

## **Student Well being Survey**

Term 2, 2017

Kirkwood Intermediate School

### Brief

An online NZCER survey on well being at Kirkwood School was undertaken at the end of May/beginning of June 2017. 12/12 classes (280 students) participated in the student well being survey. The survey asked students questions about their views of school and the strategies they and Kirkwood already use to promote caring and safe behaviours. Information gathered from the survey illustrates student opinion on the following 5 main well being aspects- *School wide climate and practices, Teaching and learning, Community partnerships, Pro-social student culture and strategies & Aggressive student culture*. The results follow. This same survey was carried out last year so comparisons between student data can be made where appropriate.

### Student Overview Report

Each main aspect is represented by a different colour and most aspects are broken down into sub-aspects. If most of the pie piece is coloured in, this shows a high level of agreement among students that this aspect is in place at school. If an aspect is only coloured near the centre of the pie this shows a lower level of agreement that this aspect is in place. The *Aggressive student culture* aspect differs from the others- a small section indicates lower levels of aggressive behaviour and a larger coloured section shows higher levels. Our students seem to be around middle levels of agreement, that four aspects are in place at our school with the red section indicating agreement of lower levels of aggressive behaviour at Kirkwood (the 5<sup>th</sup> aspect). This is very similar to last year's pie results. What would it take to fill more of the pie and reduce the red even further?

### Aspect Reports

#### **Year 7 and Year 8**

With aspect reports we can look at each well being aspect in more detail against each year level. For *Aggressive student culture*, Y7 Combined (All-gender and ethnicity) and Y8 Combined are slightly higher than national reference data which could indicate lower reported levels of aggressive student culture at our school. This is true for most groupings except Y7 Girls and Pacific (7) and Y8 Boys and Pacific (6). Potentially these groups see reported levels of aggressive student culture at our school as higher. While we can look at groups within the data, a sample size of at least 30 is needed to generalise with some confidence about a population so caution is required.

What else can we note across year levels and the four other aspects?

- Y7 Combined boxes are very similar to national reference data while Y8 Combined have lower plots, not surprising given 2016 data for this cohort. It is likely for Y8 Combined in the *Pro-social student culture and strategies* aspect there is a difference worth exploring. Y7 2017 data suggests less variability of views compared to the Y7 2016 group.

## Year 7

- Year 7 Combined median scores in the first four aspects are generally at national reference data in all areas except *School wide climate and practices* which is slightly above.
  - *School wide climate and practices*- median score is slightly above
    - ♣ Girls and Maori (14)
    - ♣ Girls and Pacific (7)
    - ♣ Boys and Maori (8)
    - ♣ Boys and Other (15)

What might we be doing well school wide to support this positive movement?

- *Community partnerships*- the lower whisker (25%) is slightly lower than national reference data
  - ♣ Girls and Asian- box plot is lower, not lower whisker (12)
  - ♣ Boys and NZ European
  - ♣ Boy and Pacific- below box plot

For Girls and Asian how can we strengthen results to the level of national reference data even though they are above the tipping point?

Other Y7 observations:

- Y7 Maori (22) seem to feel supported, part of the school, are socially adept and report less aggressive behaviour, particularly the Boys (8).
- Y7 Pacific Boys and Girls (8) also seem to feel respected, safe and empowered at school.

## Year 8

- Two aspects in particular may warrant attention. What can we do to address these?
  - *School wide climate and practices*- box below median national data and quartile group 2 touching tipping point
    - ♣ Boys and NZ European
    - ♣ Boys and Asian (14)
  - *Pro-social student culture and strategies*- quartile group 2 touching tipping point and/or the lower whisker (25%) is slightly lower compared to national data
    - ♣ Girls and NZ European
    - ♣ Girls and Maori (7)
    - ♣ Girls and Asian (5)
    - ♣ Boys and NZ European
    - ♣ Boys and Pacific (6)
    - ♣ Boys and Asian (14)

Other Y8 observations:

- Y8 Girls and NZ European box plots are generally lower than Y8 Boys and NZ European except for *Pro-social student culture and strategies* and *Aggressive student culture*, though box plots are more condensed.
- Y8 Maori Boys seem to experience higher levels of wellbeing than Y8 Maori Girls.

- The Y8 Pacific Girl seems to feel supported in 4/5 aspects. Y8 Pacific Boys hit the tipping point of less optimistic views towards *Pro-social student culture and strategies* and *Aggressive student culture* at our school. The Y8 Combined Pacific seems to hold favourable views regarding *Community partnerships* for this Y8 data.
- Y8 Asian Boys seem to gauge lower levels of perceived wellbeing at school than Y8 Asian Girls.

#### Items at a Glance Report for all Years (12/12 classes) 2017

[\* indicates above national reference data]

#### *School-wide climate and practices (15 items)*

Over 80% agreed or strongly agreed:

- I feel I belong at school (\*Y7)
- At school we celebrate the good things students do (\*Y7\*Y8)
- Teachers and students care about each other (\*Y7)
- I feel safe at school (\*Y7\*Y8)
- Behaviours like hitting or bullying are not OK at school (\*Y7\*Y8)
- Our school wants us to get on with students from different cultures or backgrounds (\*Y7\*Y8)
- Teachers get on well with students from different cultures and backgrounds (\*Y7\*Y8)
- Students get on well with other children from different cultures (\*Y7\*Y8)

25% or more disagreed or strongly disagreed:

- Everyone knows the school rules about behaviour (\*Y8)
- Teachers are interested in my culture and family background (\*Y7\*Y8)
- Everyone thinks our school values are important (like respect for others) (\*Y7\*Y8)
- Students have a say in what happens at school (\*Y7\*Y8)
- Teachers ask for our ideas about how students can get on better with each other (\*Y7\*Y8)

#### *Teaching and learning (13 items)*

Over 80% agreed or strongly agreed:

- Teachers think all students can do well (\*Y7\*Y8)
- Teachers always take action if someone is being hit or bullied (\*Y7)
- Teachers care about how I feel (\*Y7\*Y8)
- Teachers always treat each other with respect (\*Y7\*Y8)
- At school I am taught to think about other children's feelings
- At school I am taught that it's OK to be different from other children (\*Y7\*Y8)
- At school I am taught what behaviours are OK and not OK (\*Y7\*Y8)

25% or more disagreed or strongly disagreed:

- Teachers often notice when students help each other (\*Y7\*Y8)
- Teachers make learning interesting (\*Y7\*Y8)
- At school I am taught how to manage my feelings (like if I get angry) (\*Y7\*Y8)

### *Community partnerships (6 items)*

Over 80% agreed or strongly agreed:

- I always feel safe when I am going to or from school
- My parents, family, and whanau always feel welcome at school (\*Y7\*Y8)
- My parents and teachers respect each other (\*Y7)
- Outside school, I have a parent or adult who I can go to if I am upset (\*Y7\*Y8)

### *Pro-social student culture and strategies (11 items)*

Over 80% agreed or strongly agreed:

- Students look after other children who are new at school (\*Y7\*Y8)
- If other children are mean to me, I know how to ignore them or walk away (\*Y7\*Y8)

25% or more disagreed or strongly disagreed:

- Students treat each other with respect (\*Y7\*Y8)
- Students always stand up for other children if someone is mean to them (\*Y7\*Y8)
- Students include other children who are being left out (\*Y7\*Y8)
- Students are good at listening to each others' ideas and views (\*Y8)
- I can say how I'm feeling when I need to (\*Y7\*Y8)
- If I have a problem with another child, I feel I can ask teachers for help (\*Y8)

### *Aggressive student culture (10 items)*

Over 80% thought never or seldom:

- Do other students hit, push, or hurt you in a mean way? (\*Y7\*Y8)
- Do other students threaten you in a mean way or force you to do things? (\*Y7\*Y8)
- Do other students take or break your stuff in a mean way (e.g., money or pens?) (\*Y7)
- Do other students say mean things about your culture or family? (\*Y7\*Y8)
- Are other students mean to you because you learn in a different way from them? (\*Y7\*Y8)
- Do other students use cellphones (like texting) or the internet (like Facebook) to be mean to you? (\*Y7\*Y8)

32% thought almost every day or often:

- Do other students put you down, call you names, or tease you in a mean way?

29% thought almost every day or often:

- Do other students tell lies about you in a mean way?

There have been only a few changes to the results of the Items at a Glance Report from last year with some items dropping off and some new items making the threshold. Also some items have changed in reference to where results sit against national reference data. It is interesting to note overall Y7

students have more items of agreement than Y8 students and Y8 students have slightly more items they disagree with compared to Y7 students. We had a Y7 Team meeting and a Y8 Team meeting in August to discuss year level results and explore which items staff could focus on and how.

### Conclusion

1. The Y7 cohort this year seem more consistent with national data compared to the Y7 cohort last year.
2. Two potential focus areas for Y8 are *School wide climate and practices* and *Pro-social student culture and strategies*, especially the latter.
3. Some of the gender and ethnicity data could be explored further e.g. Y8 Boys and NZ European.
4. It is important to acknowledge that two-year turnarounds for year groups that vary from intake to intake, do present challenges at an intermediate school.
5. Our school still seems to have lower reported levels of *Aggressive student culture* than nationally. Whilst 32% of students (up 3% from last year) thought other students used put-downs, called names or teased in a mean way often or almost every day, and 29% thought other students tell lies about you in a mean way often or almost every day, this was still less than national reference data. Staff want to reduce these statistics and have been investigating solutions from a number of fronts.
6. Blues awards for citizenship are underway and it is hoped some may be awarded in Term 4 this year.
7. A Well being Teacher Group was set up this year. It has trialed various programmes in classrooms e.g. Passion Arena and Rising Tide. The group could be a springboard towards creating a vision for social and emotional well being at our school and goal setting. A key message from Rising Tide is '*change your thinking*' and this catch phrase could be part it.
8. A focus on school values to enhance school rules and student behaviour was mentioned at both Y7 and Y8 Team meetings as a way forward. Whakatauki have been shared in technology classes this year, a Y7 Values Assembly has been occurring this term, and Y8 are exploring ways to possibly connect values through the house system at school.
9. Peter Aitken has had a school-wide focus on behaviour this term with an emphasis on fostering positive relationships in and outside the classroom.
10. Individual class reports from the Student Well being Survey have been used by most teachers to reflect and engage with their students on how to enhance well being in their particular class.
11. Year 7 Long Term Planning for next year is highlighting well being more e.g. at camp and a country of origin Social Studies inquiry.
12. The Y8 team suggested utilising class councilors more as models in how to get on better with others and sources of feedback on student well being.

13. P.E. programmes are a big part of Kirkwood culture, encouraging students to give things a go and as a way of friendship making and learning in class time and at breaks- healthy body and healthy relationships. We are also lucky having other people such as youth workers involved at our school.
14. The school counsellor has facilitated Social Skills Group Workshops this year- 3 groups of Y8 students and 3 groups of Y7 students to foster interpersonal skills.
15. Staff are committed to student well being at Kirkwood Intermediate School and continue to make steps in addressing student needs and to strengthen this essential part of the curriculum.

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