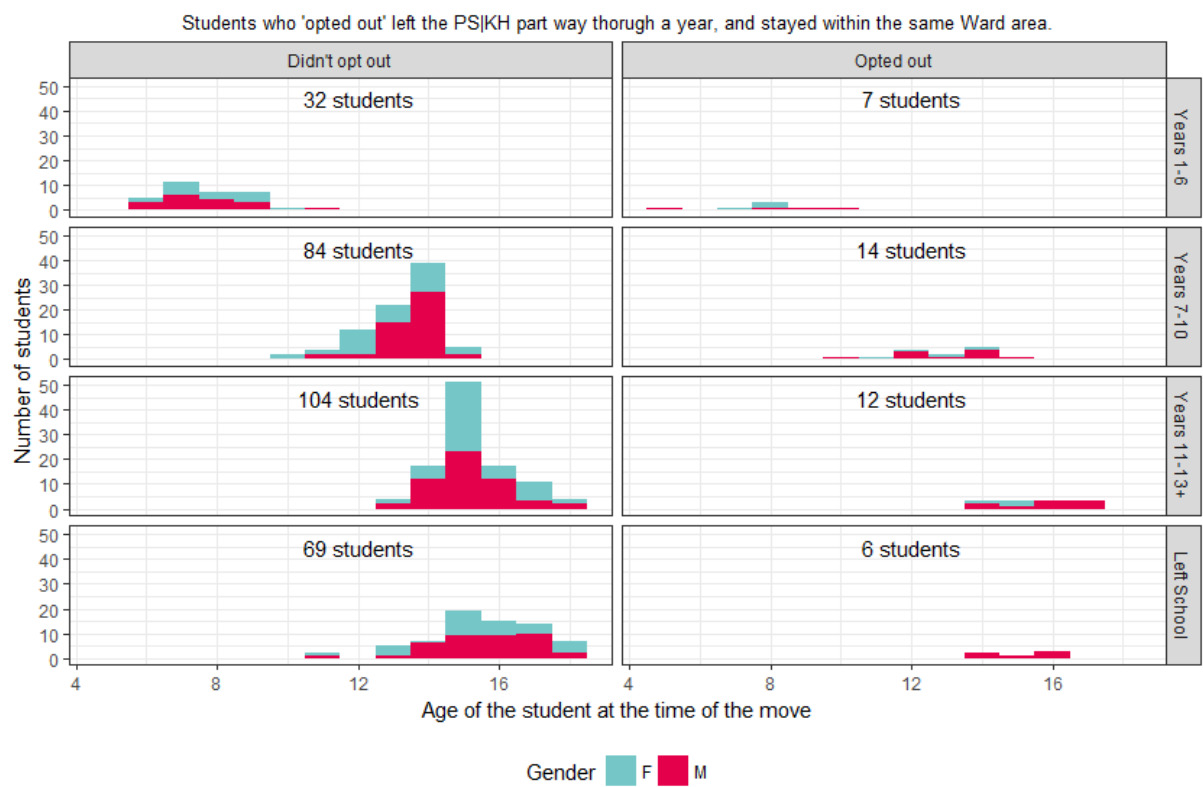
In this analysis, we looked at which students moved during the school year, and which students moved to another school in a different Ward area. We defined the students who 'opted out' as those who moved part way through a school year, and who went to a school in the same Ward.<sup>25</sup> Those students who moved schools to a different Ward area were most likely moving schools for other reasons, eg their family had moved house and they moved to a more conveniently located school.

<sup>25</sup> The EWG thought that the percentage of students opting out of PSKH was small, and encouraged us to investigate this subgroup of students more closely. This definition was discussed and agreed with the Ministry to be an acceptable way of estimating numbers who are actively opting out.





**Figure 9: Estimates of the number of students who are opting out of PSKH**



Source: Ministry of Education, LearnerBDS system.

The above figure shows that about 12% of the students that left a PSKH in their most recent school move had 'opted out' (as we define it above). This equates to around 2% of the PSKH cohort overall.

The group of students who 'didn't opt out' show an interesting trend in the most frequent age at which they move — the most common age for this transition to happen for students currently in years 7–10 was 14 (year 9). For students currently in years 11–13, the most common transition age was 15 (year 10). These transition ages imply that many of these students move schools because they are transitioning to secondary schools which generally start in year 9, or are staying on to complete year 10 before moving (there are two Middle Schools in Auckland, neither of which have a nearby secondary level PSKH).

There is no clear trend in the age of students who 'opted out' of the PSKH system.



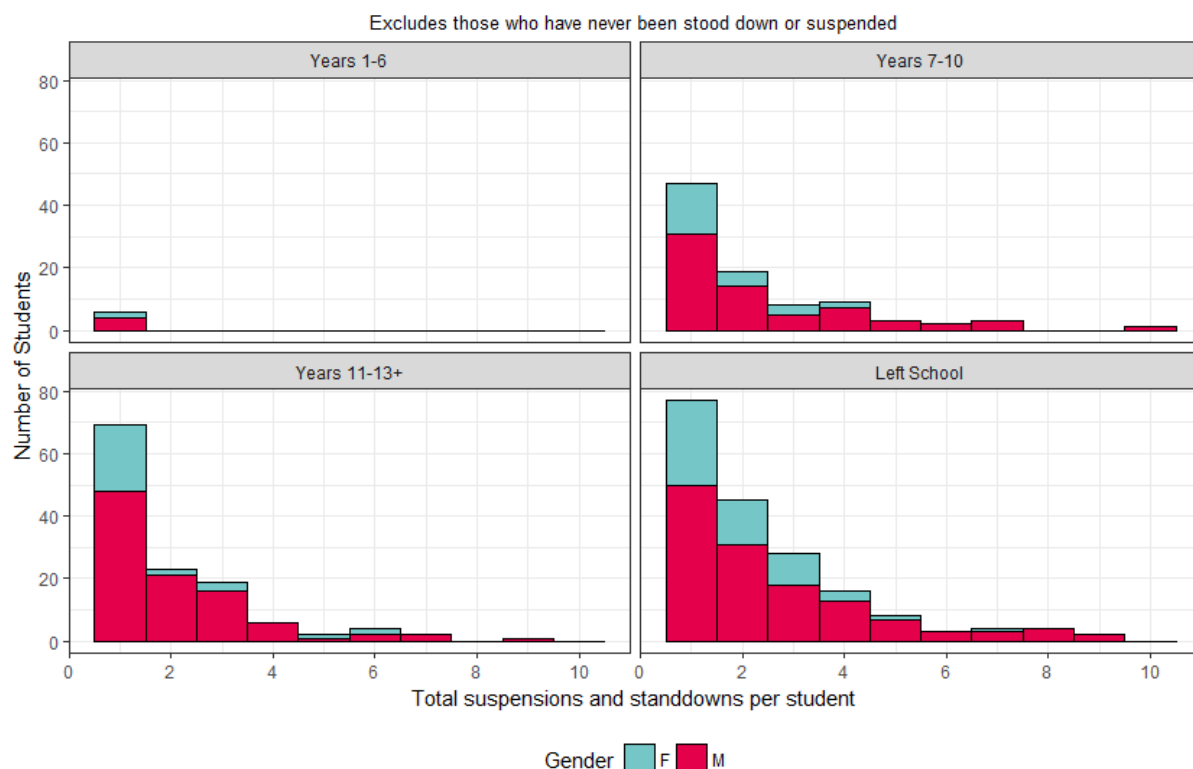
## What short- and medium-term engagement outcomes are students achieving?

To what extent are students achieving better short-term and medium-term outcomes during and after PSKH than they were in previous school settings?

**Most students from this cohort who have been stood down or suspended have only been suspended or stood down once**

Figure 10 shows the distribution of the number of times students from the PSKH cohort had been stood down or suspended. About a fifth of these students (411 or 21%) had been stood down or suspended at some point. The number of times stood down or suspended presented in this chart are for each student's entire school career (ie not just while they are in a given school level).

**Figure 10: Stand downs and suspensions of the PSKH student cohort, by year grouping and gender (June 2017 data)**



Source: Ministry of Education, LearnerBDS system.



Male students dominated the stand downs and suspensions with 298 male students accounting for 708 (78%) of the total number of suspensions and stand downs. This compares with 113 female students accounting for 205 (22%) of the total number of stand downs and suspensions.

Male students are typically over-represented in statistics on stand-downs and suspensions. The Ministry of Education reported in 2016<sup>26</sup> that the age-standardised stand-down rate for males (30.5 per 1,000 students) was almost three times that of females (10.3 per 1,000 students). In the same report the Ministry of Education noted that stand-downs and suspensions most commonly occurred in the age range of 13–15 years old.

The above chart shows that very few stand downs and suspensions occurred for students in Years 1–6. As the school level increased, so did the number of stand downs and suspensions. We note that other schools (ie non-PSKH) also have low rates of stand downs and suspensions for students in Years 1–6.<sup>27</sup>

The majority of students who were stood down or suspended were only disciplined in this way once, this was the case for all school level groupings shown in the chart. While most students were only stood down or suspended once, there were a number who were suspended multiple times, in some cases up to 10 times.

The group of students who had left school (ie who had no current school enrolment) had the most occurrences of stand downs and suspensions; however, this is also the group who as a whole had the most time at school.

Table 7 and Table 8 show the mean number of stand downs per year, and the mean days stood down per year for students from the PSKH cohort who have ever been stood down. The means in these tables were calculated for each student by: summing the number of times stood down (and total days stood down) at each school they attended and dividing by the number of years spent at the school in which the stand down occurred. The mean number of times stood down (and mean days stood down) was then calculated for PSKH, and for other schools.

**Table 7: Mean number of times students from the PSKH cohort have been stood down per year**

School Type	Mean number of stand downs per student, per year
Other schools (attended before or after PSKH)	1.29
PSKH	0.42

Source: Ministry of Education, LearnerBDS system

Note: Welch two sample t-test assuming unequal variance. P-value of  $2 \times 10^{-13}$  ( $< 0.05$ ) indicates a statistically significant difference in means.

<sup>26</sup> <http://www.educationcounts.govt.nz/statistics/indicators/main/student-engagement-participation/Stand-downs-suspensions-exclusions-expulsions>

<sup>27</sup> See Figure 6 (page 9): [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0011/147764/2016-Stand-downs-Suspensions-Exclusions-Expulsions-Indicator-Report.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0011/147764/2016-Stand-downs-Suspensions-Exclusions-Expulsions-Indicator-Report.pdf)



**Table 8: Mean number of days stood down per year for students from the PSKH cohort**

School Type	Mean days stood down per student, per year
Other schools (attended before or after PSKH)	3.45
PSKH	1.10

Source: Ministry of Education, LearnerBDS system

Note: Welch two sample t-test assuming unequal variance. P-value of  $2 \times 10^{-9}$  ( $< 0.05$ ) indicates a statistically significant difference in means.

These tables show that there was a significantly lower occurrence of stand downs (and fewer days stood down) for these students while attending PSKH. However, we cannot necessarily infer that students who have been stood down at a previous school, and then attend a PSKH, have better engagement than at their previous school (ie fewer occurrences of stand downs, and fewer days stood down). There is a possibility that these differences could be due to differences in discipline practices at the schools — it is not possible to tell from these data which is the case.

Table 9 and Table 10 show the same information for suspensions (an identical analysis to the one above for stand downs).

**Table 9: Mean number of times students from the PSKH cohort have been suspended per year**

School Type	Mean number of suspensions per student, per year
Other schools (attended before or after PSKH)	1.49
PSKH	1.17

Source: Ministry of Education, LearnerBDS system

Note: Welch two sample t-test assuming unequal variance. P-value of 0.34 ( $> 0.05$ ) indicates no difference between the means.

**Table 10: Mean number of days suspended per student per year for students from the PSKH cohort**

School Type	Mean days suspended per student, per year
Other schools	20.46
PSKH	7.07

Source: Ministry of Education, LearnerBDS system

Note: Welch two sample t-test assuming unequal variance. P-value of 0.01 ( $< 0.05$ ) indicates a statistically significant difference in means.

The above tables show that there is no difference in the number of suspensions per student per year between PSKH and other schools. But there is a significantly lower mean number of days suspended per student per year at PSKH. This seems to imply that these students are suspended a similar number of times at PSKH, but experience shorter suspensions. As with stand downs, this difference could be due to differences in discipline practises at the schools — there is no way of knowing the cause from these data. Readers should also note that there are four students who have been suspended for over 100 days in this cohort — when these are removed from the data the mean days

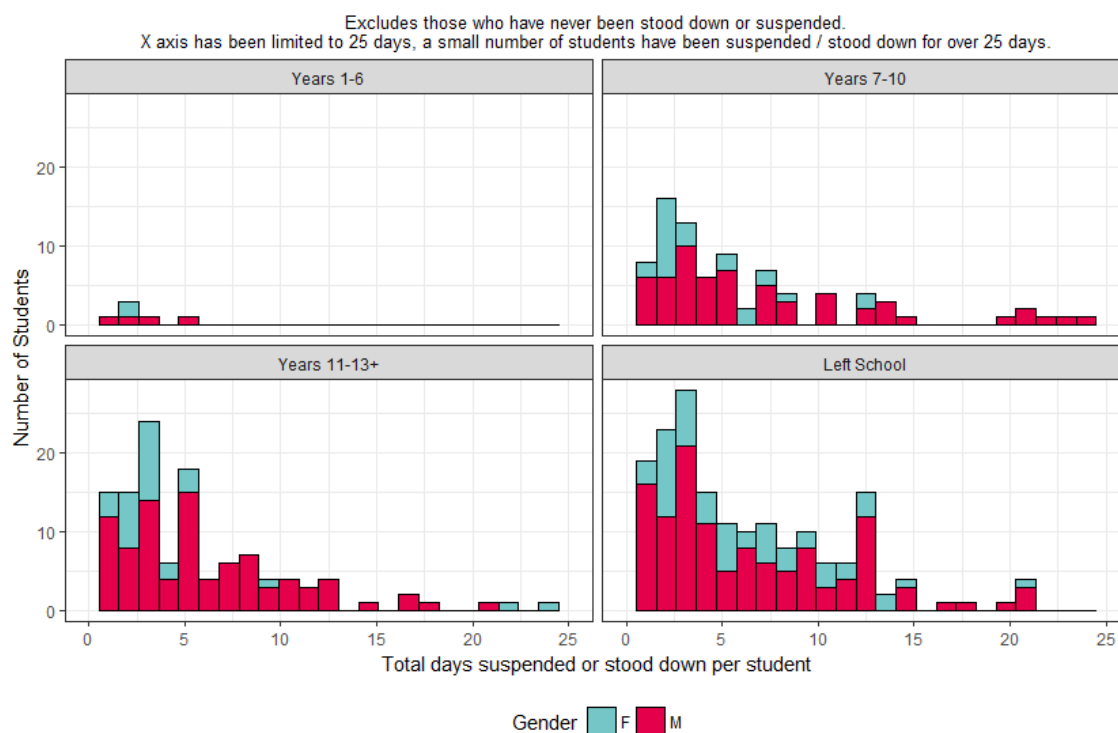


suspended per student per year drops to 12.8, but the p-value remains below the limit for statistical significance (0.05).

### Most students from the PSKH cohort who were ever stood down or suspended were only stood down or suspended for a short time

The total number of days stood down or suspended is an indicator of the level of disengagement for students. Figure 11 shows the distribution of the total number of days students from the PSKH cohort have been stood down or suspended during their entire school career (to date). Note that the x axis of this chart has been limited to 25 days, some students have been stood down or suspended for longer than this in total.

**Figure 11: The total number of days students from the PSKH cohort are stood down or suspended for, by school level and ethnicity group**



Source: Ministry of Education, LearnerBDS system

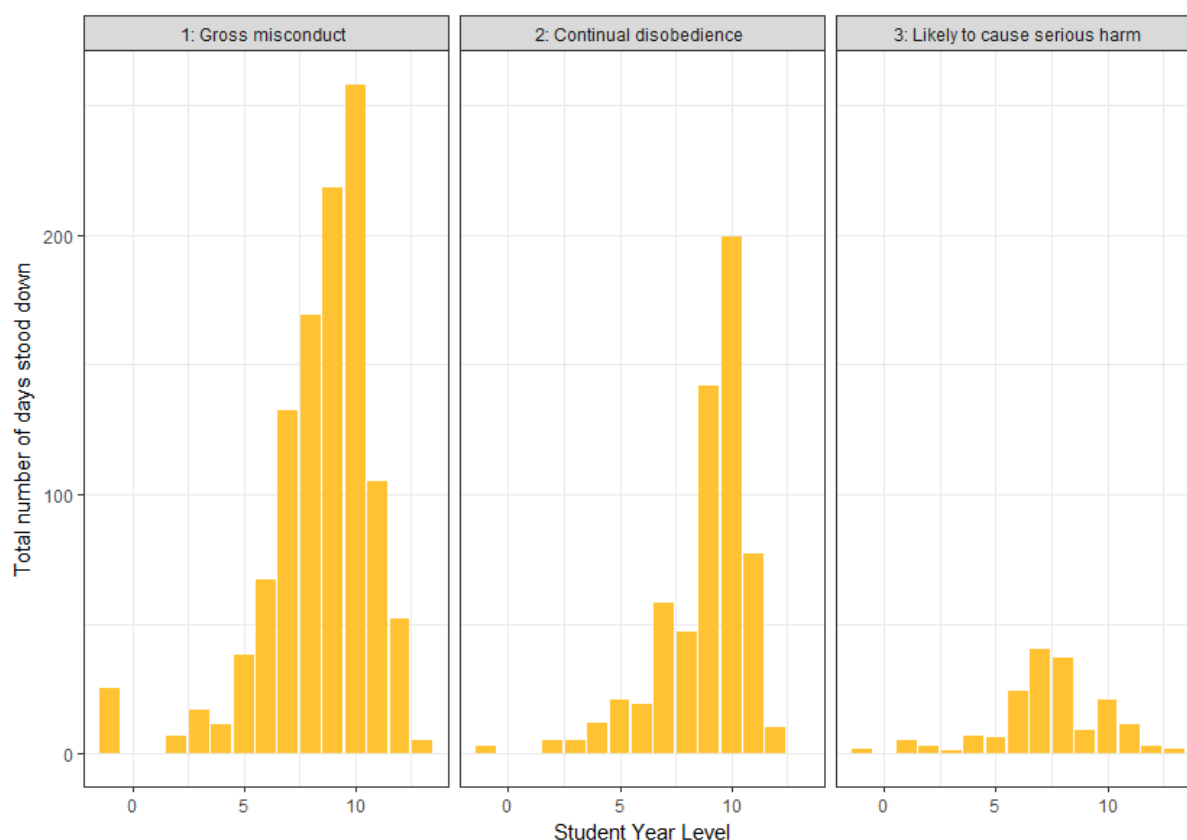
The chart above shows that most students from the PSKH cohort who are stood down or suspended are only stood down or suspended for a short time. The most common total number of days suspended for these students in Years 1–6 and Years 7–10 was two days, and three days for those in Years 11–13 and those who had left school. The median duration of stand down episodes was two days, and the median duration of a suspension episode was six days.



There were a small number of students from this cohort who had been stood down or suspended for a long time (in total over their school careers) — five students among the cohort had been stood down or suspended for over 100 days and one student had been stood down or suspended for over 200 days in total.

Looking at the stand downs and suspensions in more detail, Figure 12 and Figure 13 show the total number of days that students in a given year level from the PSKH cohort are stood down or suspended, by the grounds for stand down or suspension.

**Figure 12: Total number of days students from the PSKH cohort are stood down, by year level and grounds for stand down**



Source: Ministry of Education, LearnerBDS system

Note: Some records from these data were recorded with a year level of -1, these are missing values.

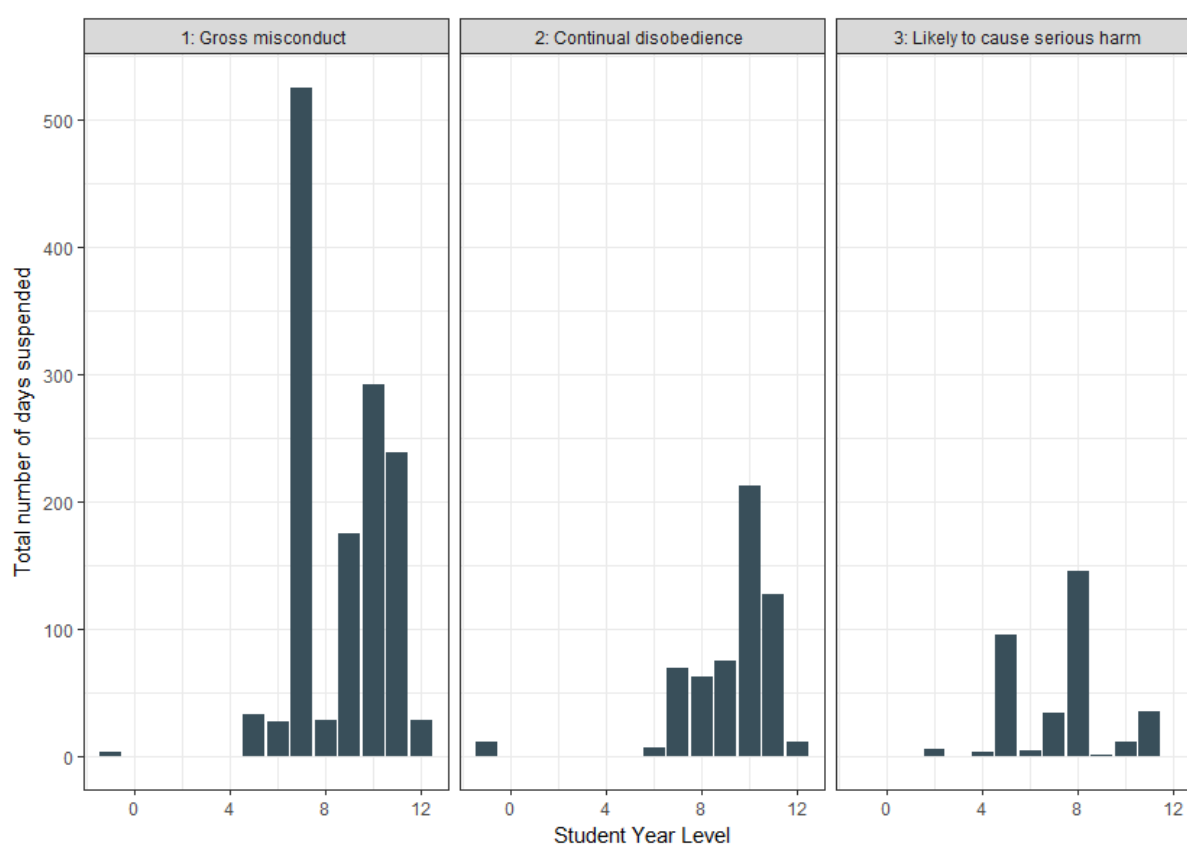
The above chart shows that there are three grounds for stand down:

- gross misconduct
- continual disobedience
- likely to cause serious harm.



'Gross misconduct' was the grounds for the most days stood down, followed by 'continual disobedience', and 'likely to cause serious harm'. Not only did 'gross misconduct' account for the highest days stood down, it was also the reason for the highest number of stand downs. The most number of days stood down occurred for year 10 students. This finding is supported by the Ministry of Education's national statistics on stand-downs — stand downs most commonly occur when students are 13-15 years old.<sup>26</sup>

**Figure 13: Total number of days students from the PSKH cohort are suspended, by year level and grounds for suspension**



Source: Ministry of Education, LearnerBDS system

Note: Some records from these data were recorded with a year level of -1, these are missing values.

The above chart shows that (in general) the total of days suspended for these students is the highest for 'gross misconduct', followed by 'continual disobedience', and 'likely to cause serious harm'. There were a very high total number of days suspended for year 7 students, for 'gross misconduct'. The majority of these days were a result of two students who were suspended for extended periods of time. Aside from this, the majority of days suspended occurred for year 9-11 students.



## PART 4: YEAR 3 — SURVEYS, DETAILED FINDINGS

As a consequence of the response rates to the surveys, the evidence presented in this section of the report primarily focuses on feedback from parents / families / whānau of current PSKH students.

**Table 11: Response rates to each of the surveys**

Survey		Number of responses	Estimated population	Response rate
Current students of PSKH	Feedback reported for Middle school students only (90% of student responses) Findings not generalisable to all PSKH students	373	799	47%
Parents / families / whānau of current PSKH students	Responses were not even distributed across all schools/kura Findings not generalisable to all PSKH students	249	750	33%
Parents / families / whānau of PSKH students who left before graduating	Feedback not reported – response rate too low	7	200	4%
Graduates of PSKH	Feedback not reported – response rate too low	15	350	4%

Source: MartinJenkins Surveys of PSKH

**Notes:**

Survey populations were estimated using the Ministry of Education's LearnerBDS data, specifically:

- 1 The current student population in June 2017 was 799 students
- 2 Allowing for some families having multiple children, we estimated that there were around 750 families
- 3 The number of families of students who left before graduating was estimated using the number of students who attended a PSKH and then left to attend a non-PSKH
- 4 The number of graduates of PSKH was estimated by the number of students who had no current school enrolment and whose most recent school was a PSKH

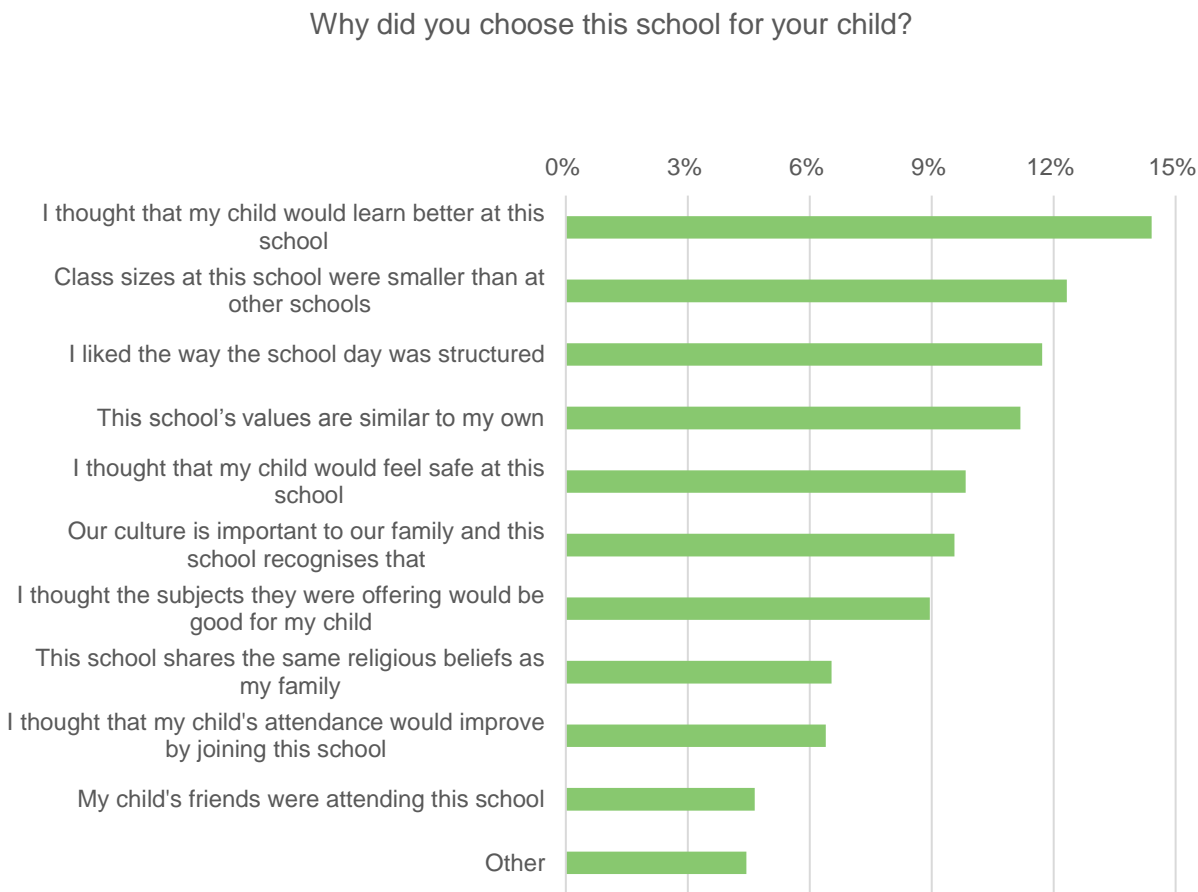
### Responding parents / families / whānau reported that their child's learning and smaller class sizes were important reasons for joining a PSKH

Figure 14 shows the reasons why responding parents / families / whānau chose a PSKH for their child (respondents were asked to select all statements that apply). The chart has been ordered so that the most commonly reported reason appears at the top of the chart.





**Figure 14: Reasons why responding parents / families / whānau chose a PSKH for their child**



Source: MartinJenkins survey of parents / families / whānau of current PSKH students.

The above chart shows that the two most common reasons why parents chose a PSKH was that they thought their child would learn better that the school, and that class sizes were smaller compared with other schools.

**Other reasons why parents chose a PSKH**

Responding parents / families / whānau that stated that they sent their child to the PSKH for another reason were asked to specify what the reason was. In total, 66 respondents selected the 'other' option, with 41 of these specifying a reason. The majority of these reasons related to better cultural alignment, for example:

*At previous kura Te Ao Māori was limited and at times questionable. I knew my daughter missed and longed for her taha Māori [Parent]*



*My son has come from Kura Kaupapa Māori where English is not taught, other subjects also appealed to us as parents. Zero fees or costs other than travel to and from school was a bonus for our family as well [Parent]*

Other common reasons specified by responding parents / families / whānau were that it was the child's choice, and they wanted their child to succeed academically.

*She wanted to attend herself and get a better education [Parent]*

*My child chose to attend this school. She researched the school and made the decision to attend as she felt there were too many distractions at her previous school [Parent]*

*Higher success rate for achieving NCEA than local public schools [Parent]*

*Better chance at succeeding academically, and better discipline [Parent]*

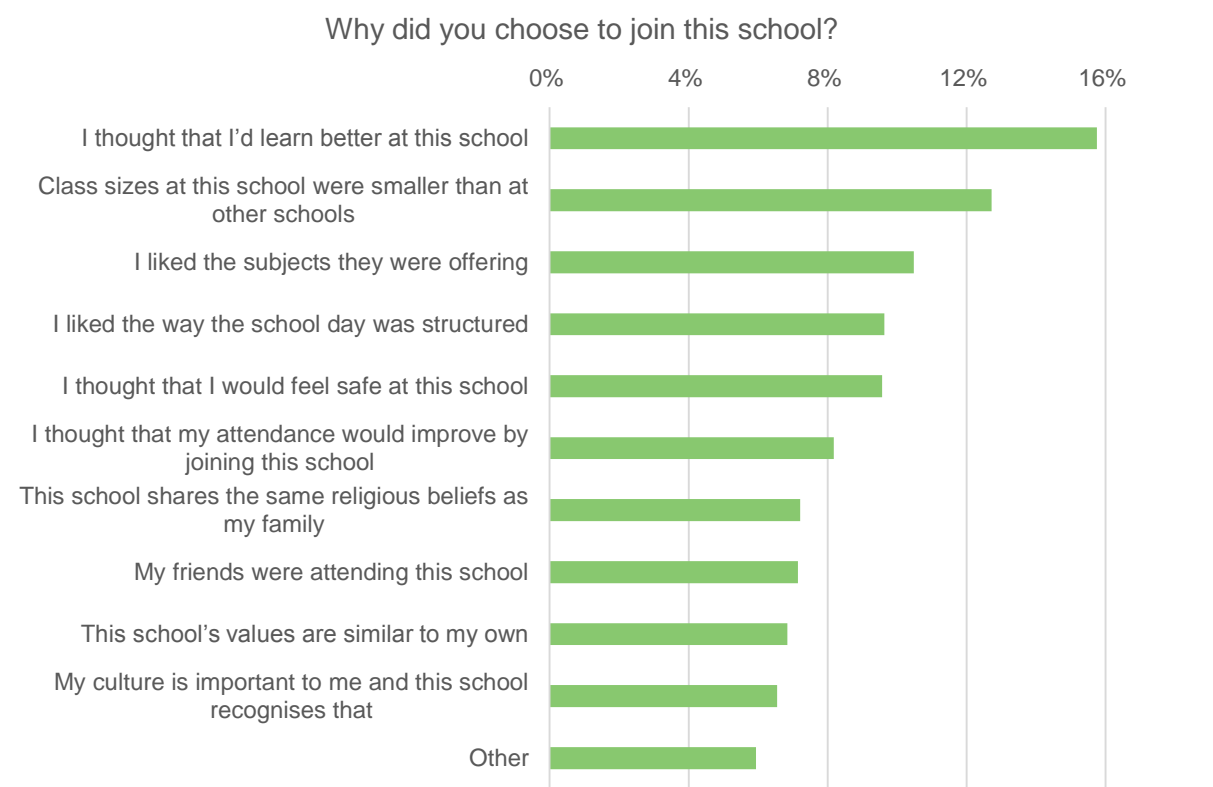
For all the 'other' reasons why responding parents sent their children to a PSKH, 95% of parents / families / whānau agreed that the school was living up to these expectations (see Figure 16).

**Case study: the Middle School students chose a PSKH because they thought that they would learn better at the school, and because class sizes were smaller**

Figure 15 shows the reasons why current Middle School students chose their school (respondents were asked to select all statements that apply), sorted so that the most common reason is at the top.



**Figure 15: Case study: reasons why current Middle School students joined a PSKH**



Source: MartinJenkins survey of the current students of PSKH.

The above chart shows that the most common reason that students joined the Middle Schools was that they thought that they would learn better at these schools. The next most common reason was that the class sizes at the Middle Schools are smaller than at other schools (this is a particular point of difference for SAMS and MSWA — their class sizes are limited to 15 students). This feedback mirrored the feedback received from the parents / families / whānau of current students.

**Case study: other reasons why students chose Middle Schools**

Students that stated that they joined the PSKH for another reason were asked to specify what the reason was. The majority of these reasons related to succeeding academically, for example:

- My recent school was not a good learning environment so I decided to change to this school which has helped a lot [Student]*
- I learned a lot more things here at this school, and it is more understandable also I like it when we do projects [Student]*
- Better learning & my parent said to because they have small classes & better & higher learning [Student]*



Other common reasons specified by students were that other family members were attending, and their parents chose the school for them.

*My cousins were attending this school [Student]*

*My sister had to be in Year 9 and I had to be Year 8 and I couldn't find any other school that had Year 9 and Year 8 together [Student]*

*My parents made me attend the school, although not wanting to at first, but then once I read what the school was about I didn't mind going to the School so much [Student]*

*Mum and Nan made me come here since they said they were linked to Dilworth [Student]*

There were also a number of comments that related to the school being the final option for schooling, for example:

*I couldn't go to another school because I keep getting kicked out and this school has helped me [Student]*

*It was my last option for schooling [Student]*

A smaller number of comments related to there being less bullying at these schools, for example:

*It was my parents' choice because I was bullied at my last school [Student]*

*My parents wanted me to go to an anti-bullying school [Student]*

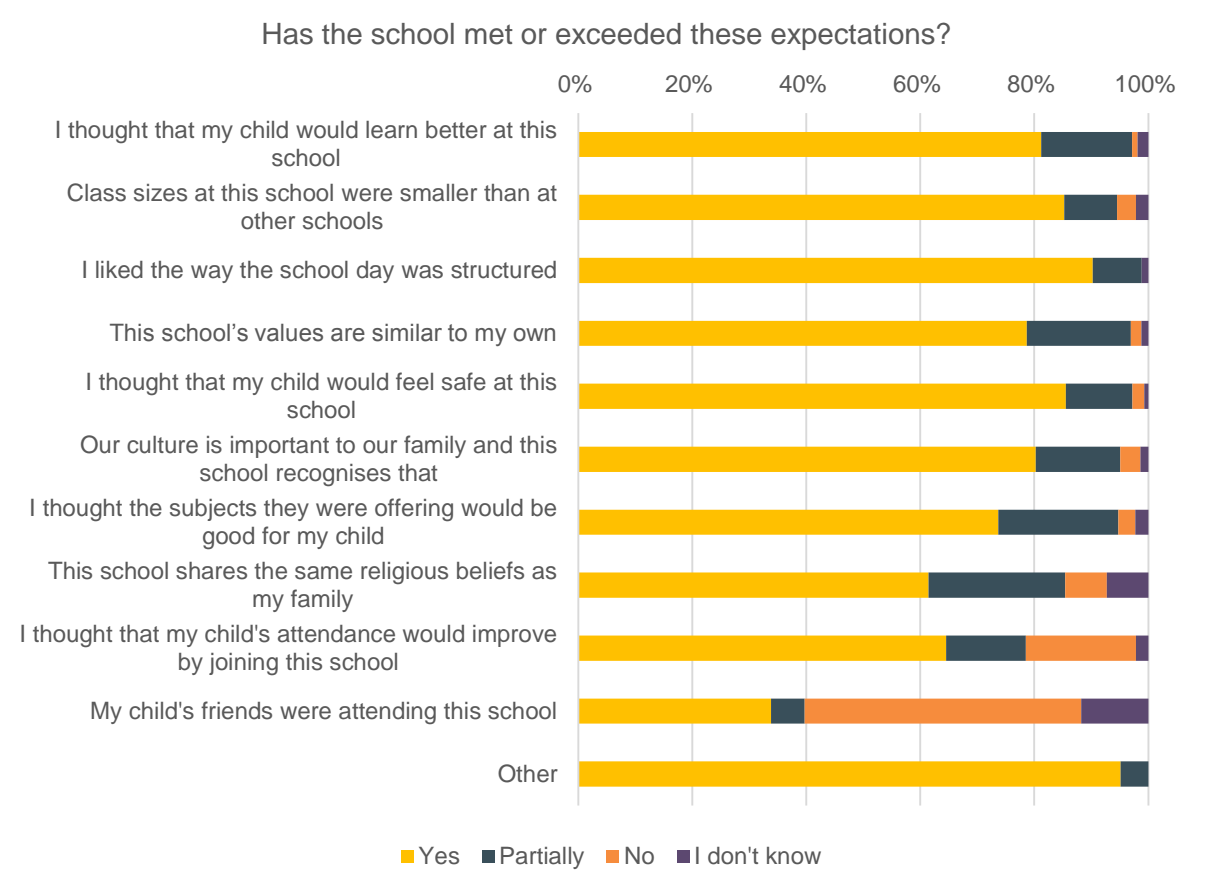
## To what extent is their PSKH experience living up to their expectations?

### Responding parents / families / whānau agreed that the schools were meeting or exceeding their pre-PSKH expectations

For all of the reasons for joining a PSKH that the responding parents / families / whānau selected (see Figure 14), they were also asked if the school has met or exceeded these expectations. Figure 16 shows that there was a very high level of agreement that the school was meeting or exceeding expectations in these areas. The only option where there was not a high level of agreement was "My child's friends were attending this school."



**Figure 16: Responding parents / families / whānau selected — were expectations for joining a PSKH met or exceeded?**



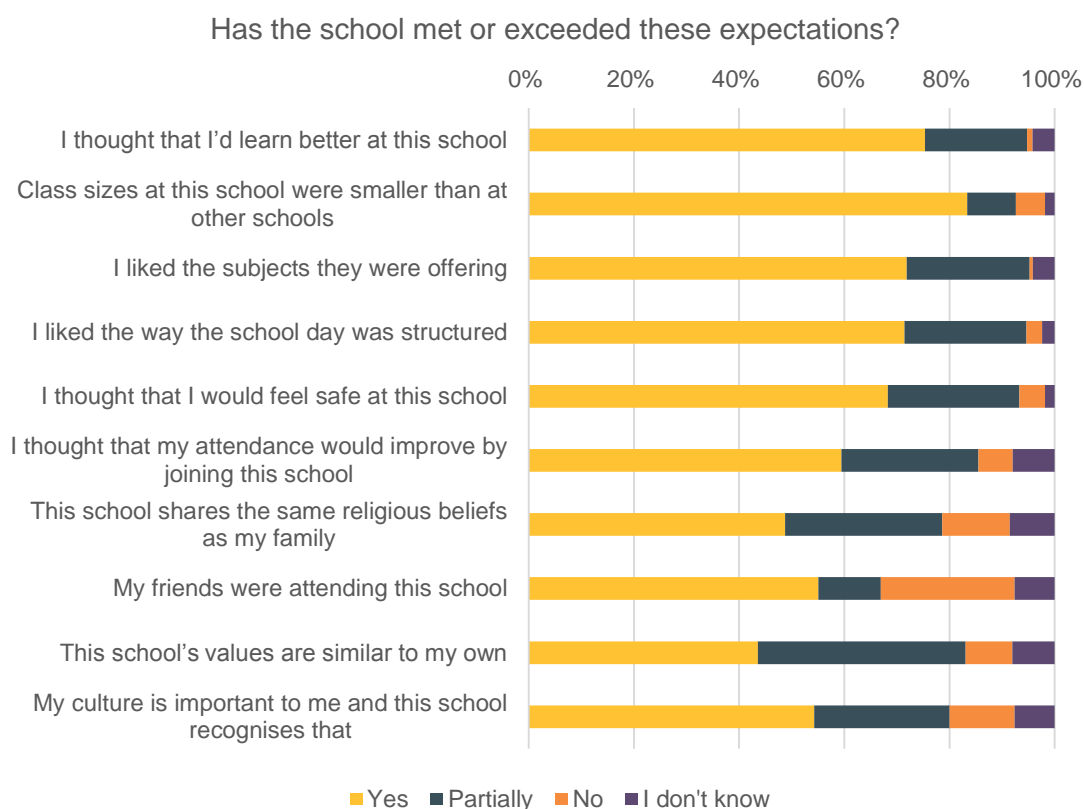
Source: MartinJenkins survey of parents / families / whānau of current PSKH students.

**Case study: Middle School students agreed that the schools were meeting or exceeding their pre-PSKH expectations**

For all of the reasons for joining PSKH that the Middle School students selected (see Figure 15), they were also asked if the school has met or exceeded these expectations. Figure 17 shows that there was a high level of agreement that the school was meeting or exceeding expectations in these areas. For all reasons below, the numbers of students that agreed that the expectations were being met or exceeded outweighed the number that disagreed.



**Figure 17: Case study Middle Schools' students: Were expectations for joining a PSKH met or exceeded?**



Source: MartinJenkins survey of the current students of PSKH.

## What short-term and medium-term engagement outcomes are students achieving?

### To what extent do these meet the expectations set out in the policy?

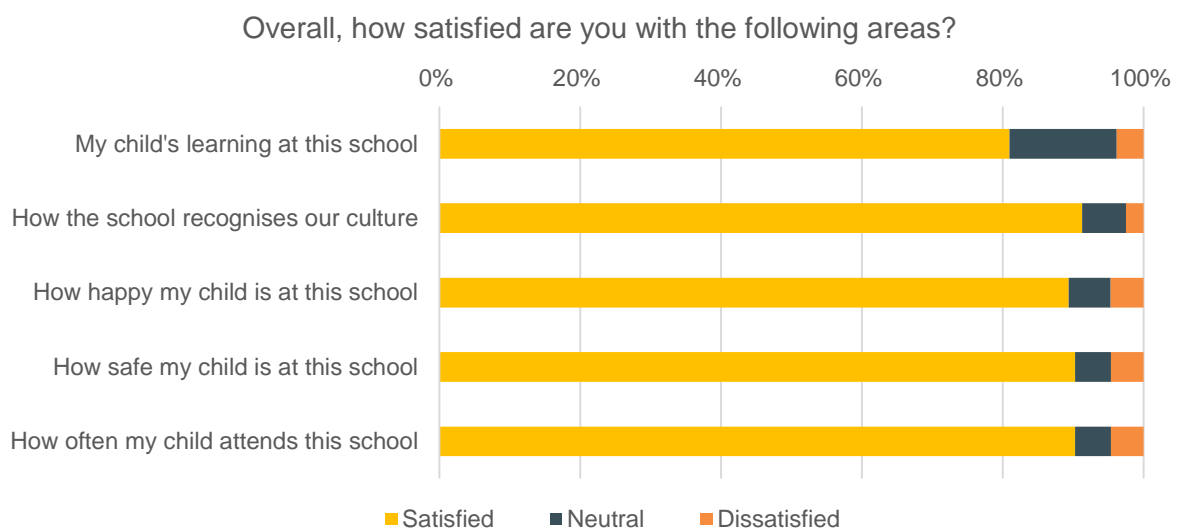
#### Overall, responding parents / families / whānau were satisfied with the PSKH they chose

Parents / families / whānau were also asked how satisfied they were with various aspects of the schools and their child's learning and engagement. These aspects were drawn from the PSKH intervention logic model (see Appendix 3).



Figure 18 shows the level of responding parents / families / whānau satisfaction with the PSKH. Responding parents' satisfaction levels were very high — the highest level of satisfaction (91% satisfied) was with “how the school recognises our culture,” whereas the lowest level of satisfaction (81% satisfied) was with “My child’s learning at this school.”

**Figure 18: Responding parents / family /whānau — overall satisfaction with aspects of the school and their child’s learning and engagement**



Source: MartinJenkins survey of parents / families / whānau of current PSKH students.

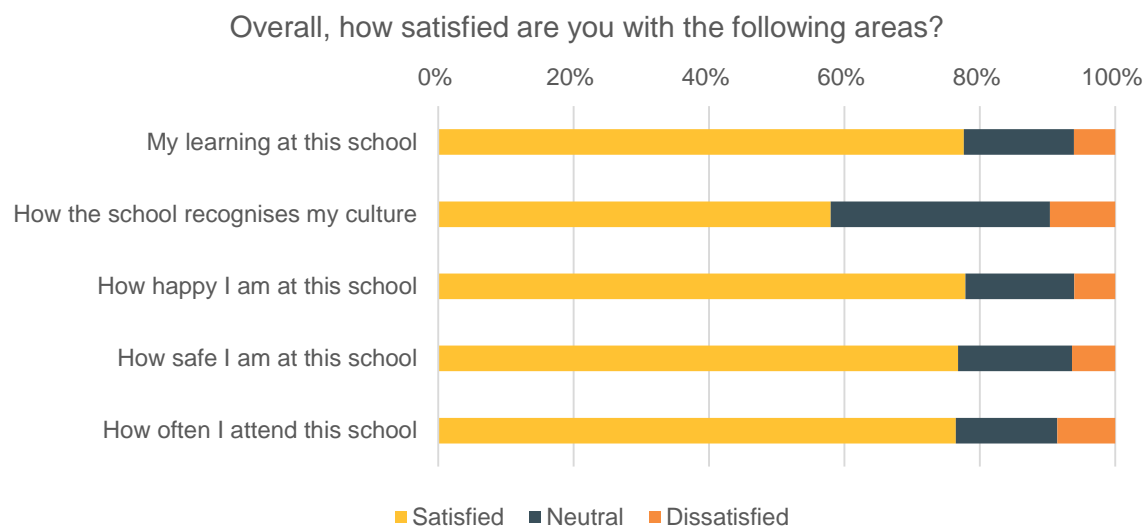
### Case study: overall, students were satisfied with the Middle Schools

Students were also asked how satisfied they were with various aspects of the schools and their learning and engagement. These aspects were drawn from the PSKH intervention logic model (see Appendix 3).

Figure 19 shows the level of students' satisfaction with the Middle Schools. Students' satisfaction levels were high — ranging between 58–78%. These levels of satisfaction are lower than the levels of satisfaction expressed by the parents / families / whānau of current PSKH students (81–91%, see Figure 18).



**Figure 19: Case study Middle Schools’ students: overall satisfaction with key aspects of the Middle Schools**



Source: MartinJenkins survey of the current students of Partnership Schools | Kura Hourua.

The above chart shows that the levels of satisfaction the students reported with these aspects of the schools greatly outweighed the levels of dissatisfaction reported. The highest level of satisfaction was reported for “How happy I am at this school,” followed closely by “My learning at this school.” The lowest level of satisfaction was reported for “How the school recognises my culture.”

**To what extent are students achieving better short-term and medium-term outcomes during and after PSKH than they were in previous school settings?**

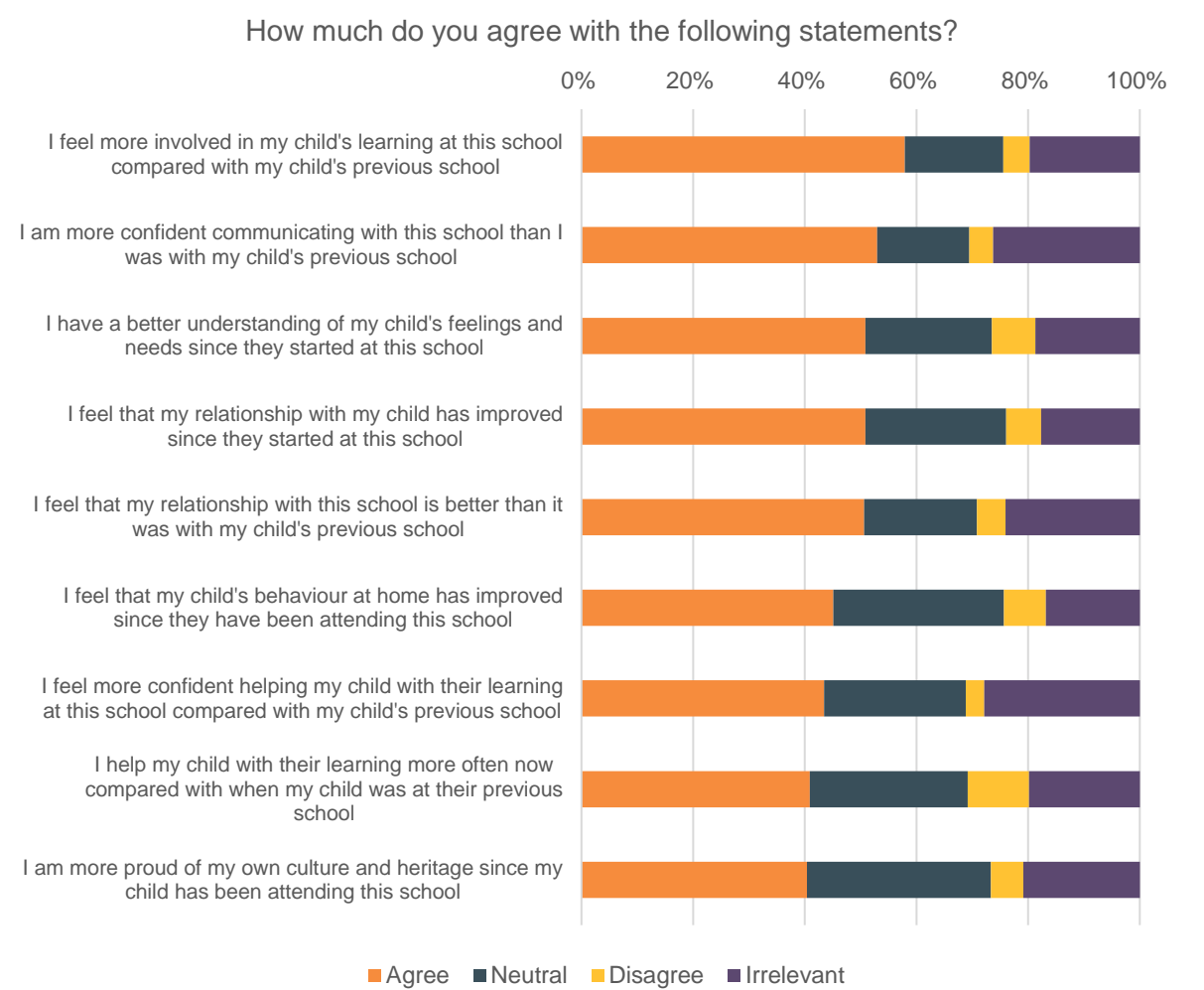
**Responding parents / families / whānau reported being more involved in their child’s learning, and being more confident communicating with the school**

Figure 20 shows the levels of responding parents / families / whānau of current PSKH students’ agreement with several outcome statements. These statements relate to their and their child’s engagement with school and learning compared with their previous school. This figure has been sorted in order of the highest agreement to lowest agreement.





**Figure 20: Responding parents / families / whānau agreement with statements related to outcomes**



Source: MartinJenkins survey of the parents / families / whānau of current PSKH students.

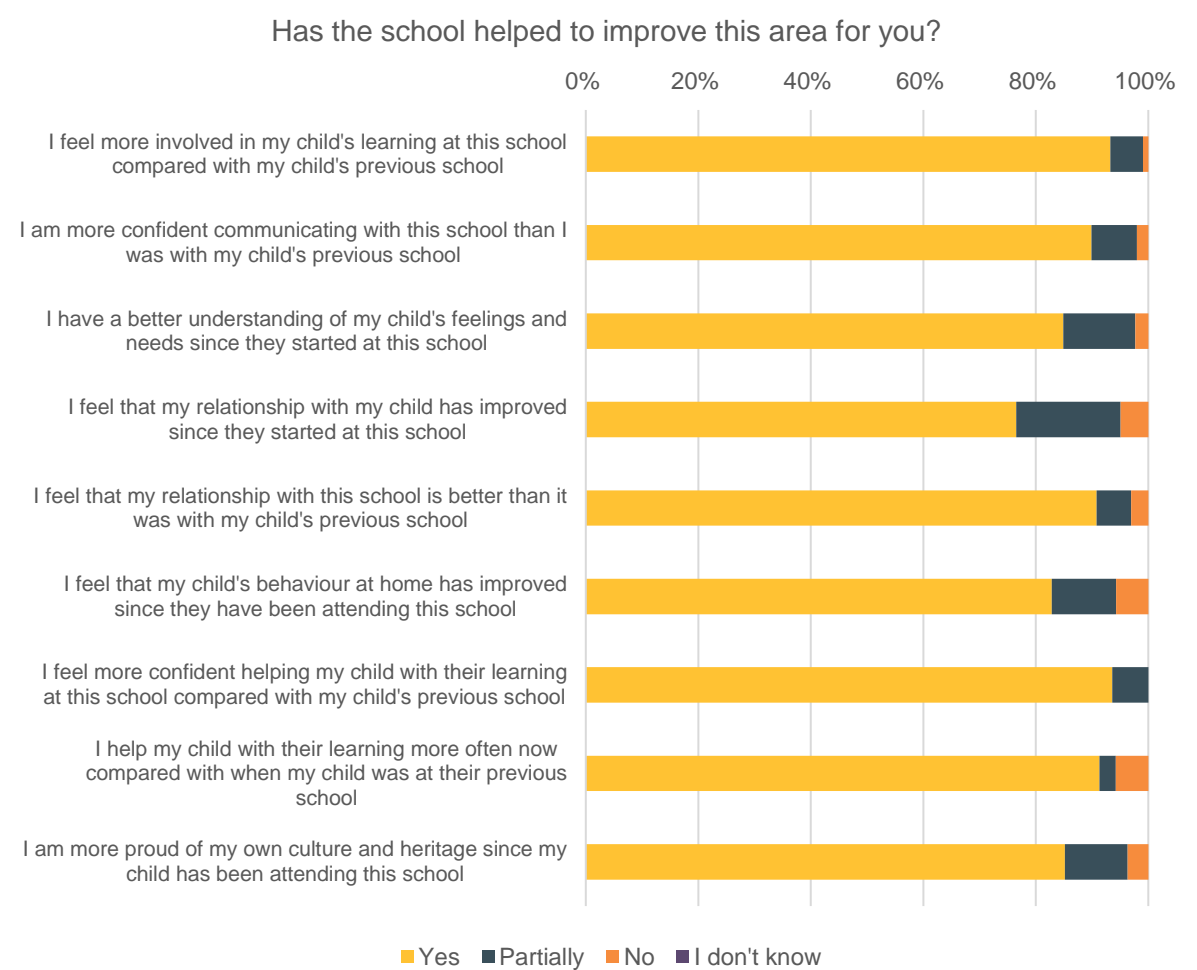
The statements that received the highest levels of agreement were “I feel more involved with my child’s learning at this school compared with my child’s previous school” and “I am more confident communicating with this school than I was with my child’s previous school.”

The next three most agreed statements related to the responding parents’ relationship with their child, and the parent’s relationship with their child’s school.

The statement with the lowest level of agreement was “I am more proud of my own culture and heritage since my child has been attending this school.” However, the level of agreement for all of the statements greatly outweighs the level of disagreement with the statements.



**Figure 21: Responding parents / Families / Whānau — for all the statements agreed to, did the school help improve this area?**



Source: MartinJenkins survey of the parents / families / whānau of current PSKH students.

For all the statements that responding parents / families / whānau agreed to, they were asked if the school had improved this area for them. Figure 21 shows a summary of their responses. There is a very high level of agreement that the school is making a positive difference in these areas for students and whānau.



## The biggest change for responding parents / families / whānau was an increased level of engagement with their child’s learning compared with their child’s previous school

For all the outcome statements above, parents / families / whānau were asked which area has had the biggest change since their child started at the Partnership School | Kura Hourua. Figure 22 shows the parents / families / whānau responses to this question.

**Figure 22: The biggest change for Parents / families / whānau since their child started at a PSKH**



Source: MartinJenkins survey of the parents / families / whānau of current PSKH students.

The above chart shows that the most common “biggest change” compared with at their child’s previous school was that they felt more involved with their child’s learning at the PSKH. The next most



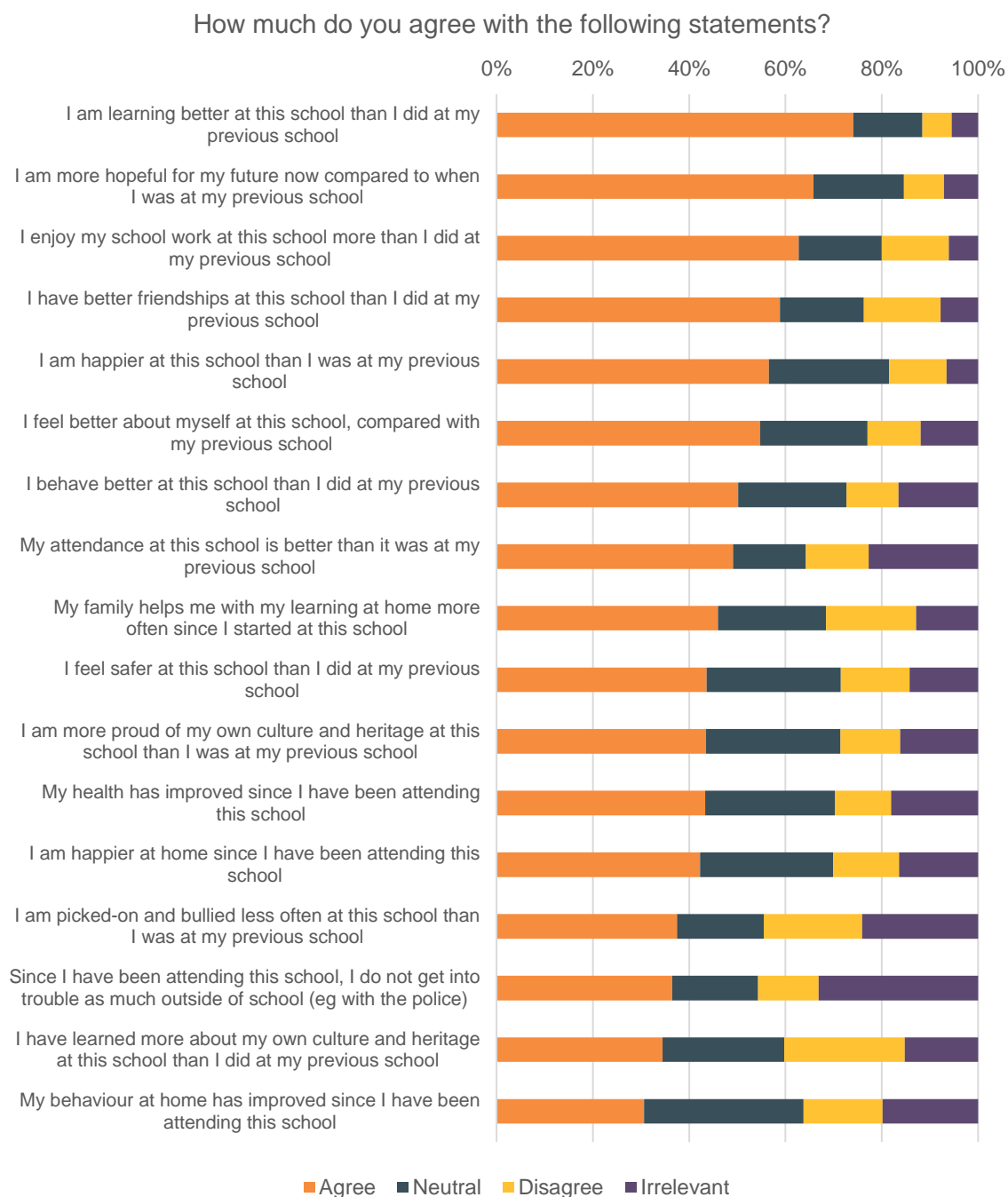
common responses were “I have a better understanding of my child’s feelings and needs since they started at this school,” and “I am more confident communicating with this school than I was with my child’s previous school.” These results show that for those who responded, there has been an increase in parents / families / whānau engagement with the school and with their child’s learning since starting at a PSKH.

### **Case study: students reported learning better at the Middle Schools compared with their previous schools, and being more hopeful for the future**

Figure 23 shows the levels of current PSKH students’ agreement with several outcome statements. These statements relate to their engagement with the school and their learning compared with their learning at their previous school. This figure has been sorted in order of the highest agreement to lowest agreement.



**Figure 23: Case study: the Middle Schools' students' agreement to statements related to outcomes**



Source: MartinJenkins survey of current students of PSKH.

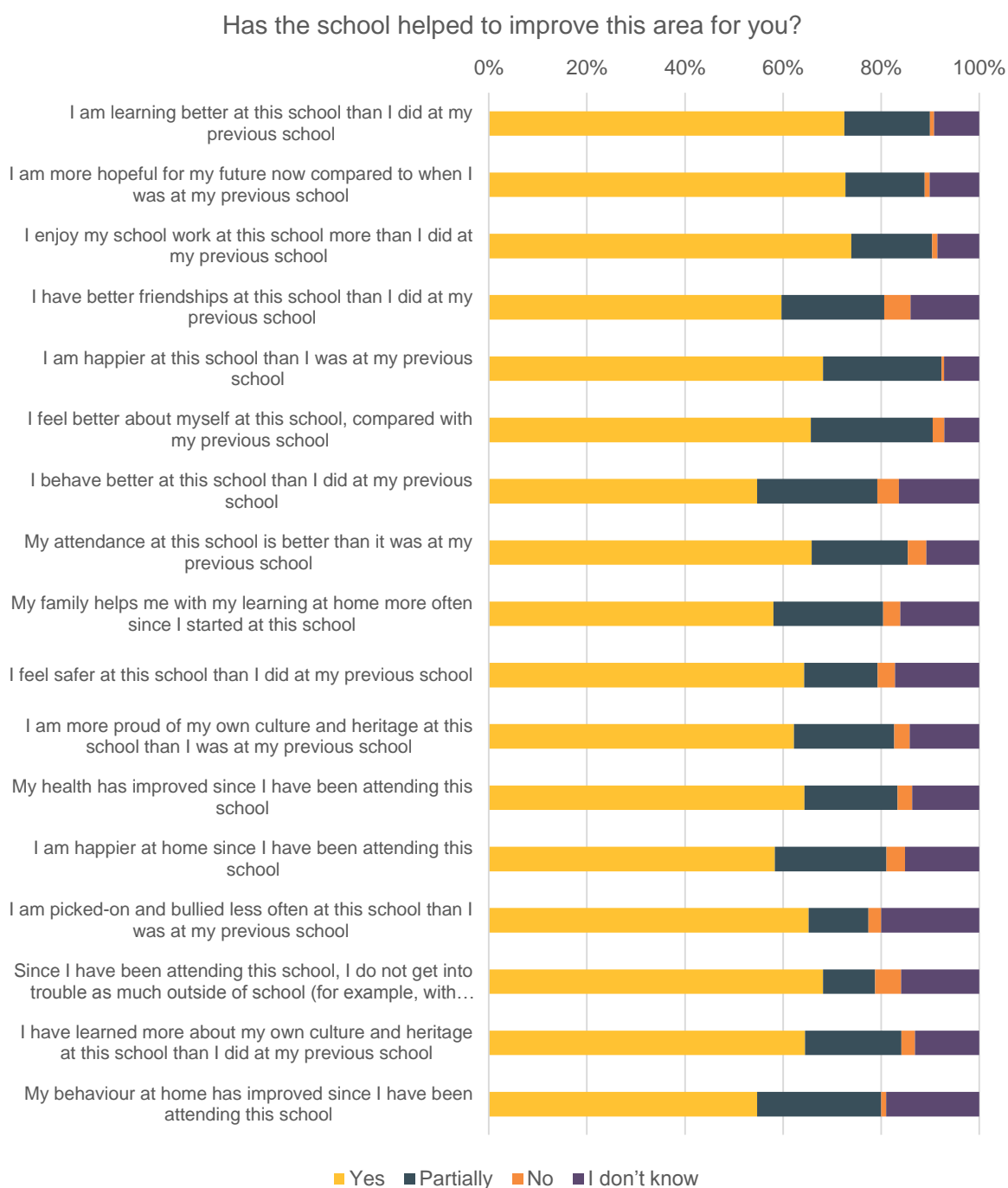


The above chart shows that the outcome statement that received the highest level of agreement from the Middle School students was “I am learning better at this schools than I did at my previous school.” The statements that received the next highest levels of agreement were “I am more hopeful for the future now compared with when I was at my previous school,” and “I enjoy my school work at this school more than I did at my previous school.” In fact, for all the statements, the levels of agreement outweigh the levels of disagreement.

For all the statements that students agreed to, they were asked if the school had improved this area for them. Figure 24 shows a summary of their responses (sorted the same as the previous figure). There is a very high level of agreement that the school is helping improve these areas for students.



**Figure 24: Case study: Middle School students, for all statements agreed to, this area?**



Source: MartinJenkins survey of the current students of PSKH.



**Case study: the biggest change for Middle School students since starting at a PSKH is that they say they are learning better than at their previous school**

For all the outcome statements above, students were asked which area has had the biggest change since they started at the PSKH. Figure 25 shows the students' responses to this question.





**Figure 25: Case study: the biggest change for current Middle Schools' students since starting at a PSKH**



Source: MartinJenkins survey of the current students of PSKH.



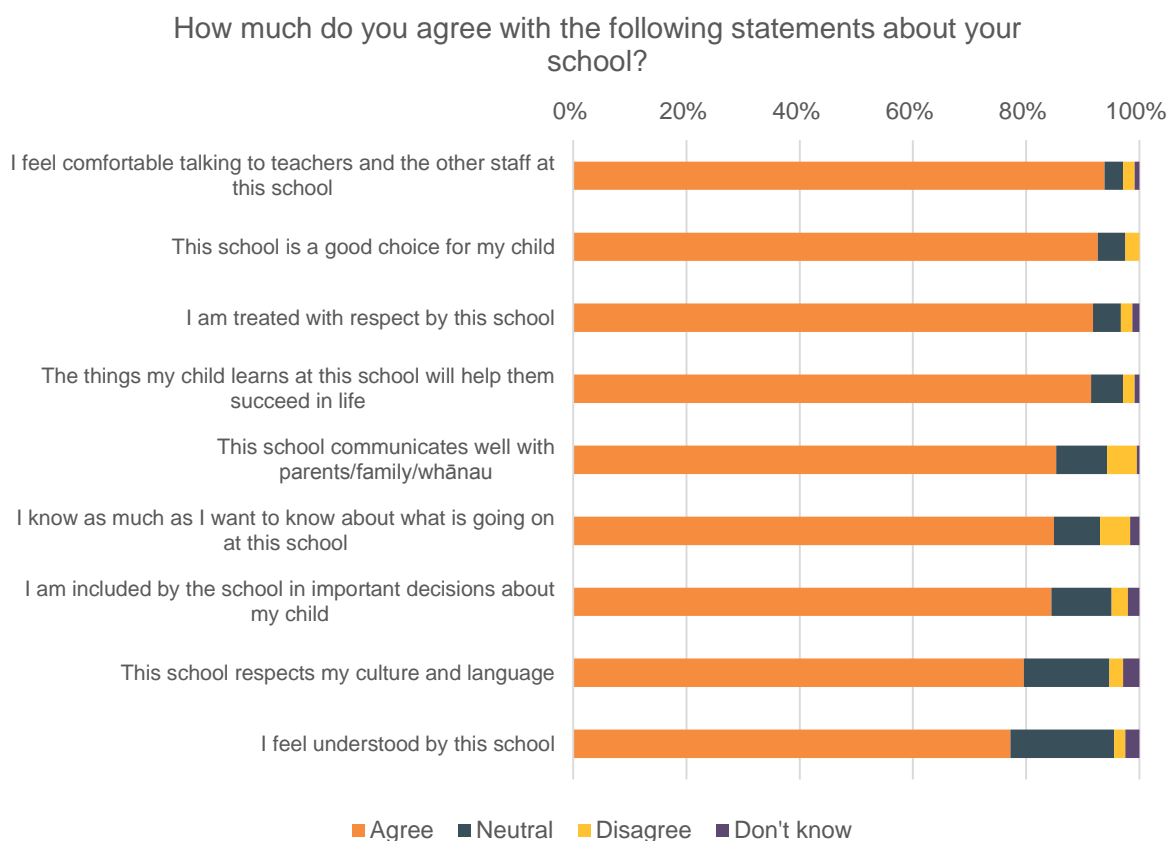
The above chart shows that the Middle School students reported that the most common ‘biggest change’ for them was that they were learning better at this school than they were at their previous school. Other statements that were commonly voted as the biggest change included “My attendance at this school is better than it was at my previous school,” and “I have better friendships at this school than I did at my previous school.”

This feedback implies that the Middle School students have a positive view of their school, attend school more often and are generally more engaged with their school and school work.

### Responding parents / families / whānau reported high levels of satisfaction with the PSKH that their child attends

Parents / families / whānau were asked to rate their agreement to a set of statements that indicated their overall satisfaction with the PSKH their child attends. Figure 26 shows the responding parents / families / whānau agreement to these statements.

**Figure 26: Parents / families / whānau satisfaction with the PSKH that their child attends**



Source: MartinJenkins survey of the parents / families / whānau of current PSKH students.



The above chart shows that there is a very high level of satisfaction with the schools amongst responding parents / families / whānau. All statements had between 77–94% of parents / families / whānau agreeing or strongly agreeing to them. The statement that received the highest level of agreement was “I feel comfortable talking to the teachers and other staff at this school,” followed closely by “This school is a good choice for my child,” and “I am treated with respect by this school.”

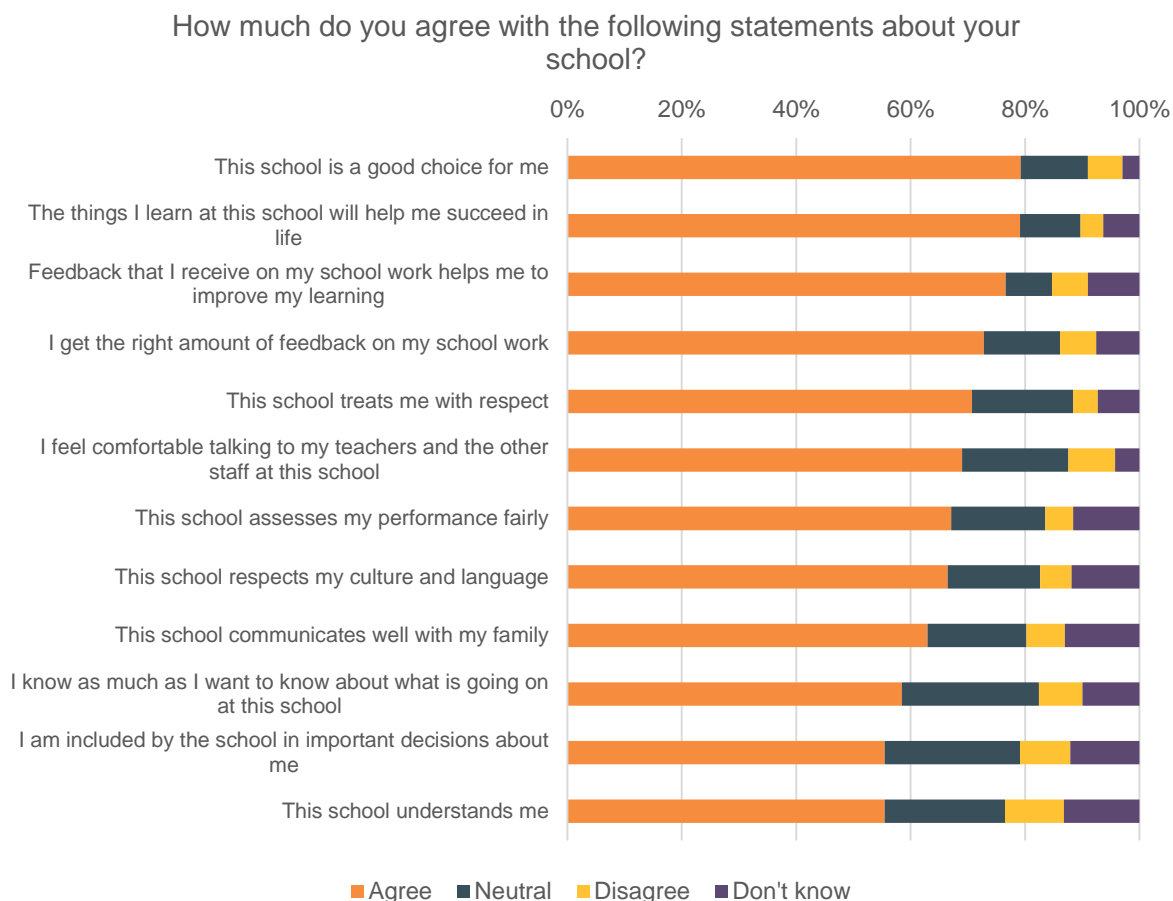
These results further cement the idea that responding parents are very satisfied with the PSKH, and that they are more engaged with the school and their child’s learning than they were while their child was at their previous school.

### **Case study: Middle School students reported being satisfied with the PSKH they attend**

Students were asked to rate their agreement to a set of statements that indicated their overall satisfaction with the PSKH they attend. Figure 27 shows the Middle School students’ agreement to these statements.



**Figure 27: Case study: Middle School students' overall satisfaction with the PSKH they attend**



Source: MartinJenkins survey of the current students of PSKH

The above chart shows that there is a very high level of satisfaction with the schools. All statements had between 55-79% of students agreeing or strongly agreeing to them. The agreement to these statements greatly outweighed the level of disagreement (4-10%).

The statement that received the highest level of agreement was "This school is a good choice for me," followed closely by "The things I learn at this school will help me succeed in life," and "Feedback that I receive on my school work helps me to improve my learning."

The statements that had the lowest level of agreement were "This school understands me," and "I am included by the school in important decisions about me."



## Case study: Middle School students reported higher educational and career aspirations since starting at a PSKH

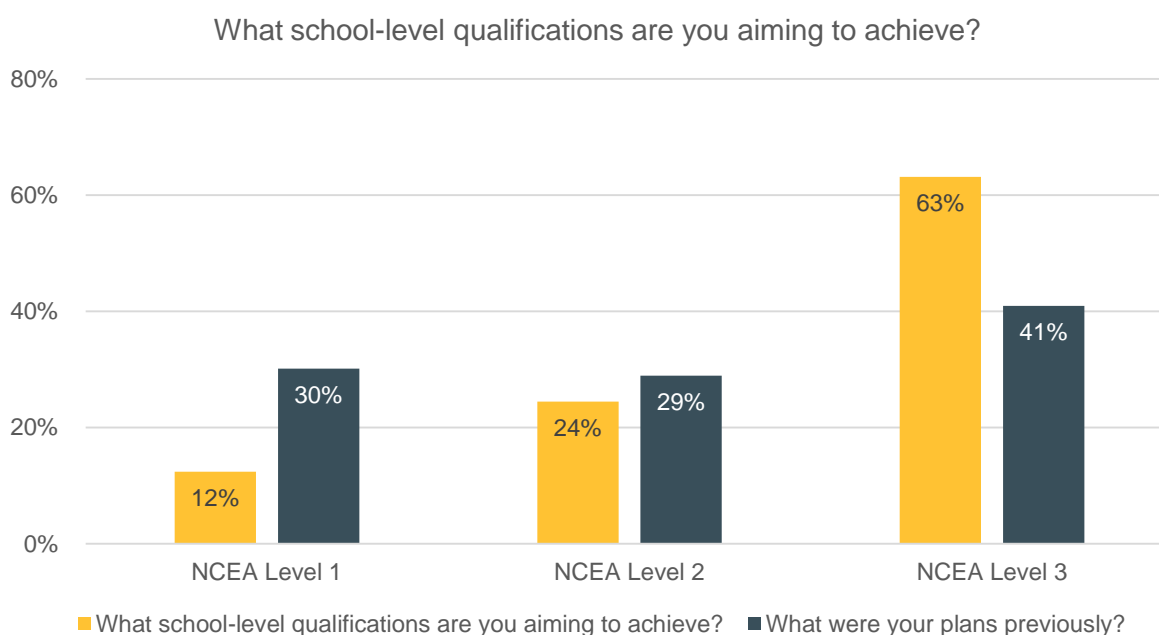
This section of the survey queried students' plans for school-level qualifications, and their plans for when they leave secondary school. The students were asked what their current plans are, and what their plans were before they started at a PSKH.

Feedback from the Middle School students showed a lift in both academic and career aspirations compared with before they joined a PSKH.

### Case study: more Middle School students are aiming to achieve NCEA Level 3 compared with before they started at a PSKH

Figure 28 shows the Middle School students' current goals for NCEA achievement, and what their goals were prior to joining a Partnership School.

**Figure 28: Case study: Middle School students' goals for school-level qualifications**



Source: MartinJenkins survey of the current students of PSKH.

The above chart shows that 63% of the Middle Schools' students are aiming to achieve NCEA Level 3, 24% are aiming for NCEA Level 2 and just 12% are aiming for NCEA Level 1. Prior to starting at a Partnership School, 41% of students were aiming from NCEA Level 3, 29% were aiming for NCEA Level 2 and 30% were aiming for NCEA Level 1.

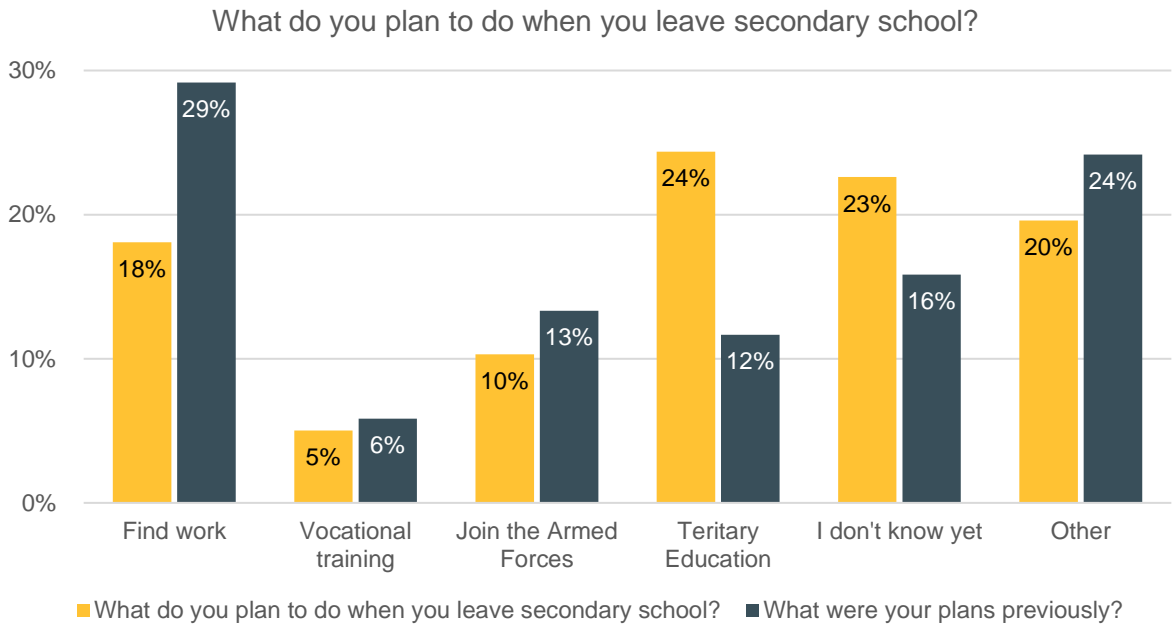


These figures show that the students believe their academic aspirations have increased since they started at a PSKH — a higher proportion of them say they are aiming for NCEA Level 3, and lower proportions say they are aiming for the lower levels compared with before they started at the PSKH.

**Case study: a higher proportion of Middle Schools’ students plan to attend tertiary education and a lower proportion are planning to find work compared with before they joined a PSKH**

Students were also asked about their plans for what to do after they leave secondary school. As with the section above, the students were asked what their plans were prior to joining a PSKH. Figure 29 summarises the feedback received from the Middle Schools’ students on their post-school aspirations.

**Figure 29: Case study: current post-school plans for Middle Schools’ students, and what their report their plans were before joining a PSKH**



Source: MartinJenkins survey of the current students of PSKH.

The above chart shows Middle Schools’ students’ self-reported changes in aspirations since joining the PSKH.<sup>28</sup>

- The students reported lower aspirations before joining the PSKH: 29% said before they started at the PSKH they had planned on finding work after leaving secondary school, and just 12% of said they had planned to attend tertiary education.

<sup>28</sup> The students were only surveyed at one point in time and asked to report their previous and their current aspirations.



- The students reported holding higher aspirations now: a lower proportion (18%) of Middle Schools' students said they are planning to find work, and a higher proportion (24%) are aiming to attend tertiary education.
- Other changes in this chart include an increase in the proportion of those who do not know what their plans are since joining a PSKH (23%, previously 16%) and a small reduction in the proportion of students specifying 'Other' post-school plans (20%, previously 24%).

The increase in the proportion of Middle School students specifying that their current plans are now to attend tertiary education indicates a lift in academic and career aspirations. However, it should be noted that these students are still young (approximately 12–16 years old) and as such, these results should be interpreted with care.



# APPENDIX 1: EVALUATION SCOPE — EIGHT ROUND 1 AND ROUND 2 SCHOOLS/KURA

The PSKH policy was implemented in multiple rounds. The evaluation focused on initial rounds only: four schools/kura opened in February 2014 (Round 1) and a further four schools/kura opened in February 2015 (Round 2).

Table 12 (next page) sets out the key characteristics of the eight Round 1 and Round 2 schools/kura in scope for the evaluation.

Key points to note are:

- the schools/kura were clustered in two geographical areas: Northland and Auckland, with a particular focus on South and West Auckland
- two of the Round 2 schools/kura are run by Sponsors who also operate Round 1 schools/kura
- all of the schools/kura are co-educational
- there is considerable variation between the schools/kura with regard to their roll count — maximum roll range is 150–300
- all of the schools/kura are delivering the New Zealand Curriculum and/or Te Marautanga
- the schools/kura cover overlapping year ranges: three deliver to primary ages, three deliver to middle ages, and three deliver to secondary ages
- one kura is delivering full immersion te reo Māori, two others are bilingual
- there is variation across the schools/kura with regard to their focus and ethos.





**Table 12: Current Partnership Schools/Kura Hourua**

School/kura	Sponsor	Location	Current year levels	Confirmed roll return 1 March 2016	Guaranteed Minimum roll 2016	Maximum roll 2016
<b>Round 1</b>						
South Auckland Middle School	Villa Education Trust	Wattle Downs, Auckland	7-10	147	150	180
Te Kura Hourua O Whangārei Terenga Parāoa	He Puna Marama Charitable Trust	Whangārei	7-13	158	150	300
The Rise Up Academy	The Rise Up Trust	Māngere East, Auckland	1-8	78	100	200
Vanguard Military School	Advance Training Group Ltd	Rosedale, Auckland	11-13	154	156	192
<b>Round 2</b>						
Middle School West Auckland	Villa Education Trust	Glendene, Auckland	7-10	99	120	240
Pacific Advance Senior School	The Pacific Peoples Advancement Trust	Otahuhu, Auckland	11-13	103	100	250
Te Kāpehu Whetū (Teina)	He Puna Marama Charitable Trust	Whangārei	1-6	81	85	150
Te Kura Māori o Waatea	Manukau Urban Māori Authority	Favona, Auckland	1-8	73	80	200
				<b>Total 893</b>	<b>Total 941</b>	<b>Total 1712</b>

Source: Ministry of Education; Ministry of Education (2016) Education Report: Partnership Schools/Kura Hourua: 2015 Quarter Four and Annual Reports, 30 May 2016.



# APPENDIX 2: YEAR 3 METHODS

## Administrative data analysis

### Brief description of method

This analysis focuses on the demographics, experience and outcomes of students who have ever been enrolled at Round 1 and Round 2 PSKH — these students form the PSKH cohort.

The purpose of this analysis is to:

- describe the population demographics of PSKH students (age / year level, gender, iwi affiliations, ethnicity)
- describe the students' experience of schooling (including transience and disengagement<sup>29</sup>).

The data to inform this analysis was a snapshot of anonymised student records extracted from the Ministry of Education's LearnerBDS data warehouse in June 2017.<sup>30</sup> These data were analysed using the statistical analysis software package 'R'.

Data on student academic achievement and attendance outcomes were excluded from this analysis. Attendance data were not of sufficiently comprehensive to include in this analysis. Achievement data have been omitted due to the minimal time students at NCEA level have been in PSKH. Readers should also note that a comparison group was not constructed, therefore this report can only describe the cohort.

### Definition of the PSKH cohort

The sample population was defined as any student who had been enrolled at any time at a Round 1 or Round 2 PSKH as at the end of 2016. The schools that fit this description are listed in Table 13.

<sup>29</sup> Some data were also provided on support for students; however, there were too few records included in these tables to be useful in this analysis.

<sup>30</sup> The raw data (anonymised student records) will be destroyed at the completion of this project.



**Table 13: Round 1 and Round 2 PSKH**

School name	School level	Location	Year opened
The Rise Up Academy	Primary (years 1-8)	South Auckland	2014
Te Kura Maori o Waatea	Primary (years 1-8)	South Auckland	2015
Te Kapehu Whetu — Teina	Primary (years 1-6)	Whangārei	2015
Middle School West Auckland	Middle (years 7-10)	West Auckland	2015
South Auckland Middle School	Middle (years 7-10)	South Auckland	2014
Te Kura Hourua o Whangārei Terenga Parāoa	Secondary (years 7-13)	Whangārei	2014
Pacific Advance Senior School	Secondary (years 11-13)	South Auckland	2015
Vanguard Military School	Secondary (years 11-13)	North Auckland	2014

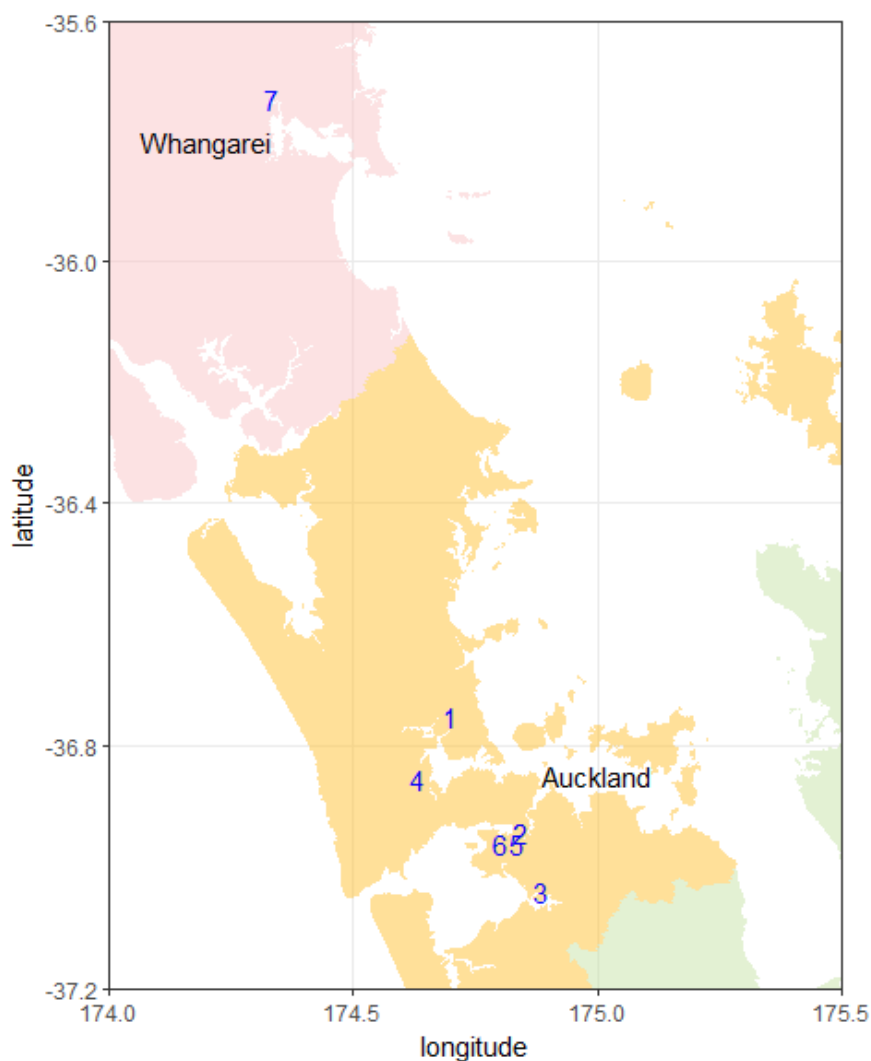
If a student had ever been enrolled at one of the schools listed in Table 13, records from all schools that student attended were included in the data extracted from LearnerBDS.

## Geographic spread of Round 1 and Round 2 PSKH

All year one and year two PSKH are located in either Auckland or Whangārei. Figure 30 shows the locations of these schools on a map, marked by a number. Table 14 shows which number each school corresponds to on the map. Note that the two Whangārei Schools are co-located. All schools are co-educational. The majority of the schools are located in South Auckland (four), with one school located in West Auckland, and one in North Auckland. The remaining two schools are in Whangārei.



**Figure 30: Locations of year one and year two PSKH**



**Table 14: Key to map above**

Marker	School Name	School Level
1	Vanguard Military School	Secondary (years 11-13)
2	Pacific Advance Senior School	Secondary (years 11-13)
3	South Auckland Middle School	Middle (years 7-10)
4	Middle School West Auckland	Middle (years 7-10)
5	The Rise Up Academy	Primary (years 1-8)
6	Te Kura Maori o Waatea	Primary (years 1-8)
7	Te Kura Hourua o Whangārei Terenga Parāoa Te Kāpehu Whetū (Teina)	Secondary (years 7-13) Primary (years 1-6)



## Administrative data limitations and analytical decisions

### Some of the tables provided had too few records to analyse

Many of the tables only had a few records included. These tables related most commonly to support available to students, including data on Boarding Bursaries and Special Education (Section 9) services. It was not possible to draw useful insights from analysing these, other than that few students were receiving these kinds of support.

### Students' current year level was imputed using data their year and month of birth

The Ministry of Education did not provide data on the students' current year level. We imputed these data based on each student's age at 1st of June 2017. The current year level is the rounded age, minus five.

### Data on students' attendance at school was too open to bias, and was not included in this analysis

Data on students' attendance at school potentially provides a rich set of information on attendance patterns, including the percentage of half-days attended, and percentage of late arrivals. However, only some schools provide these data to the Ministry of Education, and as a result we have no idea of which schools are included or excluded from the sample, or if PSKH are present in the sample at all. This makes it impossible to know whether or not the inclusion / exclusion of certain schools introduces biases into the analysis, or the materiality of this. Together with the Ministry we decided to not include these data because of the risk that any conclusions drawn from the data could be misleading.

### Data on students' academic achievement had limitations

There were a number of limitations with data on academic achievement for these students. This stemmed from three main sources:

- 1 The data provided was for a group of students who were in a group of year levels (years 11-13) for a group of reporting years (2013-16) — it was not possible to know from these data how many students were in each year level, and consequently at what level of NCEA they should be achieving in a given year.
- 2 The student's year level in each reporting year was not provided by the Ministry of Education — because the year level in each reporting year was not provided we were unable to accurately judge whether a given student was performing at the expected level. This also makes the data on academic achievement impossible to compare with national statistics on achievement of NCEA.
- 3 The school which provided the achievement records was not identified in the data we had — it was therefore impossible for us to tell if a given student was at a PSKH or a non-PSKH during those reporting years, and therefore impossible to attribute any academic progress to the PSKH policy intervention.



We were able to measure the percentage of students in the cohort that achieved NCEA levels 1, 2 and 3 by reporting year, as well as the percentage of students who had achieved the NCEA level 1 literacy and Numeracy standards. However we have not reported these data because they cannot be compared with other New Zealand schools' statistics on academic achievement. This is because other statistics generally only have students at an appropriate year level included in the denominator (eg, the percentage of year 11 students achieving NCEA level 1).

## Survey methods

The PSKH surveys (the surveys) were designed to capture the perspectives of four distinct groups of people:

- 1 Current students of PSKH
- 2 Parents / families / whānau of the current students of PSKH
- 3 Parents / families / whānau of students who left a PSKH before graduating
- 4 Graduates<sup>31</sup> of PSKH.

The surveys were designed to work together to capture evidence to inform the evaluation questions for Year 3 of the evaluation.

## Schools included in the surveys

It was agreed with the Ministry of Education that the primary level Partnership Schools would be excluded from The Surveys. The schools that were included in The Surveys were:

- Vanguard Military School (years 11-13)
- Pacific Advance Senior School (years 11–13)
- Te Kura Hourua o Whangārei Terenga Parāoa (years 7-13)
- Middle School West Auckland (years 7-10)
- South Auckland Middle School (years 7-10).

## Survey approach driven by special needs of the survey population

The students and parents / families / whānau of PSKH have some special needs in order to adequately capture their perspectives. Relevant considerations included:

- There are high rates of Māori and Pasifika in these groups

<sup>31</sup> For the purposes of this survey, graduating is defined as a student reaching the level of academic achievement that they were aiming to achieve. Examples of this include a student leaving school with NCEA level 2 to join the armed forces, or to start a trade apprenticeship. Also included in this definition is a student completing the maximum level of schooling offered by a school, such as leaving secondary school at the end of year 13.



- Pacific Advance Senior School's student population includes a number of students and families for whom English is not their first language
- Te Kura Hourua o Whangārei Terenga Parāoa is a bi-lingual school, offering education in both English and te reo Māori
- We were advised by the schools that we were likely to receive a better response rate if paper surveys were available, especially for the parents
- One school sponsor recommended that an invigilator was on hand while the surveys were conducted to answer any questions that the students may have.

As a result, the following decisions were made about the survey approach in consultation with the schools:

- The surveys were translated into te reo Māori, Samoan and Tongan
- Paper versions and online versions of the surveys were prepared for all surveys except the survey of graduates of Partnerships Schools | Kura Hourua<sup>32</sup>
- An invigilator was provided to supervise the surveying of students at South Auckland Middle School and Middle School West Auckland. The Survey for these students was also conducted on paper, rather than online.

## Demographics of the survey response

This section discusses the responses to the surveys, and the demographics of respondents.

### Overall response rates to the surveys were low

As at June 2017 there were 1,115 students currently enrolled in year one and year two PSKH, 799 of these students were in years 7–13<sup>33</sup>. Therefore the current student population is 799 students. Table 15 shows the number of responses to The Surveys, and estimates a response rate for each of the surveys.

**Table 15: Response rates to each of the surveys**

Survey	Number of responses	Estimated population	Response rate
Current students of PSKH	373	799	47%
Parents / families / whānau of current PSKH students	249	750	33%
Parents / families / whānau of PSKH students who left before graduating	7	200	4%
Graduates of PSKH	15	350	4%

Source: MartinJenkins Surveys of PSKH

Notes: Survey populations were estimated using the Ministry of Education's LearnerBDS data, specifically:

<sup>32</sup> This was decided because graduates were to be recruited by email and through social media by the schools. The schools thought that it would be difficult to contact the graduates in person.

<sup>33</sup> Ministry of Education, LearnerBDS system.



- 1 The current student population in June 2017 was 799 students
- 2 Allowing for some families having multiple children, we estimated that there were around 750 families
- 3 The number of families of students who left before graduating was estimated using the number of students who attended a PSKH and then left to attend a non-PSKH
- 4 The number of graduates of PSKH was estimated by the number of students who had no current school enrolment and whose most recent school was a PSKH

The highest response rate for the surveys was 47% (survey 1); however, 90% of these responses were from South Auckland Middle School (SAMS) and Middle School West Auckland (MSWA). Very few responses were received from the other schools. This is an issue because:

- these schools are run by a single sponsor (Villa Education Trust)
- the results of survey 1 are dominated by the perspectives of the students of those schools, which only teach students in years 7–10.

The results of survey 2 (Parents / Families / whānau of current students) were more balanced between the schools, and the response rate was high enough (33%) to give some fairly representative feedback from the parents / families / whānau of the students of PSKH.

Unfortunately too few responses were received from the other surveys (survey 3 — parents / families / whānau of students who left a PSKH before graduating and survey 4 — graduates of PSKH) for this feedback to be a useful input into this evaluation.<sup>34</sup>

MartinJenkins and the Ministry of Education have agreed that survey 2 (parents / families / whānau of current PSKH students) provided the most useful and representative feedback for the purposes of this evaluation. The feedback captured in survey 1 (current students of Partnership Schools) appears in this report as a case study of student feedback from the Middle Schools.

## Demographics of the responses to survey 2

This section describes the demographics of the responses captured from the parents / families / whānau of current PSKH students.

### School coverage, year level and the when the child started at this school

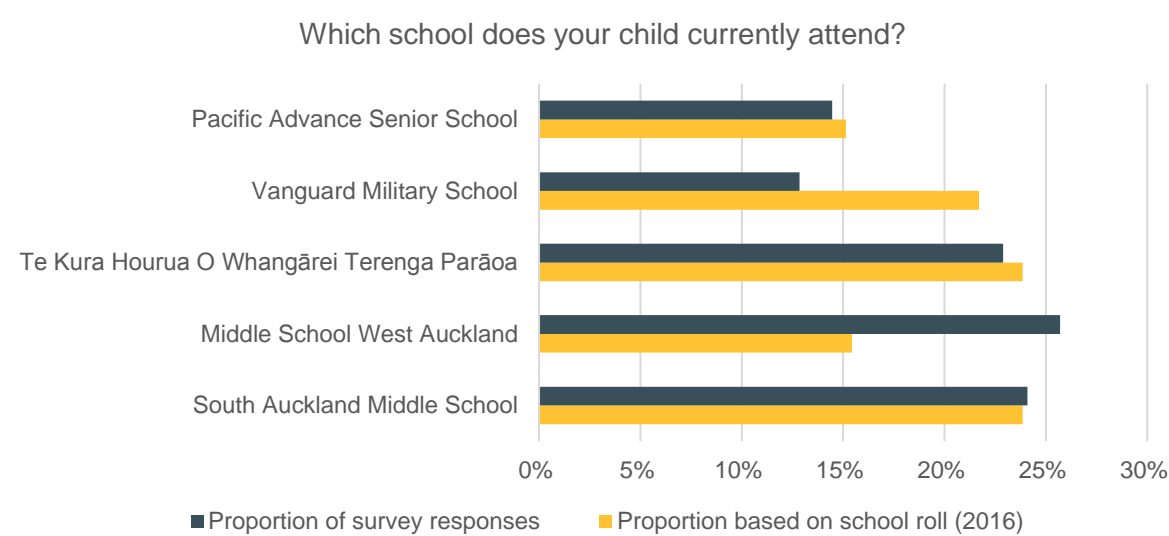
Figure 31 shows the proportions of survey respondents with children at each of the five schools surveyed, and compares these proportions to those derived from the 2016 school rolls at each of the schools.

<sup>34</sup> Qualitative comments captured in the survey of parents / families / whānau of students that left a Partnership School | Kura Hourua before graduating indicated that the best things about the schools included improved discipline / behaviour of their child, and improved self-esteem of their child.





**Figure 31: Proportions of families with students at each of the schools, compared with the proportions implied by the school rolls**



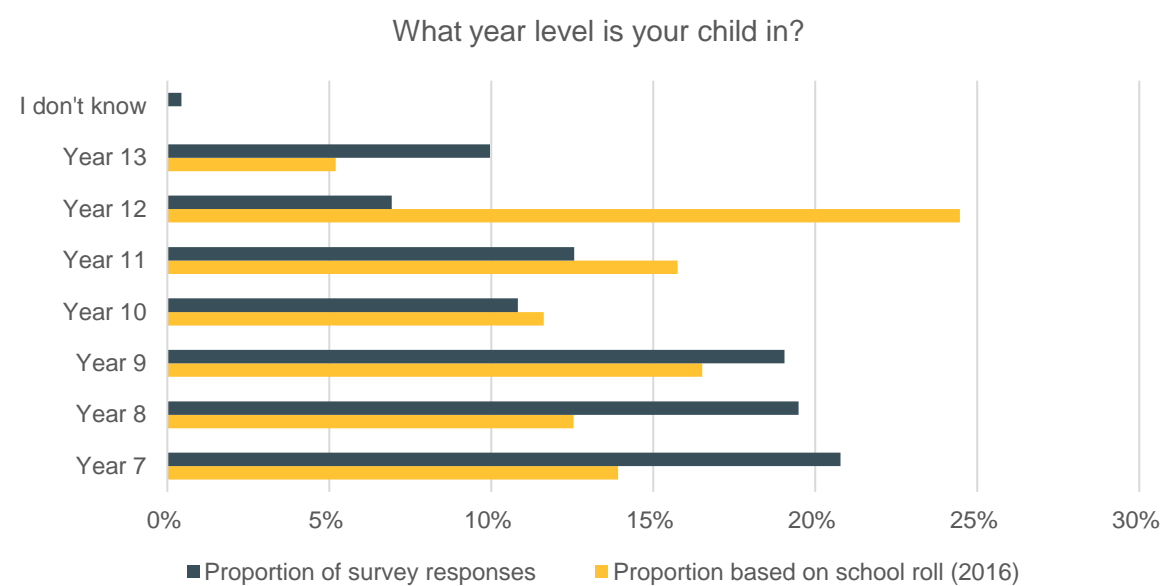
Source: MartinJenkins survey of parents / families / whānau of current PSKH students. School roll data are from Education Counts: <https://www.educationcounts.govt.nz/statistics/schooling/student-numbers/6028>.

The above figure shows that we received similar proportions of responses to those implied by the 2016 school rolls for Pacific Advance Senior School, Te Kura Hourua o Whangārei Terenga Parāoa and South Auckland Middle School. We captured a higher proportion of responses from the families of Middle School West Auckland, and a lower proportion of responses from the families of Vanguard Military School.

Figure 32 shows the proportion of responses captured from families with children at each year level, in comparison with the proportions implied by 2016 school roll data.



**Figure 32: Proportion of survey responses from each year level, compared with the proportions implied by 2016 school rolls**



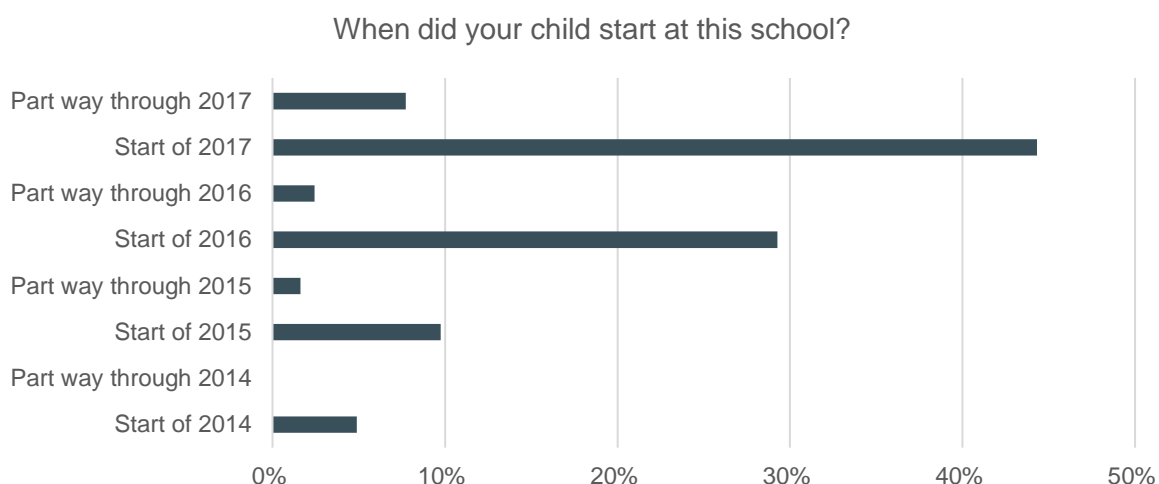
Source: MartinJenkins survey of parents / families / whānau of current PSKH students. School roll data are from Education Counts: <https://www.educationcounts.govt.nz/statistics/schooling/student-numbers/6028>.

The above figure shows that the survey captured more responses from families with children in years 7–9 and in year 13, but captured fewer responses from families with children in years 11–12. The proportion of survey responses from families with children in years 7–10 was 70%, with 30% from families with students in years 11–13. School roll data shows that the proportions of responses should have been 55% from families with children in years 7–10 and 45% from families with children in years 11–13. Readers should be cognisant that this survey underrepresents years 11–13 when interpreting these results.

Figure 33 shows the proportion of families with children that started at a PSKH by year, and if they started at the beginning of the year or part way through.



**Figure 33: When children started at PSKH**



Source: MartinJenkins survey of parents / families / whānau of PSKH.

The above figure shows that most families surveyed had children that started in 2016 or 2017. It also shows that the majority of students started at the beginning of the year, rather than part way through the year.

### Gender and ethnicity

Table 16 shows the gender and ethnicity mixes of the survey of parents / families / whānau of current PSKH students, and how these compare to the gender and ethnicity mixes implied by 2016 school roll data.

**Table 16: Gender and ethnicity mix of survey responses compared with 2016 school roll data**

Aspect	Proportion of survey responses	Proportion based on 2016 school roll
Male students	55%	58%
Female students	45%	42%
Māori students	33%	50%
Pasifika students	31%	31%
Students from other ethnic groups	36%	19%

Source: MartinJenkins survey of parents / families / whānau of current PSKH students. School roll data are from Education Counts: <https://www.educationcounts.govt.nz/statistics/schooling/student-numbers/6028>.

The above table shows that the Survey captured approximately the correct proportions of males and females, but captured fewer whānau of Māori students and a greater number of the families of students from other ethnic groups.





# APPENDIX 3: PSKH INTERVENTION LOGIC MODEL

Figure 34: PSKH intervention logic model

