

Wellbeing for Children's Success at Primary School



FEBRUARY 2015

Ko te Tamaiti te Pūtake o te Kaupapa

The Child – the Heart of the Matter



The Prime Minister's
**Youth Mental
Health Project**

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Foreword

Our children's wellbeing is central to their success as confident lifelong learners. Wellbeing is a concept that covers a range of diverse outcomes. In schools, it's about young people playing an active role in their own learning and in developing healthy lifestyles.

Our education system maintains a focus on wellbeing from the time a child starts early childhood education until the time they leave secondary school, through the early childhood curriculum *Te Whāriki* and *The New Zealand Curriculum* for schools.

But in our complex and changing society, children and young people face an increasing number of issues that can seriously affect their wellbeing.

Recognising the challenges that a growing number of young people face, Prime Minister John Key launched the Youth Mental Health Project in April 2012. The project aims to improve outcomes for young people aged 12 to 19 years with, or at risk of developing, mild to moderate mental health issues. This report about wellbeing in primary schools is part of ERO's contribution to the project. It complements ERO's report on wellbeing in secondary schools and supports our development of indicators for student wellbeing. These indicators describe the values, curriculum and systems that help students experience a high level of wellbeing.

For most children, the older they get the more exposure they have to issues that can affect their wellbeing. This report identifies that Years 7 and 8 were particularly important years in terms of wellbeing, due to the greater risks faced as children get older and the cumulative effect of how well their wellbeing needs had been met in previous years.

Parents and whānau can work with schools to improve the wellbeing of our children and young people to help them become confident lifelong learners. This report gives you an insight into what's important and what works well in school to support wellbeing.



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Overview

All young people want the same things. Things like being included, learning, taking risks and experiencing success, having friends who value and accept them, and feeling competent and confident. They want teachers to be interested in them, to care for them and be trustworthy.

Likewise, parents want similar things for their children. To be happy at school, to feel safe, to be understood, to be well cared for by other adults, to relate well to others and become independent, and to experience success. They want to know that, if something goes wrong for their children at home or school, teachers will help them develop strategies to make things right again.

The Education Review Office (ERO) captured these ideas in *Wellbeing for Success: Draft evaluation indicators for student wellbeing (draft) 2013*.¹ The indicators describe the values, curriculum and systems that help students experience a high level of wellbeing.

ERO evaluated how well schools promoted and responded to student wellbeing in 159 schools with Years 1 to 8 students reviewed in Term 1, 2014. ERO also evaluated student wellbeing in secondary schools and the findings for schools with Years 9 to 13 students are presented in the *Wellbeing for Young People's Success at Secondary School*² report.

ERO found nearly half of the primary schools promoted and responded reasonably well to student wellbeing. Another eighteen percent had a slightly better approach as they promoted student wellbeing through the curriculum. A small proportion of schools had an extensive approach, with wellbeing woven through all actions.

In these schools with an extensive approach, an agreed set of goals that emphasised student wellbeing guided all actions, reviews and improvements. Students found school deeply rewarding. The school curriculum promoted wellbeing and reflected the intent of *The New Zealand Curriculum* (NZC) to use local contexts to encourage and model its values and to develop its key competencies.

A cohesive approach was critical, as achievement was linked to the other school goals. Leaders, with teachers, actively monitored student wellbeing and reviewed the effectiveness of the approaches taken.

Students' ability to make and take accountability for their own choices was another key factor in the extensive approach taken by these schools. Students had opportunities to develop leadership, self efficacy, and resourcefulness while participating with others within a high trust culture and through a stimulating curriculum.

1 These draft indicators were developed as part of the *Youth Mental Health Project*. They can be found on www.ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators. More details of the *Youth Mental Health Project* are found on www.health.govt.nz/our-work/mental-health-and-addictions/youth-mental-health-project.

2 See ERO's website www.ero.govt.nz/National-Reports.

Most other schools relied on their positive school culture and respectful relationships to promote wellbeing. Students and teachers understood the values and expected ways of working. There were very few examples of teachers deliberately promoting wellbeing in curriculum or exploring the relationship between values, achievement and wellbeing. This meant wellbeing was more implicit than explicit. It would be of value for leaders with teachers, students, and their parents, families and whānau, to develop a set of school goals based on the shared values. These goals could then be used for identifying and reviewing possible curriculum opportunities to promote student wellbeing.

Some schools did not have shared values. There were examples of teachers' inconsistent responses to playground behaviour and student learning. These schools had a narrow view of student wellbeing and would benefit from working with students, parents and whānau to explore what wellbeing means and how they can support it. Some schools may need external support for this.

Leadership capability to respond to a particular event determined whether a school was on a trajectory of rapid improvement or rapid decline in the way they promoted or responded to student wellbeing. Leaders who were guiding a rapid improvement returned the focus to learning. At the same time they focused on building relationships with students, parents, families and whānau; building teacher practice through whole school professional learning and development (PLD); and ensuring that the approach aligned the board and school leadership practices.

ERO identified the need for primary schools' promotion of and response to wellbeing needs of Years 7 and 8 students to reflect the greater risks students this age and older may face. These students' outcomes, such as more Year 7 and 8 students not achieving at or above National Standards, more suspended or stood down than Years 1 to 6 and some no longer physically active, are the cumulative effect of progress, achievement and wellbeing needs not being met in the earlier years.

Self review of wellbeing approaches often included 'student voice'. Its meaning varied from school to school. In some schools it meant gathering student views through surveys while in other schools it meant setting up structures for students to participate in school decision making. The difference depended on how well the school promoted student leadership and students being in charge of their learning. Most schools would benefit from exploring what they mean by 'student voice'.

Improved practices of many teachers and leaders of primary aged young people about wellbeing would support more students to be better prepared for adolescence and be "confident, connected, actively involved and lifelong learners³" during their school years and beyond.

³ Ministry of Education (2007).
The New Zealand Curriculum.
Page 37.

Next steps

ERO recommends that the Ministry of Education supports all primary schools to undertake the following actions and understand the cumulative effect on Year 7 and 8 students if wellbeing needs are not met in earlier years.

ERO recommends that school leaders focus on promoting and responding to student wellbeing by:

- using a set of agreed goals and targets based on school data, that emphasise student wellbeing, to guide all actions, reviews and improvements so that *The New Zealand Curriculum* goal of all young people being “confident, connected, actively involved and lifelong learners⁴” can be met during their school years and beyond
- strengthening teachers’ understandings about student partnership and students’ ability to make and take accountability for their own choices so they can actively contribute to school life and their education experiences.

4 Ministry of Education (2007).
The New Zealand Curriculum.
Page 37.

Introduction

Wellbeing is vital for student success and is strongly linked to learning.^{5, 6} Wellbeing is at the heart of curriculum and student educational experiences.

The concept of wellbeing has continuity right through New Zealand education. It is evident from the principles and strands of *Te Whāriki*, the early childhood curriculum, through the values and key competencies of *The New Zealand Curriculum* (NZC) for schools, to the tertiary and employment key competencies.

The NZC guides the design and implementation of each school's curriculum in response to local strengths and aspirations. Schools are expected to base their curriculum on the NZC's principles, encourage and model the values, and develop the key competencies.

Background

In April 2012, Prime Minister John Key, launched the **Youth Mental Health Project**, with initiatives across a number of education and health agencies. The project aims to improve outcomes for young people aged 12-19 years with, or at risk of developing, mild to moderate mental health issues.

Part of the Education Review Office (ERO)'s contribution is an **evaluation project** to help schools promote and respond to student wellbeing. The evaluation is in three stages:

1. Developing a set of evaluation indicators for student wellbeing for schools to use – *Wellbeing for Success: Draft evaluation indicators for student wellbeing (draft) 2013* – in collaboration with health and wellbeing experts and the education sector.
2. Carrying out national evaluations of how well primary and secondary schools promote student wellbeing. The evaluation findings are presented in this report and in the *Wellbeing for Young People's Success at Secondary School* report.
3. Publishing a national good practice report.

ERO will publish the evaluation indicators taking account of the good practice identified in schools.

Another education initiative is the Ministry of Education's Positive Behaviour for Learning (PB4L) for schools, teachers and parents.

5 Noble, T. & Wyatt, T. (2008) *Scoping Study into Approaches to Student Wellbeing. Final Report*. Canberra. Department of Education, Employment and Workplace Relations.

6 Chapter 6 Mullis, I.V.S., Martin, M.O., Foy, P., & Arora, A. (2012). *TIMSS 2011 International Results in Mathematics*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

*All New Zealand students, regardless of where they are situated, should experience a rich and balanced education that embraces the intent of the national curriculum. The principles should underpin and guide the design, practice, and evaluation of curriculum at every stage. The values, key competencies, and learning areas provide the basis for teaching and learning across schools and within schools. This learning will contribute to the realisation of a vision of young people who will be confident, connected, actively involved, lifelong learners.*⁷

The NZC acknowledges that every curriculum decision and every interaction that takes place in schools should reflect both the individual's (students, parents and teachers) values and the collective school values.

*Every school has a set of values. They are expressed in its philosophy, in the way it is organised, and in interpersonal relationships at every level... Schools need to consider how they can make the values an integral part of their curriculum and how they will monitor the effectiveness of the approach taken.*⁸

The concept of wellbeing is also described in documents that guide teacher actions. The National Administration Guidelines⁹ states that each board of trustees is required to provide a safe physical and emotional environment for students; promote healthy food and nutrition for all students; and comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees. *The Code of Conduct*¹⁰ for registered New Zealand teachers states that they will “promote the physical, emotional, social, intellectual and spiritual wellbeing of learners”. *The Registered Teacher Criteria*¹¹ state that fully registered teachers:

- *establish and maintain effective professional relationships focused on the learning and wellbeing of all ākonga*¹²
- *demonstrate commitment to promoting the wellbeing of all ākonga.*

7 Ministry of Education (2007). *The New Zealand Curriculum*. Page 37.

8 Ministry of Education (2007). *The New Zealand Curriculum*. Page 38.

9 National Administration Guidelines retrieved from www.minedu.govt.nz/theMinistry/EducationInNewZealand/EducationLegislation/TheNationalAdministrationGuidelinesNAGs.aspx

10 New Zealand Teachers' Council. (2004) *Code of Ethics for Registered Teachers*. Retrieved 12 November 2013 from www.teacherscouncil.govt.nz/content/code-ethics-registered-teachers-1

11 New Zealand Teachers Council. (2009). *Registered Teacher Criteria*.

12 The New Zealand Teachers Council use ākonga to refer to all learners and students in the range of relevant education settings of New Zealand.

WHAT ARE THE DESIRED OUTCOMES FOR STUDENT WELLBEING?

Wellbeing is a concept that covers a range of diverse outcomes. All definitions of 'wellbeing for success' assume that young people are active participants in their learning and in developing healthy lifestyles. In developing the *Wellbeing for Success: Draft Evaluation Indicators for Student Wellbeing 2013*,¹³ ERO consulted with health professionals, young people, tangata whenua, school leaders and the wider education sector. The definition adopted represented these perspectives, and was central to *Wellbeing for Success*.

*A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.*¹⁴

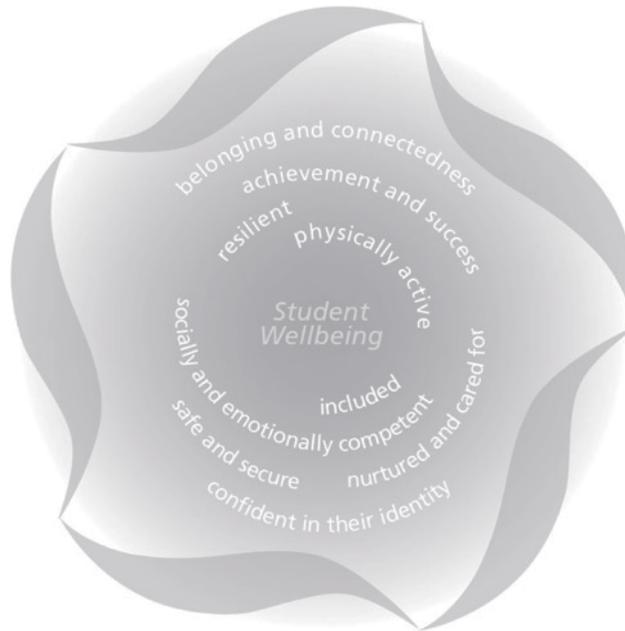
On the basis of current research, ERO identified nine key ideas that demonstrated the *desired outcomes for student wellbeing*.¹⁵ These are described in Figure 1. Schools, through their own consulting processes, may have their own set of desired outcomes that reflect similar ideas.

13 See www.ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators-for-ERO-Reviews/Wellbeing-Indicators-for-Schools.

14 Noble, T., McGrath, H., Roffey, S. and Rowling, L. (2008) C. Canberra: Department of Education. (Page 30)

15 See www.ero.govt.nz/content/download/194999/3311315/version/3/file/ERO_Wellbeing4Success-final.pdf (page 5)

Figure 1: Desired outcomes for student wellbeing



Students have a **sense of belonging and connection** to school, to whānau, to friends and the community

Students experience **achievement and success**

Students are **resilient**, have the capacity to bounce back

Students are **socially and emotionally competent**, are socially aware, have good relationship skills, are self-confident, are able to lead, self manage and are responsible decision-makers

Students are **physically active** and lead healthy lifestyles

Students are **nurtured and cared for** by teachers at school, have adults to turn to who grow their potential, celebrate their successes, discuss options and work through problems

Students feel **safe and secure** at school, relationships are valued and expectations are clear

Students are **included**, involved, engaged, invited to participate and make positive contributions

Students understand their place in the world, are **confident in their identity** and are optimistic about the future.

WHY A FOCUS ON STUDENT WELLBEING?

A focus on young people's wellbeing has increased nationally¹⁶ and internationally.¹⁷ Although there is not a single measure for student wellbeing, the factors that contribute are interrelated and interdependent. For example, a student's sense of achievement and success is enhanced by a sense of feeling safe and secure at school and affects their resilience. By summarising findings from New Zealand and international papers,¹⁸ we know that many:

- school factors influence student success
- primary school-aged children do not experience a high level of wellbeing.

ERO's evaluation was undertaken to identify ways primary schools promote and respond to student wellbeing. By understanding and improving this, it is hoped that all young people will experience a higher level of wellbeing during the adolescent years.

16 See www.health.govt.nz/our-work/mental-health-and-addictions/youth-mental-health-project.

17 See Goldin N., (2014) *The Global Youth Wellbeing Index*. A report of the CSIS Youth, Prosperity and Security Initiative and the International Youth Foundation. Found on www.youthindex.org

18 A full summary of this research is in Appendix 1: Wellbeing of students in Years 1 to 8.

Methodology

The overarching question for this national evaluation was *'to what extent do schools promote and respond to student wellbeing?'.*

The evaluation involved 159 primary schools that had an education review in Term 1, 2014. The type of school, roll size, and location (urban or rural) are shown in Appendix 2.

ERO's judgement¹⁹ for each school was linked to ERO's *Wellbeing for Success: Draft Evaluation Indicators for Student Wellbeing 2013*²⁰ and based on the:

- implementation of processes that promoted and responded to student wellbeing
- inquiry processes that informed improved responses to wellbeing across the school, including processes for individual students with high wellbeing needs
- learning, teaching and curriculum focused on improving wellbeing
- evidence of principles related to health and physical education learning areas across the school's teaching and learning
- leaders' promotion of, and response to, student wellbeing
- contribution to student wellbeing of school partnerships with parents and whānau, and with community health and social service providers.

Information used to make the judgement included:

- discussions with, and observing interactions among students, parents and whānau, school leaders and teachers, Special Education Needs Coordinators (SENCOs), school social workers, and school trustees
- analysis of the school's strategic documents, including plans for curriculum, professional learning and development (PLD), care for students, response to traumatic events and minutes of meetings (especially about how the school used data about student wellbeing)
- analysis of Public Achievement Information (PAI), including National Standards achievement, stand-downs, suspensions and exclusion data.

Individual students' wellbeing could not be guaranteed in any school at any one time. Traumatic incidents, bullying and mental and physical health problems of students or significant members of their family or whānau affected an individual's level of wellbeing regardless of how focused a school was on student wellbeing. Whether the school was prepared for such events, and how evident the focus on student wellbeing was in the actions and documents associated with school culture, curriculum and systems, were the important factors in making a judgement about each school.

19 See Appendix 3: *Judgements for the evaluation* for a full description.

20 See www.ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators-for-ERO-Reviews/Wellbeing-Indicators-for-Schools.

Findings

This section explores the overall findings, the key characteristics of each group, what made a difference to the extent schools promoted and responded to student wellbeing, and particular concerns about students in Years 7 and 8.

TO WHAT EXTENT DO SCHOOLS PROMOTE AND RESPOND TO STUDENT WELLBEING?

ERO found that nearly half of the primary schools promoted and responded reasonably well to student wellbeing as they had positive school cultures and respectful relationships. Another 18 percent had a slightly better approach and promoted student wellbeing through the curriculum. Eleven percent of primary schools had an extensive approach to student wellbeing, with this woven through all actions.

Particular values and beliefs underpinned the culture of wellbeing, the interactions between the learner, curriculum and effective teaching practices, and the systems and initiatives to support student wellbeing. These were the:

- **beliefs** about the nature of students' education experiences and rights
- **beliefs** about the potential of students and their whānau and families
- **values** about the way people think, act and interact.

What were the characteristics of each group of schools?

An extensive focus on student wellbeing, with this woven through all actions.

Eleven percent of schools were in this category.

Teachers and leaders in these schools had an unconditional positive regard for students. It was important to them that students had the ability to make and take accountability for their own choices. The school values were evident in actions, interactions and documentation.

These schools were diverse in context but shared the following features:

- goals for students underpinned all actions
- wellbeing of all students was actively monitored, with timely responses to meet individual needs
- the curriculum was designed and monitored for valued goals
- students had the power to make decisions related to wellbeing
- students, teachers and leaders clearly understood the school's relationship with the community.

These features were interconnected and based on shared values about the potential of students to contribute to their own wellbeing and that of others.

Within a high trust culture and stimulating curriculum, teachers and leaders provided opportunities for students to develop leadership abilities and belief in themselves to succeed. They also provided students with opportunities to participate with others and be resourceful.

Strong self review ensured the focus on capability building and improvement would continue.

The school experience for students was deeply rewarding.

Student wellbeing was well promoted through the curriculum and there were good responses to wellbeing issues.

Eighteen percent of the schools evaluated were in this category.

Teachers and leaders in these schools had a strong commitment to student wellbeing. They knew what was needed to promote and respond to it. Some schools had deliberately designed a local curriculum based on students' strengths and input from the community. Other schools had actively incorporated key competencies and school values into curriculum tasks.

The key differences between this group of schools and the first were the extent to which:

- the vision reflected Māori and Pacific views of wellbeing
- students partnered with adults to determine what and how to learn
- the schools monitored the effectiveness of approaches taken. In particular, they worked to improve the focus on wellbeing and accountability to students who had not been well served, as well as their parents, whānau and families.

Reasonable promotion of and response to student wellbeing as schools had positive cultures and respectful relationships.

Forty-eight percent of the schools evaluated were in this group.

ERO's initial response was that these schools 'felt good' as they had a culture that appeared to be inclusive and caring to most students most of the time. The key differences from the two previous groups were that teachers and leaders:

- were unsure of the relationship between achievement and wellbeing
- had separated student care from curriculum in their response to promoting wellbeing.

Students in these schools would benefit from a far more strategic focus on wellbeing. Initially leaders could consider:

- how school values could be an integral part of the school goals and curriculum
- how they would monitor the effectiveness of approaches taken so there is a deliberate focus on student wellbeing
- their interpretation of *The New Zealand Curriculum*.

Some promotion of and response to student wellbeing by schools but an over-reliance on behaviour management.

Twenty percent of schools evaluated were in this group.

Teachers and leaders in these schools said they cared for students, but it was through a lens of 'we know best'. Their actions reflected their beliefs that education is to keep students busy, happy and good. The shared features of these schools that made them different to the groups already described were:

- behaviour management was seen as the main way to promote and respond to wellbeing
- school values were important to teachers but not an integral part of the curriculum
- inconsistent teacher and leader practices.

These schools could easily improve and many had new principals who expressed this intention. But they could just as easily become overwhelmed by particular events; a few leaders did not appear to have the skills to handle issues that they were currently working through with students, teachers or the community.

Leaders needed to work with teachers, students, parents and whānau to develop an understanding of wellbeing.

Overwhelmed by wellbeing issues.

A few schools (three percent) had many issues related to wellbeing, including:

- a high turnover of teachers, and/or leaders and school trustees
- low capability by teachers, leaders and trustees to:
 - design and implement curriculum for improvement (there was no strategic planning)
 - bring issues, conflict or a crisis to an acceptable resolution for all parties
- mixed messages about values, for example, leaders and teachers were not modelling school values – some were described as bullies and others were not trusted, and leaders (including boards of trustees) held negative views of particular groups of parents.
- an over-reliance on social agencies to provide support for particular students and their families.

School leaders needed external support to build capability about *The New Zealand Curriculum*, in particular the section *The School Curriculum: Design and Review* and how to lead improvements.

WHAT MADE THE DIFFERENCE?

School goals and their coherence with the strategic plan and subsequent actions
In schools with an extensive approach to wellbeing, goals were used to set the direction of the strategic plan and subsequent actions. These goals had annual targets and included expectations for achievement; Māori success as Māori; Pacific success as Pacific, students' responsibility to themselves and others, and students' sense of belonging. These schools' goals reflected their aspirations for student wellbeing. The relationship between the goals was clearly documented and understood.

All goals and targets had associated actions in curriculum plans, professional learning and development (PLD) plans, appraisal plans, and defined committee responsibilities. Self review focused on improvement and accountability to students. The actions were monitored for effectiveness. Findings were acted on. The boards of these schools expected and received reports about the effectiveness of the approaches on the multiple goals and targets. Teachers and leaders were mindful of the multiple goals and targets at all times. The following examples show this coherence.

The school employed teachers who were able to share its high ideals and aspirations for students. Leaders had used research both from within New Zealand and globally to strengthen the wellbeing of students. Roles in the school were clearly defined through job descriptions and appraisal processes. School trustees were closely involved in strategic planning and review that included wellbeing initiatives and programmes. (A very large, urban full primary school)

Each term, the principal's report to the board of trustees included information about student care, discipline, sport and cultural involvement, and achievement. The data came from the senior team and teaching teams and was discussed and presented to staff, where trends, patterns and further inquiries were identified. The data also informed teaching and learning opportunities for students, interventions that were required for particular groups or individuals, and teachers' professional learning and next steps. (A large, urban intermediate school)

Coherence

In most schools this coherence was not evident. This meant that self review processes associated with wellbeing were weak. Student wellbeing was not deliberately designed for in curriculum; care; student leadership; or relationships with the community. There was no strategic and coherent plan to monitor the effectiveness of any approaches to student wellbeing. The following example was typical of this:

Teacher-student relationships were generally respectful and caring, and students' wellbeing was clearly important to staff. However, there was no cohesive approach to integrating wellbeing across the school in the curriculum or in classroom programmes. The connections expressed in the strategic plan were not evident in practice. (A small rural full primary school)

Instead most schools relied on their positive culture and respectful relationships to promote wellbeing. Reminders about the values and the valued ways of working were evident in classrooms, around the school, in communications sent home and in formal school documentation. These values were reflected in the relationships between and among students and teachers. Many schools celebrated good behaviour through classroom and school award systems. Students were clear about the school's values and the behaviours they represented.

Many leaders were monitoring achievement and care aspects of schooling through collecting information from surveys such as New Zealand Council of Education Research (NZCER)'s wellbeing surveys,²¹ but were not linking the findings back to the school goals. Actions to improve outcomes were therefore piecemeal rather than cohesive.

School values

In some schools, the relationship between values and wellbeing was not deeply understood. This was reflected in the narrow definition of the schools' health curriculum and the very compliance based way in which the schools had consulted with its students and with the community.

In some schools, teachers and students did not have a shared understanding of the values. In a few cases, the principal or leadership team had developed these values without consulting others and they were not described in the curriculum.

21 Found at www.wellbeingatschool.org.nz/.

This lack of understanding about the values was also reflected in the way some schools borrowed cultural metaphor. For example, many schools used Māori concepts such as manaakitanga, whanaungatanga, atawhai, tu pono, and mahi ngātahi in an attempt to be inclusive, but had not spent enough time exploring what they really meant. Some Māori students understood the concepts for what they should be, but other students did not.

Promotion of wellbeing in the school curriculum

In schools with an extensive approach to wellbeing, the curriculum had a clear and shared understanding about learning that reflected school values about student wellbeing. Teachers described a learning experience as being about:

- what is learnt
- how it is experienced, for example, through the use of key competencies, inquiry-based learning, teaching as inquiry,²² and particular teaching strategies that supported collaborative learning
- students' roles in the experience.

Teachers and leaders understood that curriculum included both inside and outside classroom experiences. They designed and implemented a curriculum that focused on students, their families and whānau interests and aspirations and the:

- strengths of students, for example, actively used students' first languages
- strengths of the community, for example, about the environment, and local and social issues.

This meant that students experienced a curriculum that was relevant, engaging and stimulating.

Teachers had a deep understanding of health teaching and learning. This was reflected in the community consultation and careful use of community expertise for particular health topics. Students explored many health topics relevant to their wellbeing, such as why some people have too much food and others not enough in the same small community.

22 Ministry of Education (2007).
The New Zealand Curriculum.
Pages 12 and 35.

A curriculum focused on multiple goals

In schools with an extensive approach to wellbeing, teachers and leaders understood the inter-relationship between the multiple goals. Success included success in reading, writing and mathematics, learning, sports, culture and getting along with others. Success reflected the value these schools placed on students becoming well rounded. Schools in the other groups had a similar goal of well rounded students but did not deliberately design and monitor their curriculum to achieve this for all students.

Feedback was sought from students, parents, families and whānau about their experiences. This was used, along with achievement data, to monitor the effectiveness of approaches taken. Teachers worked together to notice any contradictions between the school's values and students' experiences. They incorporated their findings into a range of coordinated approaches to improve outcomes for more students. For instance, the range of topics students could choose from reflected the range of interests in a class.

In most schools, academic achievement was the over-riding goal monitored. Classroom strategies such as cooperative group work and circle time may have been used to help students work in ways that reflected the school values. A challenge for leaders was to be more mindful about promoting student wellbeing in ways that go beyond this.

There were very few examples of curriculum activities that incorporated school values and key competencies that were culturally responsive and used community strengths and aspirations. In discussion with teachers, parents, families, whānau, iwi and community, leaders could explore the aspirations for student wellbeing and success for Māori and Pacific students. These aspirations could be translated into school goals, targets and learning opportunities.

Teacher practices

In schools that were less effective in ensuring student wellbeing, teaching practices were inconsistent, with little documentation to support a shared understanding of curriculum. Teachers often did not interpret the curriculum in a way that deliberately promoted student wellbeing. Often, the leaders did not know what current classroom practice looked like, what effective practice should look like, or how to support all teachers to be effective. These leaders would benefit from external support to develop a school curriculum that promoted wellbeing.

Student leadership and say in their educational experiences

In schools with an extensive approach to wellbeing, students had the power to make decisions that affected their wellbeing. Teachers and students made decisions together. Students contributed to many daily decisions, such as what and how they learnt, who they interacted with and how they engaged. Students were expected to develop and use skills in leadership. They were seen as inherently capable, despite any barriers or challenges they faced. Students were in control of many of their school experiences.

In some of these schools students had worked with teachers to develop clear visions about what this leadership looked like, along with statements about what students should expect from teachers to support this vision. A wall display in one school stated:

Leaders are organised and confident.

Leaders who make good decisions know their strengths.

Leaders who notice and utilise others' strengths enhance others to build their own capacity.

Teachers build student leadership capacity, show empathy and role model empathy toward others.

Teachers respect students in their care, they listen and take time to talk with children, before, during and after school.

Teachers give praise and positive and honest feedback/feed forward.

(A large, urban full primary school)

Student leadership contribution to classroom decisions about learning

Teachers provided opportunities for students to be aware of, and respond to, their own learning strengths and needs. The use of:

- assessment practices to improve learning²³ ensured students had clarity about their personal learning, that is, they knew what they were learning and why, how they were going, and how they could improve
- inquiry-based learning ensured students had a voice in what was important to learn and how – that is, the classroom curriculum was based on student strengths, needs and interests
- studying local, social and environmental issues ensured students had opportunities to make change and develop clarity around personal values and respect for others.

²³ Ministry of Education (2007).
The New Zealand Curriculum.
Page 39.

Student leadership contribution to school life

Student leadership was valued in the schools with an extensive approach to wellbeing. Students were expected to work with adults and contribute to solutions. The use of:

- surveys, focus groups and classroom representatives meant students' opinions about a range of issues were heard and acted on
- opportunities to learn about and experience leadership through particular roles was often associated with the wellbeing of other students – such as leading sports teams, kapa haka and other cultural groups – this meant that most students saw how leadership qualities were acknowledged and others had the opportunity to practise leadership
- buddying structures and the expectation for students to model the school values and support others to enact it meant all students looked out for each other.

One school realised they no longer had a need for peer support roles. These decisions were made with the students.

A senior student had suggested to the principal that playground activity leaders would be more useful than peer mediators. This led to the school abolishing the peer mediator roles. Now students are well occupied with the variety of activities senior leaders created, and there has been a decrease in playground 'incidents'. (A large urban full primary school)

Most schools had not thought as much about student leadership. Instead, teachers in these schools understood that student leadership was important in two ways – as an opportunity for some students to experience and practise what it means to be a leader, and by providing role models for other students. Students with these leadership roles influenced school decisions and culture but only a few students had these opportunities.

Other roles were allocated to older students and involved the active care of peers. These roles influenced school culture, for example, peer mentor, playground mediators, kapa haka manukura wahine and manukura tane roles,²⁴ and the tuakana in a tuakana teina relationship.²⁵ In many schools, older students expressed delight in having this responsibility. Students of all ages talked with ERO about their sense of belonging and being cared for.

The tuakana teina approach was school wide and older students learnt tolerance and patience, while the younger students learnt to appreciate and aspire to be like their older peers... There was respectful and peaceful engagement within this school community with everyone at all levels. (A very large urban full primary school)

24 Kapa Haka leaders (manukura) both on and off the stage.

25 This relationship is an integral part of traditional Māori society, and provides a model for buddy systems. An older or more expert tuakana (brother, sister or cousin) helps and guides a younger or less expert teina (originally a younger sibling or cousin of the same gender).

In a few schools, older students cared for some aspects of the younger students' learning – for example, some tuakana teina relationships and buddy systems. Positive interactions between younger and older students meant learning was supported by people other than the teacher.

Some schools had started to focus on assessment for learning²⁶ and inquiry-based learning to support students to develop leadership competencies, as described in the following examples.

The school had begun to include students in planning the classroom curriculum. The introduction and embedding of teaching as inquiry and inquiry-based learning gave students opportunities to consider what would help their learning.
(A medium-sized, urban contributing primary school)

Teachers had recently started to provide more opportunities for students to lead their own learning by choosing topics and using inquiry-based learning. These opportunities were especially strong in the shared rooms.
(A large urban contributing primary school)

In a few schools students were expected to support school culture through leadership tasks related to behaviour management, but were not asked to contribute to curriculum related decisions. Students said they would like to be asked their opinions more and be able to have a say.

26 Ministry of Education (2007).
The New Zealand Curriculum.
Page 39.

What do we mean by student voice?

In many schools teachers and leaders discussed collecting student (and parent) voice. They had not explored what they meant by this or how they intended to promote and respond to it. Student voice can mean different things.²⁷

If the purpose was to hear students' views, then a survey may be useful. This was what most schools did. Other schools used small focus groups to hear student views. Neither method ensures all students have a say. Some schools had summarised the information collected and used it to inform their actions. Only a very few schools reported back to students on how the teachers and leaders used their opinions. A few schools had asked students to complete a survey but had then done nothing with the information.

If the purpose was to involve students in decisions about wellbeing, the education environment and learning experiences, mechanisms beyond a survey are needed. For instance, in some schools students helped analyse the survey information, reported to their peers, parents and teachers and developed next steps with these groups. The teachers and leaders in these schools understood and valued the unique knowledge and perspectives about their school that students have.

If the purpose was to increase students' self awareness about their views, competencies and knowledge, classroom discussions can enable teachers to respond with learning opportunities that build on these strengths. Teachers in schools that had an extensive approach to wellbeing, tended to use assessment practices to improve learning²⁸ to support inquiry-based learning.

If the purpose was to have teams of students in a leadership role contribute to the design of learning experiences that affect their wellbeing, teachers and leaders need to provide the time and space for this. In a few schools, groups of students had set up their own groups to advise the principal and teachers about lunchtime activities and road safety.

All these voices can contribute to student wellbeing. The most effective schools promoted and responded to all these examples of student voice and provided students with opportunities to develop confidence in their contribution to school life and in their identity.

27 See Bolstad, R., (2011) *From "student voice" to "youth-adult partnership"*. SET 1: 2011 for a further discussion about the different ideas associated with student voice. Available at www.nzcer.org.nz/nzcerpress/set/articles/student-voice-youth-adult-partnership.

28 Ministry of Education (2007). *The New Zealand Curriculum*. Page 39.

Monitoring and responding to student wellbeing

Circumstances can change very quickly even in the many schools working with students to enhance their wellbeing. Traumatic incidents, bullying, and mental and physical health problems still occurred for students or for important members of their family or whānau, and affected these individuals regardless of how focused a school was on student wellbeing. Some schools were prepared for such events – and this was reflected in the school culture, curriculum and approaches. Other schools were not prepared. Leaders did not have the capability to support students and teachers during or after the event. These schools were experiencing a rapid decline in their wellbeing focus as they were overwhelmed by the event.

In schools with an extensive approach to wellbeing, the beliefs and values that underpinned curriculum also underpinned care decisions. All students were actively monitored and schools ensured timely responses to meet individual wellbeing needs. Examples of the formal monitoring of all students included noticing peaks, trends and patterns in registers of achievement, attendance, playground incidents, student care and sick bay use. One school used sociograms²⁹ to explore interactions amongst students. Teachers and leaders talked with students and their parents and used surveys at particular times to determine whether there were any issues. They were vigilant in noticing student wellbeing and were able to respond in ways that supported students.

Leaders had good relationships with a variety of health and wellbeing organisations. This meant they had easy access to support, such as health nurses, social workers, sports groups, city and regional council officers, church groups, Resource Teachers Learning and Behaviour (RTLBs), and neighbourhood police.

These schools had clear roles for students, teachers, leaders, teaching teams and committees. Students trusted other students, adults and the system to support them. Those who spoke to ERO felt safe at school and also knew who to go to and what to do if an issue arose. Examples of clarity were seen in the care the schools had taken with establishing agreed school guidelines, roles and responsibilities and behaviours.

There were clear guidelines about access to guidance and support, including knowing who needed to be informed of and who needed to respond to particular information. In schools where community wellbeing was at risk, leaders allocated time for a leadership role responsible for student care. In one school:

²⁹ See www.6seconds.org/2012/05/08/sociograms-mapping-the-emotional-dynamics-of-a-classroom/.

The board allocated care responsibility to a senior leader. This 0.8 FTE position included responding to teachers' requests for help with students, mentoring students, visits or catch ups with students who have been identified as a concern by parents and teachers, as well as liaison with parents and contact with external agencies, such as Child, Youth and Family (CYF) and Child and Adolescent Mental Health Services. (A large urban full primary school)

Individuals on particular teams, such as committees responsible for care, behaviour and safety, understood the team's responsibilities, consultation expectations and reporting mechanisms. The students on these committees also understood their roles.

Teachers and students had clear codes of conduct. A well understood restorative approach was used to mediate the few examples of bullying and other forms of anti-social activity in these schools. Teachers and leaders had the knowledge and skills to work with students from cultures other than their own.

In some schools behaviour management was seen as the main way to promote and respond to wellbeing. The expected behaviour was often described in negative terms, such as "no bullying". Generally, the expected behaviour linked back to a school's values. Some schools had introduced peer mediators, especially for the playground, and house systems to monitor and promote the expected behaviours. Many schools had a consequence plan similar to the following example.

Each class developed a classroom code of conduct based on the school values. If this code was broken, five steps were followed before the issue would be taken to the principal or deputy principal. There was a code of conduct to guide 'break time fun' and there were clear consequences for inappropriate behaviour. Teachers also had a code of conduct. (A medium sized, urban full primary school)

These behaviour management plans had been developed in response to behavioural issues. School leaders thought the positive school culture and respectful relationships were due to the very clear guidelines of consequences, which motivated students (and teachers) to adhere to expected behaviours. They said there were now fewer playground incidents, stand-downs and suspensions than before the plan had been introduced. In most schools students said they felt safe. Students said they knew the consequences, what to do and who to go to if an issue arose.

This was not always the case. In some schools, consequences were not consistently followed or not well expressed. Although students were confused about some aspects, they did know who to go to if an issue arose.

The school's relationship with the community

Students, teachers and leaders were clear about the school's relationship with the community in schools with an extensive approach to wellbeing. Leaders and teachers understood the two-way nature of influences on a student's wellbeing and the extent of these influences. They recognised the influence of family and whānau, for example, the affect on a child if an important adult was sick. They also recognised how the student can influence their family, for instance, the effect on parents if their child's peer relationships were not good. Teachers and leaders knew what was happening for students and what was important to them both within school and in their wider family and social circles.

Families were seen as inherently capable. They actively contributed to many aspects of schooling and the schools actively contributed to their lives. This is shown in the following example.

Parents spoke enthusiastically about the support the school provides for their children and the community. There was a strong emphasis in their conversations that the school belongs to the community and that whānau belong to the school. This affirmation for the school was clearly seen through parent participation in school led teaching initiatives for parents. For instance, the school has just presented a Google Competence Certificate to its 500th parent to complete a digital course. Parents were also very enthusiastic about the success of their sports teams and the cultural events happening in the school. (A very large urban full primary school)

Leaders in these schools gave priority to developing working relationships with a wide variety of people and community organisations. These relationships were not just used for moments of crisis but were also important for the day-to-day wellbeing of students. The community contributed to the curriculum. Examples included students working with local iwi to restore a wetlands or develop resources about local history, and working with students from other schools to solve local transport issues. Some school leaders had developed a shared set of values for students so that when students transitioned from one school to the next they were working to the same set of values.

School leaders frequently invited the wider community to participate in school activities. These were often annual cultural events, such as school fairs, shows or open days. These events were major features on the community's calendar.

In other schools leaders had not explored the meaning of working relationships with parents, family and whānau when designing, implementing and reviewing their wellbeing focus. In many schools the relationships with Māori and Pacific communities were not as strong as those with other groups of parents.

Many schools relied on surveys as the main tool for engaging with students and their parents, families and whānau. Conversations with these groups about their aspirations and views on wellbeing may be more enlightening.

A few schools had negative views about particular students and their families, especially Māori, Pacific and immigrants, which affected their relationships with these students and their families. Some of these schools had high numbers of Māori and Pacific students but did not consistently promote their wellbeing and success. ERO observed:

- the relatively low levels of Māori and Pacific student achievement compared with other students
- the lack of understanding about a culturally responsive curriculum and culturally responsive teaching. For example, they had not explored *Ka Hikitia*,³⁰ *Tātaiako*³¹ or the *Pasifika Education Plan (PEP)*³² and whānau and families were reluctant to engage with these schools.

WHY DO STUDENTS IN YEARS 7 AND 8 NEED MORE SUPPORT?

Year 7 and 8 students in many schools were not experiencing the desired outcomes for student wellbeing. Full primary schools (Years 1 to 8) were over-represented in the lower three groups of schools.³³ More Year 7 and 8 students were not achieving at or above National Standards and nationally more had been suspended or stood down compared to Years 1 to 6. Some were no longer physically active. These outcomes are the cumulative effect of schools not promoting and responding to achievement and wellbeing needs in the earlier years.

The Youth Mental Health Project focuses on young people aged 12 to 19. Although not all Year 7 and 8 students are in this age range, primary-aged young people's experiences influence the level of wellbeing they experience as adolescents. Considering deliberate actions that are focused on ensuring all students succeed academically, enjoy participating in sport and cultural activities, and have leadership roles so they build confidence and feel in control of their school lives, would better prepare them for adolescence. Some schools also needed to initiate remedial actions for individual students at Years 7 and 8 that go beyond a punitive behaviour management response.

30 See www.minedu.govt.nz/theministry/policyandstrategy/kahikitia.aspx.

31 See www.teacherscouncil.govt.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learners-resource-use-graduating-teacher.

32 See www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/PasifikaEducationPlan2013.aspx.

33 There were 11 Intermediate schools in this sample. They were overrepresented in the overwhelmed group and the large group with values integrated in the school curriculum.

Conclusion

Student wellbeing is central to successfully implementing *The New Zealand Curriculum*. A focus on wellbeing ties together the curriculum's vision, principles, values, key competencies and learning areas. Wellbeing clearly positions learners and their development as confident young people at the centre of what schools do.

Leaders who understood this had developed an aspirational vision for wellbeing in collaboration with their community that was reflected in the school's goals and targets. They understood the need to deliberately design all actions according to multiple outcomes. They also made their wellbeing-related vision, goals and targets explicit in curriculum, resourcing and PLD decisions, and in their relationships with others. All decisions were based on multiple outcomes that ensured coherence of actions and thorough self review.

These school leaders had designed their learning environment and experiences to reflect the desired outcomes for Years 1 to 8 students. A challenge is to design for the future so students will have the knowledge, skills, competencies and belief in themselves to navigate their adolescent years.

Fragility of focus on wellbeing

There was evidence that some schools' promotion and response to student wellbeing was due to a response to a particular event. Some schools seemed to be on a trajectory of rapid improvement. Triggers for the improved focus included a change in leadership, a negative ERO review or a need to respond differently to a particular event. How well leaders motivated teachers, students and their parents, family and whānau to make changes determined whether improvements were happening.

Leaders at these schools supported teachers to develop strong working relationships with parents and the community. Parents said they had noticed a positive change in how they were consulted and what they were consulted about. The leaders also supported teachers to develop learning-focused relationships with students. At the same time teachers worked in teams and participated in initiatives to build capability, for example, PB4L³⁴ and *Habits of Mind*,³⁵ or PLD focused on effective practice, for example, assessment and the use of key competencies. The principal ensured the board was aligned with the leadership team in articulating goals, providing resources and demanding that the success of different approaches was monitored and reported.

34 See www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/PositiveBehaviourForLearning.aspx.

35 See www.artcostcentre.com/html/habits.htm.

In other schools, responses to events such as earthquakes, a teacher's death, teacher performance issues or bullying, were detrimental to the wellbeing of adults and students. Again, leadership capability to support students' wellbeing during and after the event determined whether the school as a whole promoted student wellbeing.

Capabilities that made a difference in school's promotion of and response to student wellbeing

ERO found that the capability of teachers and leaders to integrate practice, knowledge, skills and beliefs influenced how they promoted and responded to *desired outcomes for student wellbeing*. A focus on wellbeing for success could include:

- **leadership capability** to design and implement a coherent whole school plan focused on multiple outcomes to achieve success for all students
- **teaching capability** to find and trial responses to the strengths needs and interests of individual students, that engage and support a culture of wellbeing
- **assessment and evaluative capability** to understand and use data with students, so leaders, teachers and students know what works, when, and why
- **capability to develop relationships** with students, parents, families, whānau, trustees, school leaders, other teaching professionals, community health and wellbeing organisations and the wider community that contribute to a culture of wellbeing
- **capability to design and implement a school curriculum** that encourages and models the school's beliefs about education experiences, core values, key competencies, and valued student outcomes, in ways that engage students and promote their wellbeing.

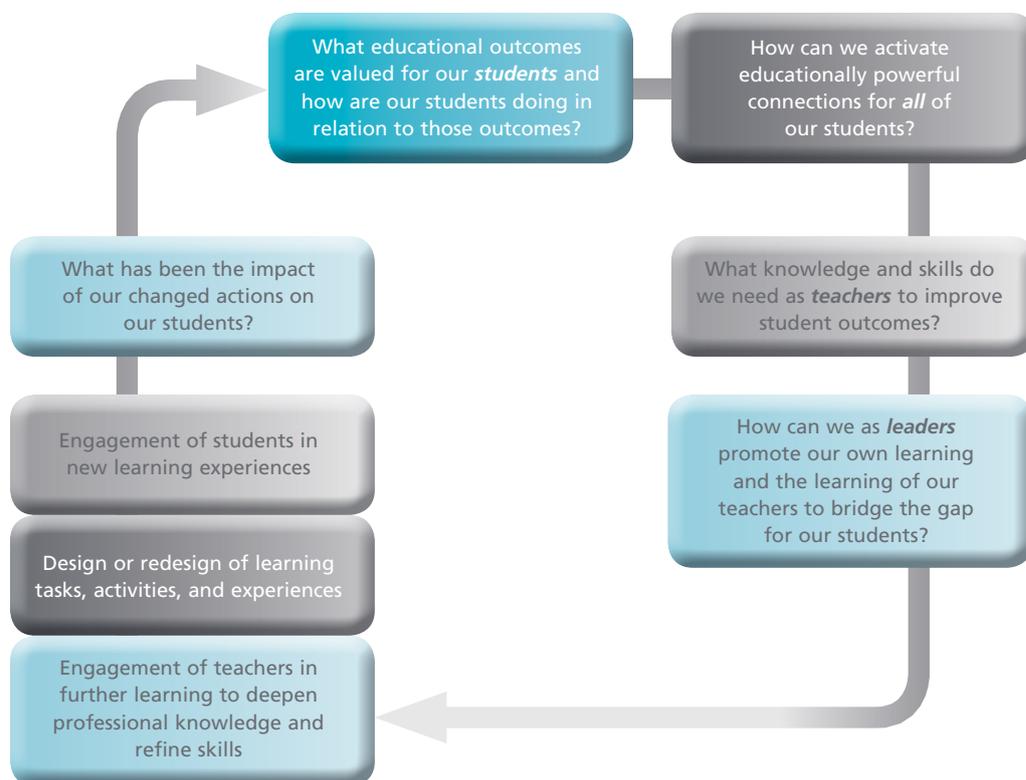
A transformational shift in practice for many teachers and leaders about students' ability to make and take accountability for their own choices was necessary if wellbeing goals were to be realised. Teachers and leaders needed to explore the opportunities provided for students to:

- develop leadership skills and a sense of their own ability to successfully complete tasks and reach goals
- participate with others and be resourceful
- experience a high trust culture and stimulating curriculum.

The Best Evidence Synthesis (BES) inquiry and knowledge-building cycle for educational improvement³⁶ (shown in Figure 3) is a useful framework for the design and implementation of multiple outcomes. This framework ensures coherence from goals and targets, through curriculum, resourcing and professional learning and development (PLD) decisions, to monitoring and reviewing the outcomes of the approaches taken.

36 Further background and use of this framework can be found on the BES (Iterative Best Evidence Synthesis) site at <http://www.educationcounts.govt.nz/topics/BES>

Figure 3: Inquiry and knowledge-building cycle for educational improvement



Using this framework to improve leaders' and teachers' capabilities would support more primary-aged young people to experience the goals valued by their community, be better prepared for adolescence, and be "confident, connected, actively involved, and lifelong learners"³⁷ during their school years and beyond.

ERO has made specific recommendations to the Ministry of Education and to school leaders aimed at improving how well primary schools promote and respond to wellbeing. These are outlined in *Next steps* (see page 4).

37 The vision for young people as stated in Ministry of Education (2007) *The New Zealand Curriculum*. Wellington.

Appendix 1: Wellbeing of students in Years 1 to 8

Although there is not a single measure for student wellbeing, the factors that contribute to it are interrelated and interdependent. For example, a student's sense of achievement and success is increased by a sense of feeling safe and secure at school and affects their resilience.

The findings explored in this section are from international and national research related to the ideas of a sense of belonging and connection to school, achievement, being active, feeling safe and secure, and feeling included. Findings about Years 9 and 10 students and school leaving qualifications are discussed, as behaviours developed in Years 1 to 8 contribute to these findings.

Engagement and retention in all forms of education are critical for success as these reflect whether a student has a sense of belonging and connection to the school. Stand-downs and suspensions rise from age 10, spike at about 14 and then decrease by age 17. Māori and Pacific students are at risk of not experiencing the *Desired outcomes for student wellbeing* (see figure 1). Stand-downs and suspensions of Māori students are nearly twice that of Pacific students by age 14 and more than three times that of other students.³⁸ Further data shows that currently two in every 100 Māori students are frequent truants by Years 9 and 10, and 34 in every 100 leave school without a qualification. The picture for Pacific students is slightly better – one in every 100 is a frequent truant by Years 9 and 10 and 24 in every 100 leave school without a qualification.

Approximately 70 percent of students in Years 1 to 8 have the reading, writing and mathematics knowledge, skills and attitudes to meet the demands of *The New Zealand Curriculum*. That is, they have achieved at or above the relevant National Standard for their year level. The achievement of Māori and Pacific students is significantly lower than this.³⁹ Fewer students in Years 7 and 8 achieve at or above the National Standards levels than students in other years.

38 See www.minedu.govt.nz/~media/MinEdu/Files/Parents/YourChild/ProgressAndAchievement/NationalStandards/GREENACaseForSystemWideImprovement.pdf.

39 The proportion of all Years 1 to 8 students achieving at or above National Standards differs with 70.6 percent for writing, 74.6 percent for mathematics and 77.0 percent for reading in 2013. The proportion of Māori students is at least nine percent lower than this (60.9 percent for writing, 64.6 percent for mathematics, and 68.7 percent for reading). There are lower proportions of Pacific students achieving at National Standards (57.6 percent for writing, 60.8 percent for mathematics, and 64.1 percent for reading). See www.educationcounts.govt.nz/topics/education-overview/national-education.

Achievement is influenced by many factors. The Trends in International Mathematics and Science Study (TIMSS 2011)⁴⁰ stated:

Students with the highest mathematics (and science) achievement typically attend schools that emphasize academic success, as indicated by rigorous curricular goals, effective teachers, students that desire to do well, and parental support. In contrast, schools with discipline and safety problems are not conducive to high achievement. Students that attended schools with disorderly environments and reported more frequent bullying had much lower achievement than their counterparts in safe and orderly schools (page 247).

The TIMSS 2011 study showed that a relatively high proportion of New Zealand students (68 percent of Year 5 and 54 percent of Year 9) reported experiencing negative behaviours from other students at least monthly. A higher proportion of boys than girls experienced these behaviours although no particular ethnic group experienced them more than would be expected based on their proportion of the population. This negative pattern has been evident since 1994 and is not reducing.⁴¹

In the same study, students in both Years 5 and 9 generally perceived their school as a good place to be. More than eight out of 10 students agreed they liked being at school and felt safe and secure there. A higher proportion of girls than boys were positive about school and Pacific and Asian students were the most positive of the ethnic groups. This finding appears to be in conflict with the earlier finding about experiencing negative behaviour.

Young people are generally active and like playing sports. Only 2.8 percent of 5 to 10-year-old boys and 3.2 percent of girls this age dislike playing sport. But within the 15 to 18 age group this has increased to 5.7 percent of boys and 10.2 percent of girls.⁴² Fifty percent of secondary students are active in one or more school sports. Slightly more boys than girls are involved.⁴³ Across the ages 5 to 18, Pacific boys (72.4 percent) and Asian boys (74.3 percent) are less likely to participate in games and activities than all boys (78 percent). Asian girls (77.2 percent) are less likely to participate than all girls (81.5 percent).

Students feel included in schools through cultural and social activities that reflect personal interests. We have less information about this involvement, although we do know that 37 percent of 5 to 10-year-old boys and 42 percent of 5 to 10-year-olds girls participate in kapa haka.⁴⁴

40 See <http://timss.bc.edu/timss2011/international-results-mathematics.html> (Chapter 6: School Climate).

41 See www.educationcounts.govt.nz/publications/series/2571/114981.

42 See www.srknowledge.org.nz/wp-content/uploads/2013/10/YPS-Complete-5-09-2012.pdf.

43 See www.sportsground.co.nz/nzssc/71315/.

44 See www.srknowledge.org.nz/wp-content/uploads/2013/10/YPS-Complete-5-09-2012.pdf.

We also know that among children aged 10 to 14, approximately one sixth of all deaths are due to suicide. Most of these are Māori children.⁴⁵

These findings show that:

- a number of school factors influence student success
- many primary school-aged young people do not experience a high level of wellbeing.

45 See www.educationcounts.govt.nz/__data/assets/pdf_file/0003/142887/BullyingOnepagers.pdf.

Appendix 2: Sample of schools

The type, location, roll and decile range of the 159 schools involved in this evaluation are shown in Tables 1 to 4 below. The sample is representative of all national figures.⁴⁶

Table 1: School type

School type	Number of schools in sample	Percentage of schools in sample	National percentage of schools
Full Primary (Years 1-8)	92	58	54
Contributing (Years 1-6)	56	35	40
Intermediate (Years 7 & 8)	11	7	6
Total	159	100	100

Table 2: Location of schools

Locality and population size	Number of schools in sample	Percentage of schools in sample ⁴⁷	National percentage of primary schools
Main urban (30,000+)	77	48	51
Secondary urban (10,000-29,999)	6	4	6
Minor urban (1000-9999)	15	9	10
Rural (1-999)	61	38	33
Total	159	99	100

⁴⁶ The differences in observed and expected values in Tables 1 to 4 were tested using a Chi square test. The level of statistical significance was $p < 0.05$.

⁴⁷ Some totals do not add to 100 due to rounding.

Table 3: Roll size

Roll size group (number of students)	Number of schools in sample	Percentage of schools in sample	National percentage of primary schools ⁴⁸
Very small (1-30)	14	9	10
Small (31-100)	43	27	22
Medium (101-300)	61	38	38
Large (301-500)	29	18	20
Very Large (501+)	12	8	10
Total	159	100	100

Table 4: School decile

Decile	Number of schools in sample	Percentage of schools in sample	National percentage of primary schools
Low decile (1-3)	50	31	29
Middle decile (4-7)	68	43	40
High decile (8-10)	41	26	31
Total	159	100	100

48 The national percentage of each school type is based on the total population of schools as at 14 July 2014.

Appendix 3: Judgements used for the evaluation

To what extent does this school promote and respond to student wellbeing?	
<p>The school's promotion and response to wellbeing is extensive</p>	<p>The school's culture, values and operations are well aligned with those of ERO's Wellbeing Indicator Framework⁴⁹. The following features are evident:</p> <ul style="list-style-type: none"> • The school's approach to student wellbeing, including values, leadership, partnerships and inquiry processes contribute to students attaining the Desired Outcomes for student wellbeing (figure 1), particularly those with high wellbeing needs. • There is a strong commitment and enactment of processes that promote and respond to student wellbeing, which align well with the Guiding Principles for student wellbeing⁵⁰ (or something equivalent) found in ERO's Wellbeing Indicator Framework. • Inquiry processes inform the development of improved responses to wellbeing across the school, including processes for individual students with high wellbeing needs. • Learning, teaching and curriculum is focused on improving wellbeing. Wellbeing priorities are addressed through teaching and learning and this is integrated alongside (and complements) a school-wide focus on achievement. • The principles of the Health and Physical Education Curriculum are evident across the school's teaching and learning. • Leaders are clear role models for promoting and responding to student wellbeing. • School partnerships with parents and whānau, as well as community health and social providers, greatly contribute to the students attaining the Desired Outcomes for student wellbeing.

49 *Wellbeing for Success: Draft evaluation indicators for student wellbeing (draft) 2013. Pages 7-9.*

50 *Wellbeing for Success: Draft evaluation indicators for student wellbeing (draft) 2013. Page 6.*

<p>The school's promotion and response to wellbeing is good</p>	<p>The school's promotion and response to student wellbeing reflects many of the aspects of the Wellbeing Indicator Framework, but there are areas where the school could improve. The following features are evident:</p> <ul style="list-style-type: none"> • Although there are several positive aspects to the school's approach to wellbeing, gains could be made by a more strategic focus, such as the school bringing its work together in terms of the Guiding Principles for student wellbeing (enhancing its collaboration and/or cohesion). • The school's culture is focused on promoting student wellbeing, and it has good care systems and initiatives, but its curriculum does not yet have a strong focus on wellbeing. • There is some evidence that the school is contributing to many students attaining/working towards the Desired Outcomes for student wellbeing. • The school has some information on student wellbeing, which it responds to, but inquiry and improvement for wellbeing is not as coordinated or robust enough to consistently and systematically improve the school's promotion of and responsiveness to student wellbeing. • Some school partnerships make a contribution to student wellbeing, although there is potential for greater coordination between the school and health and social providers.
<p>Some promotion and response to student wellbeing is evident</p>	<p>There are aspects where the school's promotion and response to student wellbeing reflect the Wellbeing Indicator Framework, but there are several areas where the school could improve. The following features are evident:</p> <ul style="list-style-type: none"> • The school has some good relationships, including those among many staff and students, but there some aspects of the school's curriculum or care that do not yet support student wellbeing or engagement. • Most of the school's approach to wellbeing is delegated to a minority of staff. • The school has some inquiry and improvement processes but does not consistently respond to the identified wellbeing priorities. • There are many other forms of data the school should use to expand the scope of its inquiry into wellbeing, including student voice and involving whānau to identify wellbeing priorities.

Promotion and response to student wellbeing is limited

There are a few aspects where the school is promoting and responding to student wellbeing, but there are significant limitations overall. The following features are evident:

- The school has some staff who 'care', but overall, student wellbeing is not supported by significant elements of the culture, curriculum and systems of the school.
- The school has not clearly identified wellbeing priorities and/or there are few strategies or initiatives for change.
- Leadership for wellbeing lacks direction and commitment.
- Lack of partnerships act as a barrier to promoting and responding to student wellbeing.
- There is little to no engagement with inquiry and improvement processes connected to student wellbeing.

Appendix 4: Key differences between the groups of schools

Table 1: Key characteristics of the way schools in each group promoted and responded to student wellbeing

	An extensive focus on student wellbeing, with this woven through all actions (11%)	Student wellbeing was well promoted through the curriculum and there were good responses to wellbeing issues (18%)	Reasonable promotion of wellbeing as schools had positive cultures and respectful relationships (48%)	Some promotion of and response to student wellbeing by schools but an over-reliance on behaviour management (20%)	Overwhelmed by wellbeing issues (3%)
Quality of the improvement focus reflected in schools' decisions about:					
coherence of the school goals, strategic plan and whether subsequent actions are interwoven	Wellbeing vision articulated in school goals and targets. Monitored through student assessment, teacher appraisal and inquiry, and school self review. Impact reported and acted on.	Wellbeing vision articulated in school goals. The vision needed to be more reflective of Māori and Pacific wellbeing. Effectiveness of approaches not well monitored and reviewed.	Leaders were unsure how wellbeing and achievement were linked; therefore unsure how to interweave approaches and review impact through a wellbeing lens.	A narrow wellbeing vision in charter. Vision not extended to goals and targets.	Leaders unable to motivate a team response for improvement.
monitoring and responding to student wellbeing.	Clarity of roles, vigilant monitoring and systems of support for students based on the multiple outcomes.	Clarity of roles, vigilant monitoring and systems of support for students, but sometimes separate from a curriculum response.	Care response separated from curriculum response.	Behavioural management focused systems of support.	Over-reliance on a crisis response.
Quality of interactions reflected in schools' decisions about:					
school curriculum	Curriculum promoted and monitored for wellbeing using local contexts.	Curriculum promoted wellbeing using local contexts.	School values explicit in interactions. No deliberate use of key competencies or values in the school curriculum.	Curriculum designed and monitored for achievement outcomes (and generally very narrow ones).	Curriculum poorly described and implemented.
student leadership and say in their educational experiences	Students contributed to curriculum and care decisions. Students evaluated and responded to own learning needs.	Students contributed to wellbeing culture and care roles.	Student potential to lead not recognised.	Students allocated leadership jobs to support the behaviour management system.	Very little contribution sought from students.
the school's relationship with the community.	Leaders understood the two way nature of impact. They used and contributed to a web of community networks.	Some schools had great connections with community organisations, but could have better relationships with particular sectors of the community.	Some schools connected to particular sectors of their community. Parent consultation compliance focused.	Many schools had a long history of connections with the community so school leadership should formally seek their views.	High turnover of teachers and leaders meant relationships with communities were superficial.

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