



# TAWA KĀHUI AKO ACHIEVEMENT CHALLENGE

*12 April 2022*



## Our Kura



Redwood  
school



Tawa  
School



Hampton  
Hill



St Francis  
Xavier



Tawa  
College



Tawa  
Intermediate



Linden  
School



Greenacres  
School

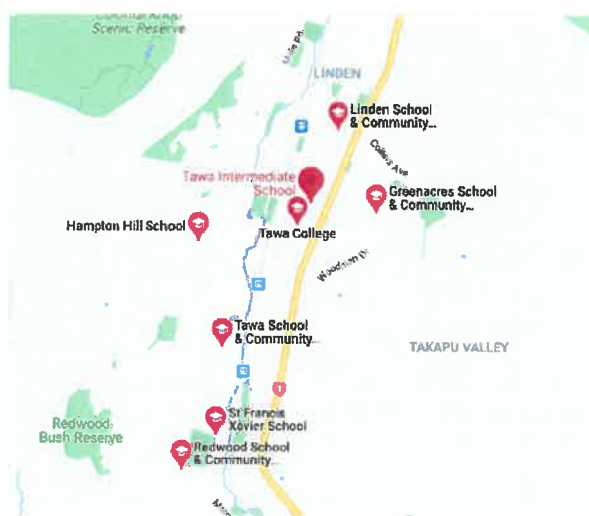
## Introduction

The Tawa Kāhui Ako consists of 8 schools:

- Redwood Primary
- Tawa Primary
- St Francis Xavier
- Hampton Hill Primary
- Linden School
- Greenacres School
- Tawa Intermediate School
- Tawa College

Our schools range in size from 92 students to 1362 students at the College.

The Tawa Kāhui Ako is located on Ngāti Toa land, in the northernmost suburb within the Wellington City Council boundary. Tawa suburb takes its name from the Tawa tree that flourishes in the local bush reserves. Tawa schools are nestled in a valley that stretches from Kenepuru in the north to Redwood in the south. The Kenepuru awa runs through the valley, on its way out to the Porirua Harbour. All schools are watched over by Rangituhi and a trek to the top of the 468m peak will reward the climber with views, on a clear day, from the Kaikōura Ranges to Mount Taranaki. The schools range in size from 92 students to 1362 students at the College.



Tawa is a diverse community that is reflective of New Zealand society. Our schools are made up of students from many iwi and cultures. Tawa has a strong community made up of sporting, service and cultural groups. The support of these groups, along with many long term residents, makes Tawa a kind and caring community. The strength of these groups enables many families, from a range of socio-economic needs to be supported.

The Tawa Kāhui Ako was first approved in 2018. We have worked hard to create a collaborative team of principals and boards to strengthen relationships and create new opportunities for all students. We know that we are able to offer new pathways and opportunities for success when we work together.

<b>2021 Tawa Kāhui Ako Students by Ethnicity</b>								
<b>Funding year level</b>	<b>Gender</b>	<b>Māori</b>	<b>Pacific</b>	<b>Asian</b>	<b>Other</b>	<b>European/Pākehā</b>	<b>International students</b>	<b>Total</b>
Year 01	Total	45	39	48	13	92	0	237
Year 02	Total	53	36	44	15	89	0	237
Year 03	Total	44	22	52	10	96	0	224
Year 04	Total	43	19	58	8	87	0	215
Year 05	Total	42	33	55	20	114	0	264
Year 06	Total	49	37	42	6	101	0	235
Year 07	Total	71	32	53	14	118	0	288
Year 08	Total	77	51	43	13	111	0	295
Year 09	Total	59	46	49	20	123	0	297
Year 10	Total	77	41	41	8	132	0	299
Year 11	Total	49	37	38	14	115	2	255
Year 12	Total	40	50	34	13	112	0	249
Year 13+	Total	46	36	40	13	126	1	262
Female	Total	357	245	289	93	683	1	
Male	Total	338	234	308	74	733	2	
CoL Total	Total	695	479	597	167	1,416	3	3,357
		20.70%	14.27%	17.78%	4.97%	42.18%	0.09%	
2019	636	466	555	155	1551	15	3378	
	18.90%	13.80%	16.50%	4.60%	46.10%	0.40%		

## The Achievement Challenge Story

The original Achievement Challenge was approved in 2017.

The foci of the Achievement Challenge was to lift:

- Quality of writing across the community
- Numeracy across the community
- Leavers' data relating to gaining at least NCEA Level 2.

At the time, two key underlying drivers were identified as:

- Increasing wellbeing (both staff and student)
- Improving culturally responsive practice, including strengthening links with whānau, particularly Māori and Pasifika.

It is worth noting that initially Health and Wellbeing foci were not being approved by the Ministry of Education with regards to Achievement Challenges and there was an emphasis on quantitative data (including National Standards up to Year 8) rather than qualitative or 'soft' data.

In reviewing our Achievement Challenge we have consulted with all schools including Boards of Trustees about directions and priorities, looked again at data and have thought about what the current catalysts and change agents in the Kāhui Ako are. Individual school strategic plans have been shared by the Principals and the Boards.

2018 was a year of exploring, learning about the new environment we are in, getting to know and understanding each other, and our contexts and providing opportunities for connection and relationship-building.

2019 in many ways, was more purposeful and structured. We focused on fewer things but went into it more deeply. Changes in personnel (which continued in 2020) have caused us to slow down and take the time to transition well. It was exciting to see the relational trust and collaboration that developed between schools.

2020 and 2021 have been impacted by COVID-19 and online learning became a reality. We continued to build a cohesive team with new Principals being appointed. At the beginning of the school year in 2021, the Tawa Kāhui Ako ran a successful Restorative Practices Training day for staff from all schools. This initiated and upskilled staff on a key focus of the schools which impacts health and wellbeing and cultural responsiveness. In 2020 Tawa College shared their progress with Poutama Pounamu with regards to cultural responsive pedagogy and all Principals made a decision to be part of this journey. This began in 2022 across the schools of the Kāhui ako.

The data we have used to look at impact and shifts have been:

- 11 questions from the wellbeing@school survey. This survey has been completed for 4 years so we now have longitudinal information.
- Mathematics PAT data Years 4-10. Seven of the schools are doing PAT Maths each year. School cohorts are coming in below the national profile at Year 7 and again at Year 9, so there is evidence to support a closer monitoring of Mathematics Progress.

The new Learning Framework for the Tawa Kāhui Ako has three overlapping strands:

**Tawa Tū – whānaungatanga**

Strengthening cultural identity through Identity, Language and Culture

**Tawa Hauora – awhinatanga**

Strengthening wellbeing through Citizenship, Service and Kindness

**Tawa Ako – mātauranga**

Strengthening teaching and learning through Collaboration, Agency and Curriculum

**Reflecting on progress with regards to our original achievement challenges.**

**Quality of Writing across the Community:**

The development of writing has been an area of focus for schools in the Kāhui Ako. Highlights have included

- A small group of teachers from across four schools met to share and problem solve around their Teaching as Inquiry work. All had a focus on developing writing with a targeted group
- A WSL English teacher from Tawa College visited Tawa Intermediate to find out more about how writing is taught. The aim was to see what students experience as they move from Year 8 to Year 9. The College English Department, where possible, used the same terminology and teaching tools (e.g. how to structure an essay) to support students as they transition to Year 9.
- Some schools are already focusing on strengthening oral language as a key to developing writing. This has been effective.

At a Principals and ASL Strategy meeting it was agreed that development of oral language will be the focus of the Literacy work stream in 2019. This has moved forward and Literacy is now part of the Cultural Responsiveness Achievement Challenge goal.

**Numeracy across the Community**

Throughout the years the Kāhui Ako has been operating, there has been a Maths Cluster group that met termly. This is a group of teachers who lead Maths at their school, plus a Maths teacher from Tawa College. This made sound progress in early years but with the departure of an ASL whose skillset was Numeracy, its effectiveness was blunted. The appointment in 2021 of a new ASL with a focus on Mathematics has re-energised the group and there is a significant increase in involvement from Tawa College in this group.

The reason why we wish to retain Numeracy as one of our foci is that the PAT Maths entrance data at Year 9 has dipped markedly from 2019 onwards. It needs to be noted that some of this decline can be attributed to students from outside the Tawa Kāhui Ako area but nevertheless it is a cause for concern. This decline is mirrored by a similar dip from Year 6 to Year 7 as recorded by Tawa Intermediate.

## **Leavers' Data relating to gaining at least NCEA Level 2**

Since 2018, the percentage of student leavers at Tawa College gaining NCEA Level 2 or better has been greater than 85%. This represents an improvement on previous years and is higher than similar decile secondary schools in New Zealand. The most recent result in 2020 states that Tawa College had 90.0% of its students gaining NCEA Level 2 or better. The ethnic breakdown for 2020 was Māori (82.8%), Pacific (87.7%), European (91.8%) and Asian (95.0%). This is encouraging and validates the effectiveness of early-intervention strategies within our Kāhui Ako.

The challenge that remains is lifting our Māori achievement at all school levels. There has been considerable work done in lifting Māori achievement and engagement and this is the reason that we have removed this foci and replaced it with two foci looking at cultural responsiveness and improving health and wellbeing.



# OUR VISION, VALUES & GOALS



Our Tawa Kāhui Ako is a collaborative community of learning which is dedicated to the support of student wellbeing and success *through Hauora, Ako, Opportunities and Pathways*

## HAUORA

Students and staff feel valued and respected as unique people, empowered to drive their own learning and wellbeing, and to contribute to that of others.

## AKO

The Kāhui Ako collaborates to strengthen purposeful teaching and learning through a relational and culturally responsive framework that fosters innovation.

## OPPORTUNITIES

We offer rich and varied experiences beyond what could be offered as individual schools.

## PATHWAYS

The strong, collaborative relationships between schools and shared view of effective learning strengthen transitions for students and whānau into, between and beyond the schools in the Kāhui Ako.

## What does this mean for Tawa?

<b>Tawa Tū</b> Strengthening Cultural Identity	<b>Tawa Hauora</b> Strengthening Wellbeing	<b>Tawa Ako</b> Strengthening Teaching and Learning
<b>Rationale:</b> understanding, embracing and empowering students to know their own and others' culture and heritage, respecting our local context.	<b>Rationale:</b> promoting and supporting the individual and collective wellbeing of students, teachers and community, while contributing to the wellbeing of others.	<b>Rationale:</b> identifying and strengthening effective teaching and learning practices across schools to enhance learning pathways for all.
<b>Through strengthening positive collaboration across Tawa Schools we can:</b> <ul style="list-style-type: none"> <li>- Collaborate with Ngāti Toa as mana whenua, demonstrating commitment to bicultural partnerships in Aotearoa New Zealand</li> <li>- Develop a shared understanding of the stories and histories of our local area</li> <li>- Build ongoing, powerful relationships with students and whānau to build a strong community of learning</li> </ul>	<b>Through strengthening positive collaboration across Tawa Schools we can:</b> <ul style="list-style-type: none"> <li>- Build resilience, empathy and a sense of belonging</li> <li>- Demonstrate citizenship and kindness in the service for others</li> <li>- Work with community to solve local challenges</li> </ul>	<b>Through strengthening positive collaboration across Tawa Schools we can:</b> <ul style="list-style-type: none"> <li>- Develop a shared understanding of what effective teaching and learning 'looks like' across Tawa</li> <li>- Identify and enhance opportunities for teaching and learning innovation</li> <li>- Build agency and self-efficacy</li> </ul>



# Our 2020-2023 plan of mahitahi:

<b>Tawa Tū</b> <b>Identity, Language and Culture</b> <b>Whanaungatanga</b>	<b>Tawa Hauora</b> <b>Citizenship, Service, Kindness</b> <b>Awhinatanga</b>	<b>Tawa Ako</b> <b>Curriculum, Collaboration, Agency</b> <b>Mātauranga</b>
<p><b>Place-based Learning Contexts</b></p> <p>Curate and share information and stories of local history, geography, migration, through connecting with whānau, community and iwi</p> <ul style="list-style-type: none"> <li>- Tawa Tū pepeha teaching resource with integrated place-based learning</li> <li>- digital histories of some older Tawa residents and key community members, collected by students collaborating across schools</li> </ul> <p><b>Respect for the diversity of people and cultures</b></p> <p>Acknowledging the unique gifts, contributions and perspectives of individuals and groups reinforcing the need for participatory decision making.</p> <p><b>Honour Te Tiriti o Waitangi</b> by</p> <ul style="list-style-type: none"> <li>- working collaboratively with Ngāti Toa, such as through involvement in Te Hurihanganui</li> <li>- understanding how to enact the principles of partnership, participation and protection as underpinning the work that we do.</li> <li>- multiple opportunities for Māori stakeholders in our community (students, teachers, whānau, community, iwi) to participate and contribute in a meaningful way , including kapa haka festival, student Kaitiaki group, kōo rahi community festival,</li> <li>- looking to actively address issues of equity with respect to Māori learners</li> </ul>	<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>- understand the importance of gratitude and kindness to strengthen a student's sense of wellbeing</li> <li>- continue to deepen our understanding of Growth Mindset, Positive Psychology, Social and Emotional Learning and Restorative Practices</li> <li>- use the wellbeing@school data to leverage from strengths and target support for students and schools</li> </ul> <p><b>Service Projects</b></p> <ul style="list-style-type: none"> <li>- with students: find, plan and implement genuine opportunities for all students to give and receive service, either as tuakana teina or outside of school</li> <li>- working with community to support local projects</li> </ul> <p>An example is the pilot environmental project with the Wellington City Council.</p> <p><b>Strengthen pathways</b> ECE/primary/secondary</p> <ul style="list-style-type: none"> <li>- by enabling students to connect across the transition eg tuakana teina or visits</li> <li>- by using student and whānau focus groups to better understand the reality of the transitions</li> </ul>	<p><b>Curriculum</b></p> <p>Connect teachers across schools to share and enhance effective teacher pedagogy.</p> <p>Examples are-</p> <ul style="list-style-type: none"> <li>- Future Focused Competencies</li> <li>- Universal Design for Learning (UDL)</li> <li>- Cultural relationships for responsive pedagogy</li> <li>- Numeracy</li> <li>- Science</li> <li>- Play-based learning</li> <li>- Oral language</li> <li>- Best evidence-based practice</li> </ul> <p><b>Student agency</b></p> <ul style="list-style-type: none"> <li>- relevant learning contexts and opportunities to share learning eg tuakana teina</li> <li>- give choice and autonomy; foster resilience</li> <li>- develop self-efficacy, understanding own identity</li> </ul> <p><b>Teacher agency</b></p> <ul style="list-style-type: none"> <li>- increase efficacy - self and collective</li> <li>- opportunities for collaboration and leadership</li> </ul> <p><b>Strengthen pathways</b> ECE/primary/secondary</p> <ul style="list-style-type: none"> <li>- increase teacher understanding of student learning pathways, especially the learning before and after the current stage, incorporating curriculum levels</li> <li>- share stories and visit classrooms to understand student role in their learning both sides of transition</li> <li>- work with competencies to prioritise and plan deliberate learning pathways</li> <li>- work with Tawa College Careers Dept to understand and support the pathway after school</li> </ul>

## **Achievement Challenge 1: Student Wellbeing (Hauora)**

### **Rationale:**

Wellbeing is central to the vision, values and principles of the New Zealand Curriculum and the Tawa Kāhui Ako shared vision. Our community of learning share the belief that if our students are to be confident, involved and connected lifelong learners they need to feel safe and secure, have their culture, language and identity acknowledged, respected and valued and have equitable access to learning opportunities.

### **Method:**

Each school in the Kāhui Ako has gathered data from their student population. We have used the Wellbeing@school student survey (NCER) to gather the data. Baseline data was taken from May to July 2019, except Tawa Intermediate which was from March 2018. A decision was to identify 11 Questions to examine the data from in more depth and these have been analysed in Years 5-6, Years 7-8 and Years 9-10

### **Observations:**

One question, "I can say how I am feeling when I need to" has the lowest percentages of students who agree or strongly agree with this statement. This was true in the baseline data and continues to be the case in the 2021 data. This is true at all year levels.

The second question is "Students have a say in what happens at school" which has a concerning number of students who disagree or strongly disagree with the statement.

The number of students participating, particularly at secondary school level, is disappointing. It has been felt for some time that the Wellbeing @ School survey has too many questions and could be somewhat overwhelming for some students. Hence the low completion rate.

### **Achievement Challenge:**

We will continue to monitor the student responses to the 11 key statements identified in the Wellbeing@school student survey but closely focus on the two statements:

"I can say how I am feeling when I need to"

"Students have a say in what happens at school"

The base data and 2021 data is included as Appendix 1 and 2 respectively and the aspirational goal is included within this section of the achievement challenge.

### **DATA:**

Question 10 – I can say how I am feeling when I need to

Baseline: Strongly Disagree and Disagree: 32%

Strongly Agree and Agree : 68%

2021 Data Strongly Disagree and Disagree: 35%

Strongly Agree and Agree: 64%

Note: Percentages do not add up to 100% due to rounding.

#### Question 6 - students have a say in what happens at school

Baseline:	Strongly Disagree/Disagree	23%
	Strongly Agree/Agree	76%
2021 Data:	Strongly Disagree/Disagree	26%
	Strongly Agree/Agree	73%

#### **ACTIONS:**

**Emotional Literacy:** It is important to lift emotional literacy across the Community of Learning. This could be related to Zones of Regulation or the work of Marc Brackett, for example, Mood Meter.

**Student Voice:** This is explicit in the Environmental kete work with the City Council, where a student leadership group is formed. It is more evident in the Cultural responsiveness programme and it needs to be part of Curriculum Decision-making

#### **OTHER HAUORA COMMUNITY INITIATIVES:**

**Restorative and Relational Practices:** Online resources on Restorative Practice are provided for newcomers to Tawa Schools, as well as to embed this with other teaching staff.

Growth Mindset, Positive Psychology and other Service Opportunities.

Transitions Year 6 to Year 7 Student Feedback on the Transition process.

Manaaki Community Evening, March 1<sup>st</sup> 2023.

#### **TARGET**

The aim is by 2025 there will be a 10% shift in the emotional literacy statement (Question 10) and a 5% shift in the student voice statement (Question 6). This shift means more people “agreeing” and “strongly agreeing” and less people “disagreeing” and strongly disagreeing”.

## **Achievement Challenge 2: Build Teacher Capacity with regards to Māori Achievement and Engagement**

### **Rationale**

The second goal is to build teacher capacity across the Tawa Kāhui Ako with regards to Māori Engagement and Achievement.

Data over recent years has indicated that Māori Engagement and Achievement needs lifting in the Tawa schools. Engagement indicators that have informed us include discipline statistics (stand-downs and suspensions) as well as attendance rates. Māori achievement, with regards to numeracy and literacy, lags behind other ethnic groups.

### **Background and Method**

For five years Tawa College staff has had Professional Development from Poutama Pounamu from Waikato University. This has involved listening to Māori students' and whānau voice, as well as developing a classroom observation tool where teachers work in pairs to ensure Māori students have equal access to classroom learning. This work builds a shared understanding of supporting cultural relationships for responsive pedagogy. The work the College has done has been shared with the other Tawa Schools' Principals. They have indicated a desire to be involved with the same provider, Poutama Pounamu, and in 2022 have 200 hours of Ministry of Education funding for this purpose.

In the last two years Tawa College and Tawa Intermediate have been invited to be involved with Te Hurihanganui. This is a Government initiated pilot to address racial bias within the school system. This is community based and Tawa, along with Titahi Bay, has been chosen to be one of the 8 areas throughout NZ to be selected for this pilot. Again both Tawa College and Tawa Intermediate are keen to share their learnings with the contributing schools in the Tawa Kāhui Ako.

### **Outcomes- Qualitative and Quantitative**

Initial results have been encouraging. An example is that in 2021 Year 12 Māori students at Tawa College achieved an 87.5% pass rate, which is the highest of any ethnic group at Tawa College.

Two other initiatives have taken place in the recent past. The first is the annual Kapa Haka Festival for Tawa schools held at Tawa Intermediate which is a celebration of Māori culture. The second is the Kī-o-Rahi Festival. Students from the College and the Intermediate go to the contributing schools and explain how to play kī-o-rahi to the students. At the end of the year, students from the six Year 1-6 schools play some non-competitive games of kī-o-rahi with many whānau in attendance. This is a celebration of Māori sport. These initiatives are community based and have been used to lift Māori engagement.

These are encouraging initial steps and the Kāhui Ako aims to build on this and lift Māori engagement and achievement by having a consistent and shared approach to staff training in the area of Māori achievement and engagement.

## **TARGET**

The goal is for across all the cognitive statistics, literacy and numeracy, Māori achievement is within 5% of all ethnic groups. This too is the goal for the school leavers' data where Māori students are within 5% of all ethnic groups in achieving Level 2. As a result of relatively small numbers at Year 4 to 6 this would be data for all schools rather than individual schools.

As all eight schools in the Kāhui Ako will be working with the Poutama Pounamu facilitators, all schools will be undertaking the survey 'Rongohia te hau'. The Kāhui Ako will focus on the following questions from the survey.

6. Teachers in my classes respect me and I respect them
10. Teachers in my classes know how to help me learn
11. Teachers in my classes know how to make learning fun
12. Teachers in my classes let us help each other with work
13. Teachers talk with me about my results so I can do better
14. In this school I am provided with opportunities to contribute my knowledge and experiences to the school.

The data is collected and a 4 point scale with 4.0 the highest. The aim is that by 2025 the results for these questions will be higher than 2.8 and the gap between Māori and Non-Māori students and Māori and non-Māori whanau is minimal.

## **Achievement Challenge 3 - 2022 - 24 Learning Framework**

### **Rationale**

Across our Kāhui Ako we believe that success at Level 2 of NCEA is an achievable barometer for student success. This qualification allows a student access to multiple pathways, including further study at tertiary level, apprenticeships and entering the workforce. As we track through the school years of Year 4 to Year 10, it is evident that achieving at PAT stanine 4 or above is a strong indicator for attaining Level 2 success.

In addition, there is a strong push from the government and employers for students to choose a STEM pathway. Poor numeracy skills are a barrier to this.

### **Mathematics**

The Tawa Kāhui Ako has focused on developing a cluster wide approach to the teaching of mathematics. This has been a data driven need as across our schools we have found that the mathematics data has not been what we would like. This concern is also reflected in the 2021 Year 9 entrance achievement data collated by Tawa College at the start of the year where 43% of Māori students and 55% of Pasifika students sit in stanine 1 - 3.

We have started a number of initiatives in the last couple of years that our schools are beginning to run with. These have included the development of a Maths cluster group of teachers working with an external facilitator once a term for a full day. We have also had a number of schools use the DMIC approach to teaching mathematics which incorporates a greater cultural responsiveness. This is notable as we have a number of Māori and Pasifika students who are strongly represented in our underachieving numbers. A number of our schools have introduced the Jo Boaler (Growth mindset) approach to teaching mathematics in our classrooms.

Our schools have used several different tools for capturing student achievement data. This is a combination of PAT mathematics and measuring against the relevant curriculum levels.

With this in mind, we can make some statements about student achievement:

- Our Māori and Pasifika achievement levels in mathematics are below that of their NZ European and Asian classmates. This is across all schools in Tawa.
- Within these groupings our female students are achieving at a lower level than our male students.
- Schools within our Kāhui Ako are working hard to address this underachievement. They are using multiple strategies such as target groups, the DMIC programme, teacher professional development and attendance at cluster.
- Student achievement levels have been slowly trending down over the last few years.
- We are yet to see the issues created by lockdowns due to COVID19.



## **Moving forward**

- We are aiming to create greater collaboration and sharing amongst our schools by continuing to support and use the professional development facilitator in supporting this group.
- Schools will make mathematical achievement a school-wide focus.
- Annual systemic analysis of data. For the target groups we need to see accelerated progress.
- A dedicated Across School Leader role focused on improving engagement and success in mathematics, in particular in the target groups identified.

## **Target**

In 2024 the percentage of Year 9 students gaining stanine 1, stanine 1-3, stanine 7-9 and stanine 9 are commensurate with the national average for PAT tests. This is 4%, 23%, 23% and 4%. The data for 2017-2021 is included in Appendix 3.

## Wellbeing@school baseline data

Data is from May-July 2019, except TIS which is from March 2018

These questions have been chosen from the Wellbeing@school survey because we want questions that:

- We are interested in
- Celebrate what is going well in Tawa
- Align with individual school's values
- Show trends across our schools

We can use to monitor progress Kāhui Ako wide

- We expect to see a change over time because of our three work streams.

### School-wide climate and practices

#### Rationale:

Students feel they belong, are accepted and teachers are interested in their culture.

Students have some voice and influence in class and school-wide practices.

#### Question 1: I feel I belong

	Strongly Disagree	Disagree	Agree	Strongly Agree
Years 5-6	12	37	216	123
	3%	10%	56%	32%
Years 7-8	9	39	354	130
	2%	7%	67%	24%
Years 9-10	4	41	226	53
	1%	13%	70%	16%
Total students	25	117	796	306
	2%	9%	64%	25%

- Between 86-91% of students in Tawa feel they belong at their school.
- This leaves between 9-14% of students who feel like they don't belong.

<b>Question 2: At school people accept me for who I am (TIS Intermediate &amp; TC Secondary only)</b>				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Years 7-8	1	12	65	44
	1%	10%	53%	36%
Years 9-10	2	20	231	70
	1%	6%	72%	22%
Total students	3	32	296	114
	1%	7%	67%	26%

- Between 89-94% of these students feel accepted for who they are.
  - This seems especially pleasing as these adolescents' transition through early teen years.

<b>Question 3: I feel safe at school</b>				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Years 5-6	11	46	153	177
	3%	12%	40%	46%
Years 7-8	8	43	281	199
	2%	8%	53%	37%
Years 9-10	8	33	209	73
	2%	10%	65%	23%
Total students	27	122	643	449
	2%	10%	52%	36%

- The aim, of course, is to have all students feeling safe at school, so the percentage of agree/disagree responses may be an area of interest.
- It is interesting that the percentage of students feeling safe at school is lower than those who feel accepted for who they are.

<b>Question 6: Students have a say in what happens at school</b>				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Years 5-6	15	73	215	81
	4%	19%	56%	21%
Years 7-8	12	77	341	100
	2%	15%	64%	19%
Years 9-10	22	90	177	33
	7%	28%	55%	10%
Total students	49	240	733	214
	4%	19%	59%	17%

- The high percentage for Year 9 and 10s may be reflective of our programmes as they currently operate.

### Teaching and Learning

#### **Rationale:**

Teachers have high expectations and create classroom programmes to make learning interesting.

<b>Question 7: Teachers think all students can do well</b>				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Years 5-6	5	16	149	211
	1%	4%	39%	55%
Years 7-8	3	27	241	256
	1%	5%	46%	49%
Years 9-10	8	49	188	71
	3%	16%	59%	22%
Total students	16	92	578	538
	1%	8%	47%	44%

<b>Question 8: Teachers make learning interesting</b>				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Years 5-6	19	51	177	133
	5%	13%	47%	35%
Years 7-8	23	95	286	121
	4%	18%	54%	23%
Years 9-10	23	116	149	28
	7%	37%	47%	9%
Total students	65	262	612	282
	5%	21%	50%	23%

**Insight from the data analysis:**

- At Year 9-10 there is a significant change to how students feel about the question 'teachers think all students can do well'.
- As students get older, less of them agree or strongly agree teachers make learning interesting. At Year 9-10, 44% strongly disagree or agree that teachers make learning interesting.

<b>Pro-social student culture and strategies</b>
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**Rationale:**

Students are listeners and can identify and express their feelings.

<b>Question 9: Students are good at listening to each other's views and ideas</b>				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Years 5-6	22	92	224	72
	5%	22%	55%	18%
Years 7-8	15	132	313	63
	3%	25%	60%	12%
Years 9-10	13	66	211	19
	4%	21%	68%	6%
Total students	50	290	748	154
	4%	23%	60%	12%

<b>Question 10: I can say how I am feeling when I need to</b>				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Years 5-6	36	81	167	91
	10%	22%	45%	24%
Years 7-8	29	141	268	83
	6%	27%	51%	16%
Years 9-10	21	79	173	31
	7%	26%	57%	10%
Total students	86	301	608	205
	7%	25%	51%	17%

**Insight from the data analysis:**

- There are consistent averages across all students for these questions. But the percentages of students who agree or strongly agree is the lowest in all the questions we collected.
- Students across all levels experience some difficulty with saying how they are feeling when they need to.



**Question 1 - I feel I belong**

	strongly disagree	disagree	agree	strongly agree	
<b>Years 5-6</b>	19	66	327	151	563
	3%	12%	58%	27%	
<b>Years 7-8</b>	2	42	285	107	436
	0%	9%	65%	25%	
<b>Years 9-10</b>	4	24	172	33	233
	2%	10%	74%	14%	
<b>Total students</b>	25	132	784	291	1232
	2%	11%	63%	24%	

**Question 2 - At school people accept me for who I am  
(TIS intermediate & TC secondary only)**

	strongly disagree	disagree	agree	strongly agree	
<b>Years 7-8</b>	4	44	287	101	436
	1%	10%	66%	23%	
<b>Years 9-10</b>	2	25	165	41	233
	1%	11%	71%	18%	
<b>Total students</b>	6	69	452	142	669
	1%	10%	68%	21%	

**Question 3 - I feel safe at school**

	strongly disagree	disagree	agree	strongly agree	
<b>Years 5-6</b>	28	51	234	244	557
	5%	9%	42%	44%	
<b>Years 7-8</b>	7	54	228	140	429
	2%	12%	53%	33%	
<b>Years 9-10</b>	5	35	158	25	223
	2%	16%	71%	11%	
<b>Total students</b>	40	140	620	409	1209
	3%	11%	51%	34%	

**Question 4 - Teachers are interested in my culture or family**

	disagree	disagree	agree	strongly agree
<b>Years 5-6</b>	36	129	281	111
	6%	23%	51%	20%
<b>Years 7-8</b>	8	75	232	117
	2%	17%	54%	27%
<b>Years 9-10</b>	17	85	120	10
	7%	37%	52%	4%
<b>Total students</b>	61	289	633	238
	5%	24%	52%	19

557

432

232

1221

**Question 5 - Teachers get on well with students from**

	disagree	disagree	agree	strongly agree
<b>Years 5-6</b>	8	37	239	260
	1%	7%	44%	48%
<b>Years 7-8</b>	0	14	219	198
	0%	3%	51%	46%
<b>Years 9-10</b>	6	12	156	37
	3%	6%	74%	18%
<b>Total students</b>	14	63	614	495
	1%	4%	52%	42%

544

431

211

1186

**Question 6 - Students have a say in what happens at school**

	disagree	disagree	agree	strongly agree
<b>Years 5-6</b>	23	91	319	110
	4%	17%	59%	20%
<b>Years 7-8</b>	16	95	238	73
	4%	22%	56%	18%
<b>Years 9-10</b>	12	75	119	12
	6%	34%	55%	6%
<b>Total students</b>	51	261	676	195
	4%	22%	57%	16%

543

422

218

1183

<b>Question 7 - Teachers think all students can do well</b>				
	disagree	disagree	agree	strongly agree
<b>Years 5-6</b>	6	50	225	297
	1%	9%	39%	51%
<b>Years 7-8</b>	7	29	231	169
	0%	6%	53%	39%
<b>Years 9-10</b>	11	47	140	26
	5%	21%	63%	12%
<b>Total students</b>	24	126	596	492
	2%	10%	48%	40%

578

1238

<b>Question 8 - Teachers make learning interesting</b>				
	disagree	disagree	agree	strongly agree
<b>Years 5-6</b>	43	135	266	98
	8%	25%	49%	18%
<b>Years 7-8</b>	18	80	228	107
	4%	18%	53%	25%
<b>Years 9-10</b>	17	85	106	5
	8%	40%	50%	2%
<b>Total students</b>	78	300	600	210
	7%	25%	50%	18%

542

213

1188

<b>Question 9 - Students are good at listening to each other's</b>				
	disagree	disagree	agree	strongly agree
<b>Years 5-6</b>	43	135	266	98
	8%	25%	49%	18%
<b>Years 7-8</b>	26	110	217	78
	6%	26%	50%	18%
<b>Years 9-10</b>	24	67	108	17
	11%	31%	50%	8%
<b>Total students</b>	93	312	591	193
	8%	26%	50%	16%

542

431

216

1189

**PAT Data Maths at point of entry**

2017	6	2%
2018	8	3%
2019	24	9%
2020	25	8%
2021	22	8%

Note: National average is 4%.

In 2017 and 2018 below the national average. In the next three years the percentage of students in the bottom stanine are double the lowest stanine percentage.

**Mathematics Stanine 1-3**

2017	54	17%
2018	54	20%
2019	82	30%
2020	83	27%
2021	92	33%

Note: National average is 23%.

As above in 2017 and 2018 below the national average. The last three years above the national average.

**Mathematics Stanine 7-9**

2017	79	26%
2018	54	20%
2019	71	26%
2020	68	22%
2021	39	13%

Note: National average is 23%.

As above in 2017 and 2019 above the national average marginally. In 2021 the result is significantly below the national average.

**Mathematics Stanine 9**

2017	21	7%
2018	10	4%
2019	14	5%
2020	10	3%
2021	4	1%

Note: National average is 4%.