

STUDENT ENGAGEMENT SURVEY

KAIKŌURA ATTENDANCE SERVICES

WHAT

WHY

HOW

ANALYSIS

FUTURE

Kaikōura Attendance Advisors support kura, whānau and ākonga to re-engage in learning.

A short survey was distributed to all primary and secondary kura in the region to get feedback from ākonga about school engagement.



OUR MISSION

“To support student re-engagement with learning by identifying and minimising barriers to education.

Transformational education minimises disengagement and empowers individuals to reach their full potential”.

We are building our kaupapa from the ground up, using research, literature and community input.

Whānau voice is vital to shaping our service and engagement in school¹.

Ākonga have a right to access education that is deficit and barrier free.

This requires a commitment to inclusivity and accessibility, and a willingness to adapt and make changes to meet the needs of all ākonga.

WHAT

WHY

HOW

Our online survey was created based on information we wanted to gather, Te Mahau advice and feedback received on the draft from the Kahui Ako.

The survey was distributed by the Kahui Ako in pānui, on social media and by email.

Surveys at the KEA Education Conversations evening and collected verbal feedback from the community.

ANALYSIS

WHAT

WHY

HOW

ANALYSIS

These results are an overall view of student engagement in the region

School-specific presentations will be sent to Principals if requested*.

**please allow at least 2 weeks*

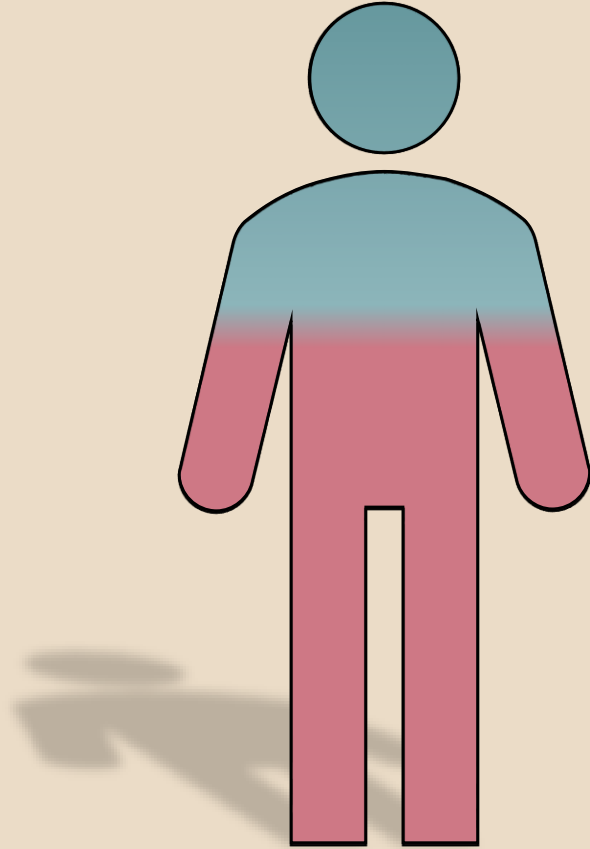


FUTURE

205

RESPONSES

OF WHICH



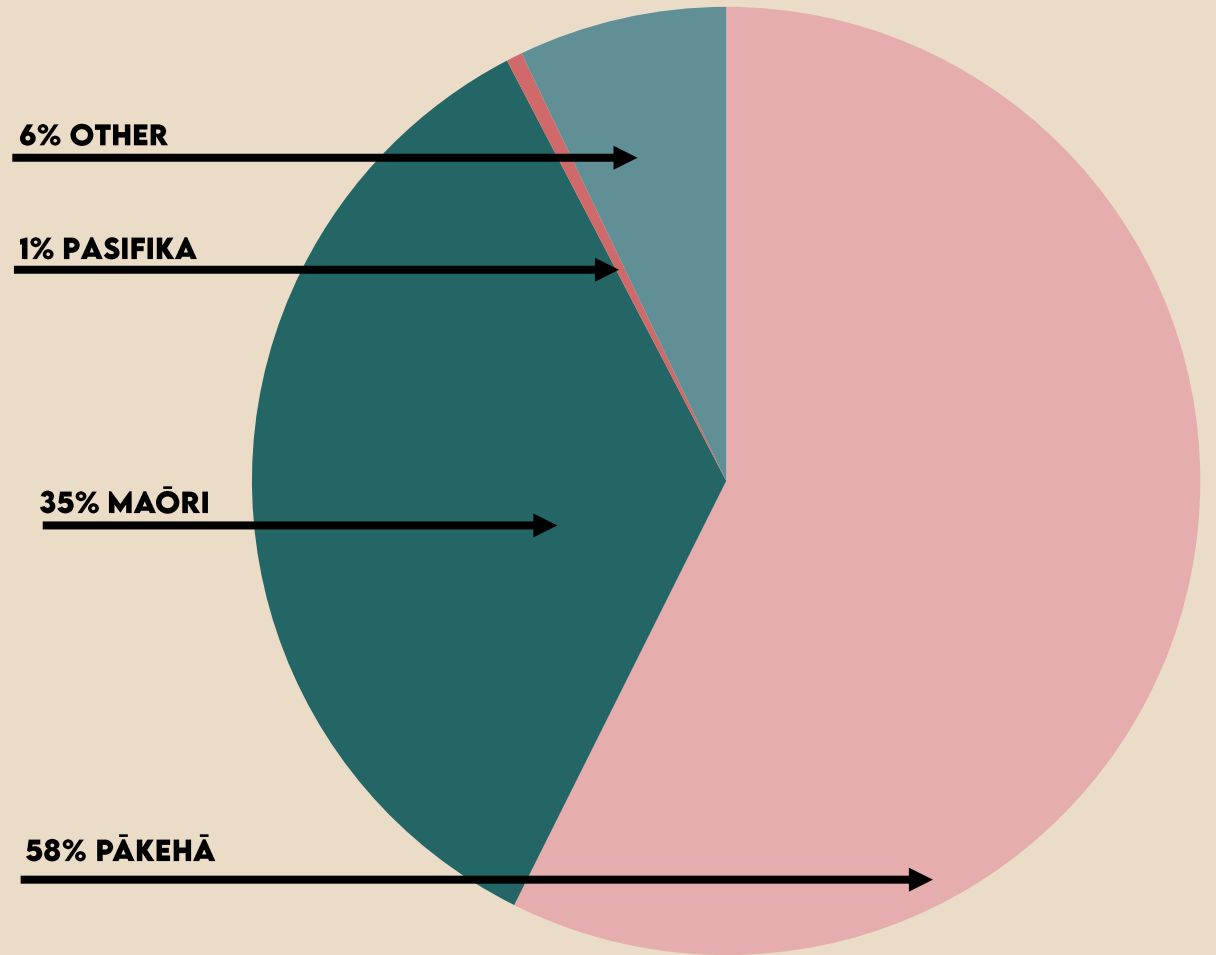
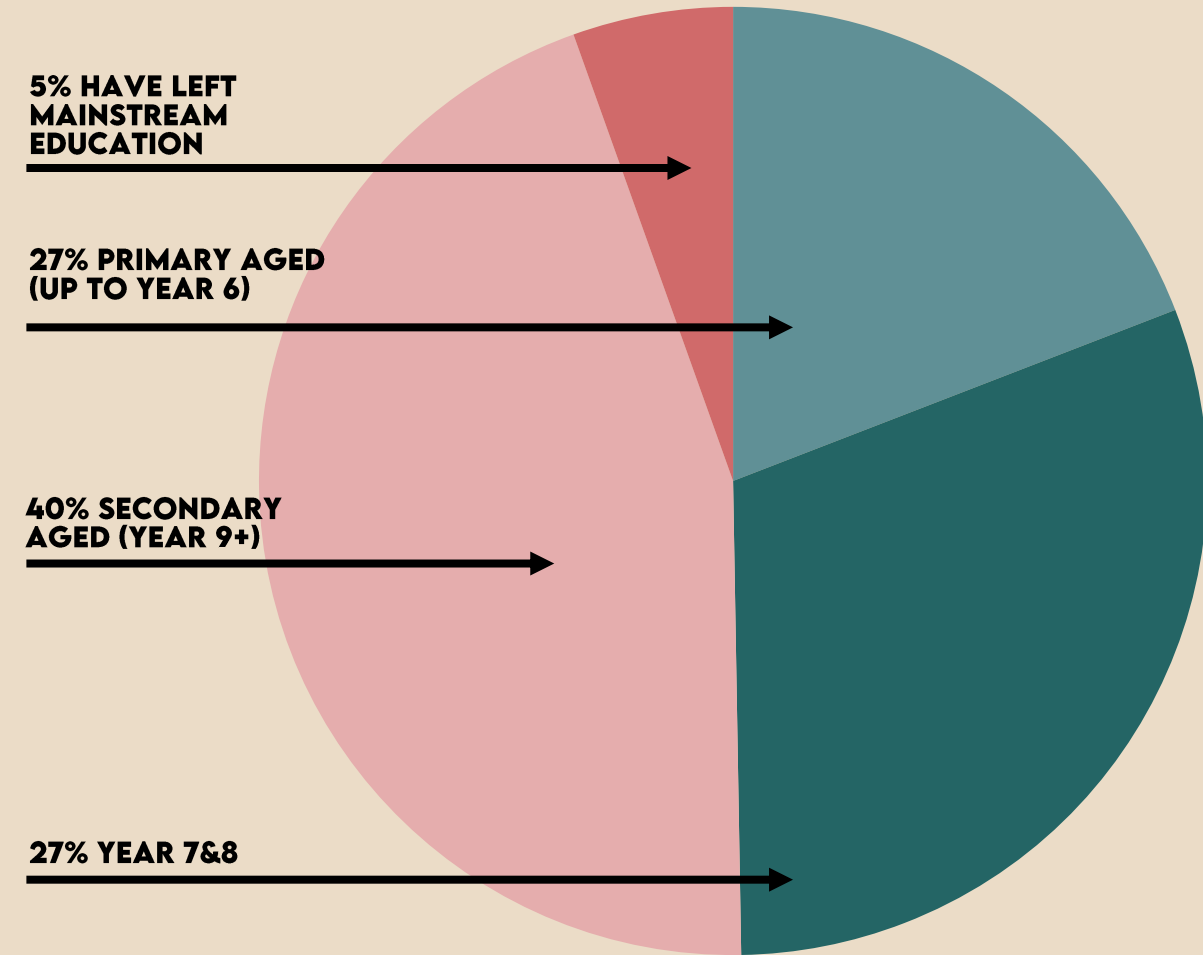
44%

Male

55%

Female

AND

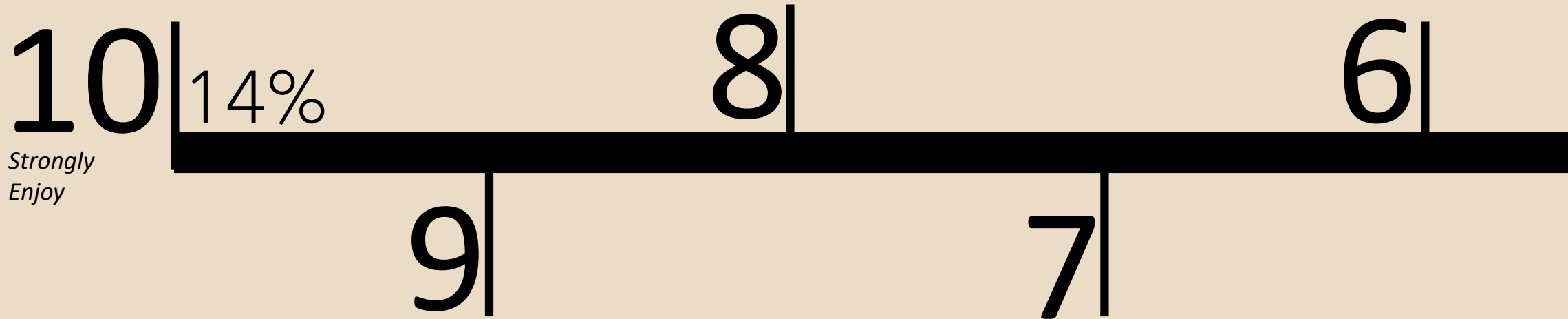


SCHOOL

ENJOYMENT

OVERALL, MOST OF OUR ĀKONGA ARE ENJOYING SCHOOL...

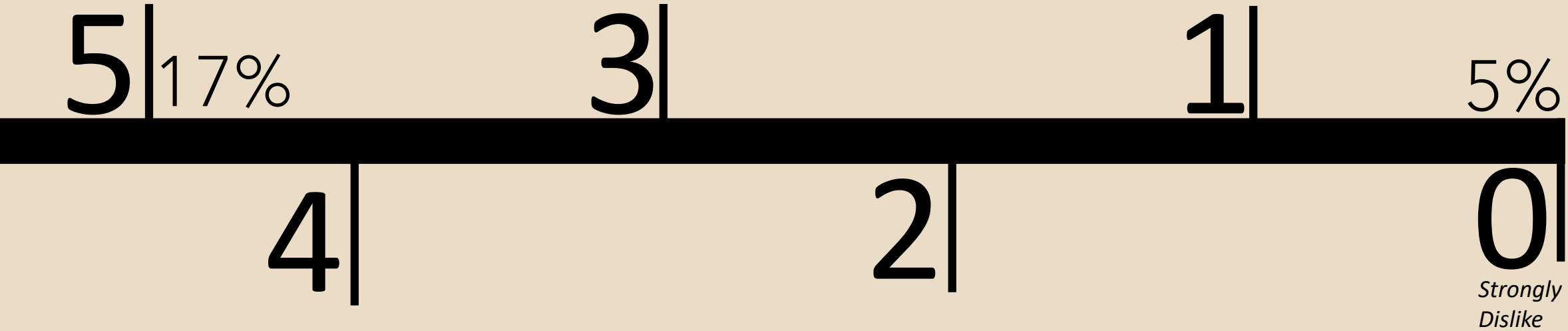
Those that score between 5-10 voted Socialising, Sport and School Trips as their main reason for enjoying school...



70% of respondents rated their school experience between 5-10

BUT SOME, NOT SO MUCH...

Whereas many of those that voted between 0-4 mainly expressed that they mainly enjoyed sport and socialising



29% of respondents rated their school experience between 0-4

**AT SCHOOL, OUR STUDENTS
LOVE...**

5

**THE OPPORTUNITIES
ON OFFER**

11%

**AT SCHOOL, OUR STUDENTS
LOVE...**

4

**LEARNING
LIFE SKILLS**

13%

**AT SCHOOL, OUR STUDENTS
LOVE...**

3

**SCHOOL
TRIPS**
19%

**AT SCHOOL, OUR STUDENTS
LOVE...**

2

SOCIALISING

21%

**AT SCHOOL, OUR STUDENTS
LOVE...**

1

SPORT

24%

BUT AREN'T KEEN ON...

5

**LEARNING
CURRICULUM**

10%

BUT AREN'T KEEN ON...

4

**CLASSROOM
RESTRICTIONS**

13%

BUT AREN'T KEEN ON...

3

**THEIR
TEACHERS**
16%

BUT AREN'T KEEN ON...

2

BULLYING

20%

BUT AREN'T KEEN ON...

1

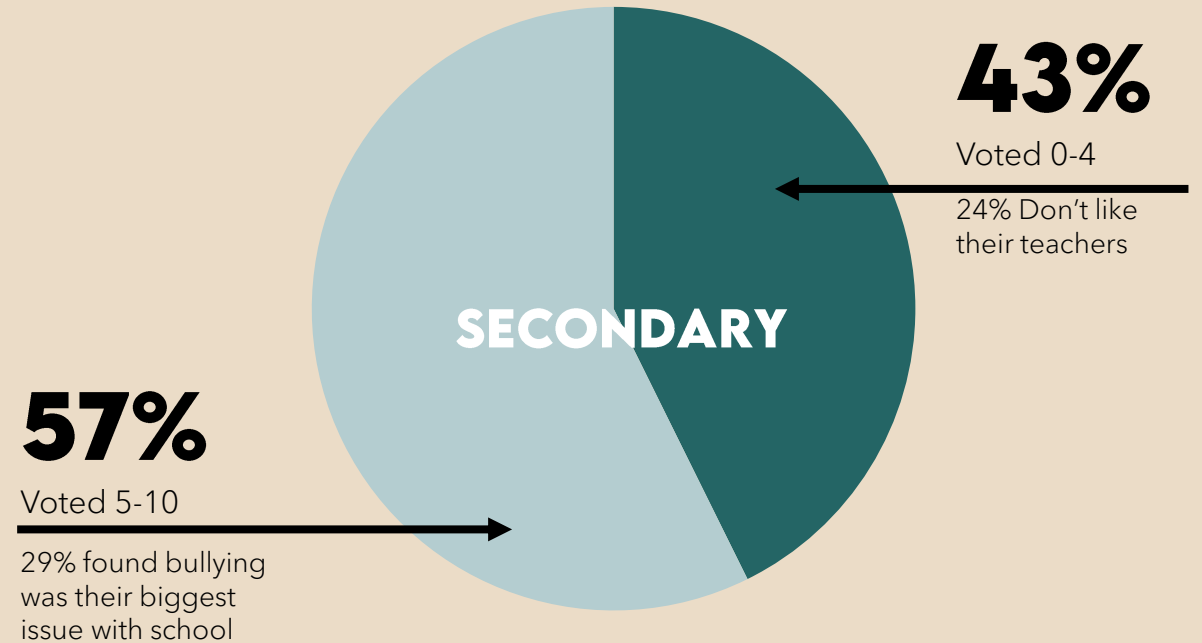
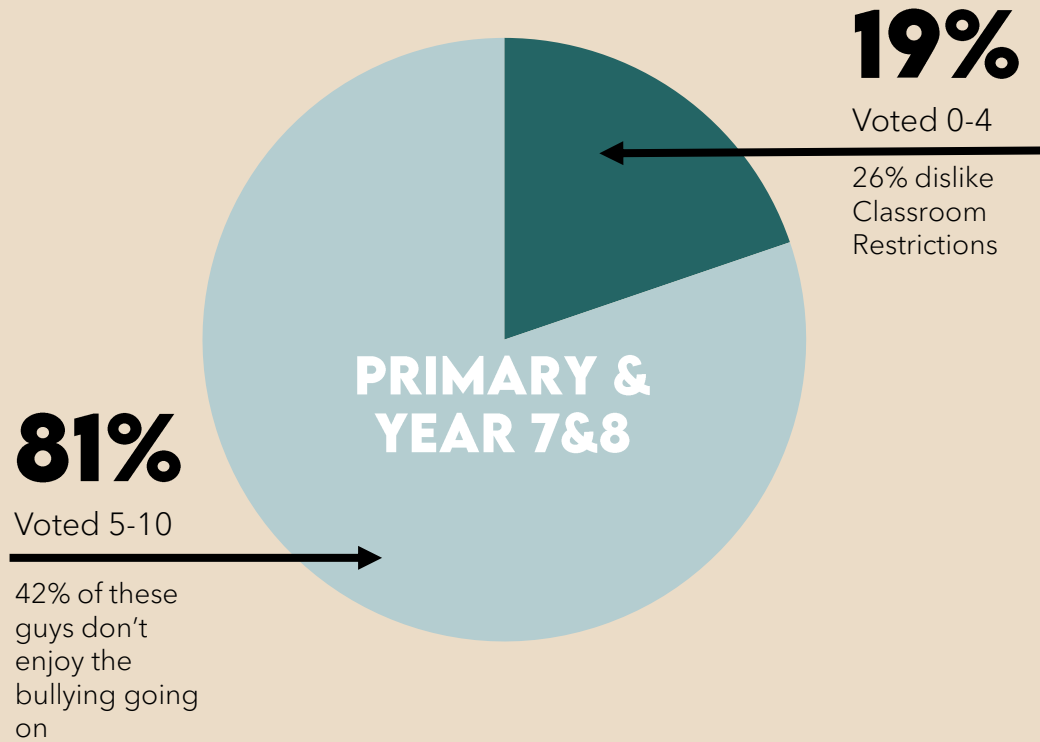
WEARING

UNIFORM

24%

SCHOOL ENJOYMENT DECREASES WITH AGE

% of ākonga voting between 0-4 and 5-10 on the enjoyment scale



OUR 0-4 VOTERS WANTED TO SHARE

% of ākonga voting between 0-4 and 5-10 on the enjoyment scale

81%

Voted 5-10

42% of these guys don't enjoy the bullying going on

**PRIMARY / 7&8
ĀKONGA WANT
TO LEARN
WORKPLACE
SKILLS AND HAVE
BETTER
RELATIONSHIPS
WITH KAIAKO**

19%

Voted 0-4

26% dislike Classroom restrictions

57%

Voted 5-10

29% found bullying was their biggest issue with school

**SECONDARY
ĀKONGA WANT
TO LEARN
PRACTICAL LIFE
SKILLS AND ASK
TEACHERS ARE
MORE RECEPTIVE
TO THEIR NEEDS**

43%

Voted 0-4

24% Don't like their teachers

OUR 5-10 VOTERS ALSO WANTED TO SAY

% of ākonga voting between 0-4 and 5-10 on the enjoyment scale

81%

Voted 5-10

42% of these guys don't enjoy the bullying going on

YEAR 7&8 WISH THERE WAS MORE ARTS FOR THEM

PRIMARY AGED CHILDREN WANT MORE KAPA HAKA

19%

Voted 0-4

26% dislike Classroom restrictions

57%

Voted 5-10

29% found bullying was their biggest issue with school

SECONDARY ĀKONGA AREN'T HAPPY WITH VAPING HAPPENING AT SCHOOL

43%

Voted 0-4

24% Don't like their teachers

SO THEY'VE IDENTIFIED POSITIVE AND NEGATIVE ASPECTS OF SCHOOL LIFE...

It is important to recognise the diversity of experiences and needs among ākonga and provide appropriate support and resources to help them thrive.

The Top 5 barriers listed include academic pressures & social struggles.

Some of these aren't going to change...



WHAT CAN WE DO?

How can we make ākonga more resilient to school barriers and address their concerns with teachers and bullying
(based on additional feedback)

Strategies to mitigate barriers in the classroom

Student input into classroom design
Classrooms freshened up and more friendly

Intervention for social issues earlier and more effective

Teachers are enthusiastic and passionate

Culturally Responsive Teaching

Develop classroom management

Teacher-Student relationships strengthened to utilise student strengths, know their needs.

Be mentors for ākonga learning journey.

WHAT CAN WE DO?

How can we raise the scores of aspects of school ākonga enjoy?
(based on additional feedback)

More practical
learning
included in
curriculum
learning

Utilising local
area to learn

Where can
ākonga pick up
life skills
through their
learning?

Nurture student
interests in
curriculum
learning

How can we
utilise their
favourite things
to incentivise
engagement
(not punitive)

Everyone has
equal
opportunities

Culturally
Responsive
Teaching

Utilise the skills
within our
community in
learning

A bright yellow speech bubble is centered on a light pink background. The bubble has a rounded top and a small tail pointing downwards and to the left. Inside the bubble, the word "WHAAKARO" is written in a bold, black, sans-serif font.

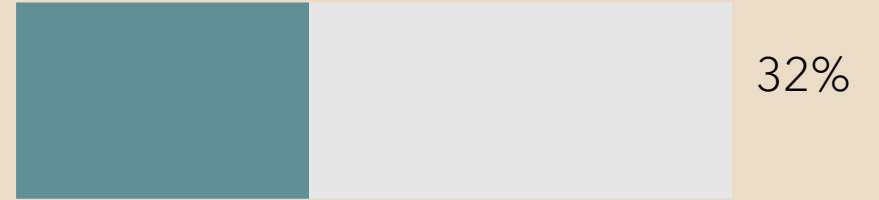
WHAAKARO

LEARNING AREAS

OUR STUDENTS ENJOY

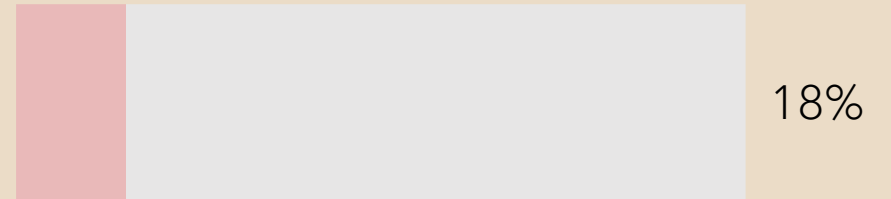
ARTS

Specified: Haka, Art, Drama, Choir, Music

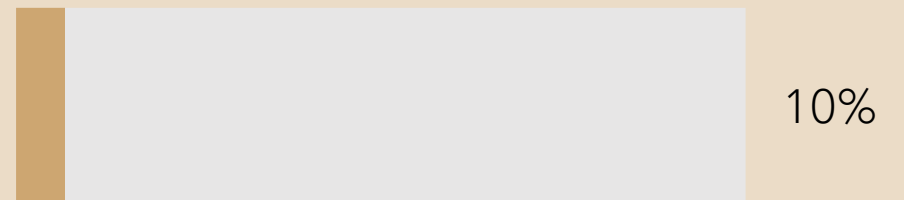


SOCIAL SCIENCES

Specified: History & Geography



HEALTH & PHYSICAL EDUCATION





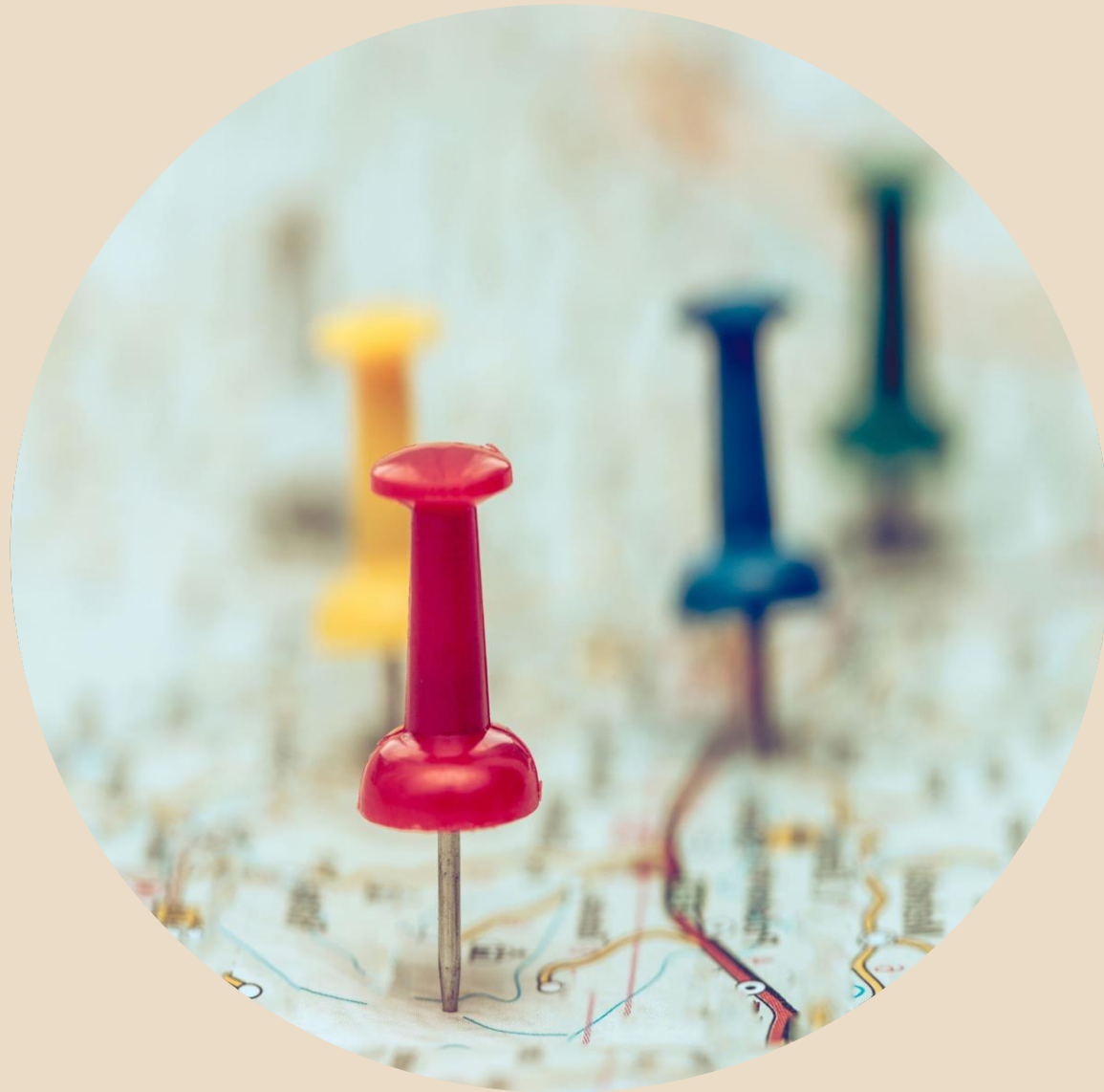
ARTS

Enjoyment in the Arts is tapering off as ākongā get older.

There is a much higher offering of Arts at Primary School level.

There's a been call for Music to be offered at Senior level and more kapa haka opportunities at secondary school.





SOCIAL SCIENCES

Year 7&8s really enjoy Social Sciences!

Secondary ākonga prefer History over Geography but have said they would like to see more Social Science connected to our region.





HEALTH & PHYSICAL EDUCATION

Health & PE is pretty consistent over the school journey, but Year 7&8 have the most enjoyment of the learning area.

Many ākonga in Year 9/10 would opt in to take Health all year, but not PE.



MANY ĀKONGA WANT TO SEE SUBJECT CONTENT OFFERED AT ALL YEAR LEVELS



WHAAKARO

- Where is your school in the Top 3 learning areas?
- Could there be scope to offer more in these learning areas?
- Where are the opportunities to include more of their wants within your subjects?
- How are you honouring Te Tiriti in our learning areas?

THIS IS WHAT ELSE THEY HAD TO SAY

Stop the vapers!

No phones in school

More Kapa Haka

Using our local environment more for learning

Better understanding of cultural practices from staff

More involvement from whānau in the school
(assemblies, school trips, overnight camps etc)

Teachers more receptive to an individuals needs

More university process advice

(applying for courses, halls, funding, scholarships)

Stop the vapers!

Better classroom management

No phones in school

I want to show more manaakitanga

More Kapa Haka

Too much videoing without consent

Using our local environment more for learning

Longer lunch break

Better understanding of cultural practices from staff

More support from teachers

More involvement from whānau in the school (assemblies, school trips, overnight camps etc)

More information about curriculum

Teachers more receptive to an individuals needs

KHS Toilets need improvement

More university process advice
(applying for courses, halls, funding, scholarships)

No safe spaces at school

STUDENT IDENTITY



STUDENT IDENTITY



CULTURAL COMPETENCE

Education
Training
Exposure
Active Listening
Empathy
Meaningful Relationships

WHAT CAN THIS DO FOR OUR ĀKONGA?

Minimise Barriers
Build Resilience
Connect with their strengths
Use their culture in learning
Confident

HOW ARE WE SUPPORTING THE IDENTITY OF ĀKONGA?

STUDENT IDENTITY



BUILDING RELATIONSHIPS ALSO MEANS THE WHĀNAU

Inclusion
Decision Making
Informative
Meaningful
Positive

WHAT CAN THIS DO FOR OUR ĀKONGA?

Confidence
Reassurance
Involved

HOW ARE WE SUPPORTING WHĀNAU?

STUDENT IDENTITY



VALUE

Education
Exposure
Importance

WHAT CAN THIS DO FOR OUR ĀKONGA?

Build their strengths
Use their culture in learning
Comfort
Connected
Confident

HOW ARE WE SUPPORTING THE CONNECTION TO HOME IN ĀKONGA?

KEY MESSAGES

Building foundations for the future

IDENTITY

Know ākonga meaningfully

Strengths
Skills
Connection to Home
Importance of Whānau
Responsive to Culture
Experience

RELATIONSHIPS

Positive and meaningful relationships

Ākonga are confident that school's will address issues

Teachers know our ākonga and understand their needs.

Mentor in their learning journey.

Wrap around our ākonga and support as a community.

INTERESTS

Draw on their interests to improve engagement

Opportunities are there for student interests.

Removing interests to improve engagement is punitive.

FUTURE

Life & Work Skills

Ākonga at a young age are conscious of their need to learn these skills to prepare for society/workforce.

Give ākonga confidence when heading into these scenarios.

WHAT

WHY

HOW

ANALYSIS

FUTURE

Kaikōura Attendance Services will present findings to the Kahui Ako, KEA and use the results from the survey in the formation of their kaupapa – Our Purpose and Policies.

This presentation and will be shared with the Ministry of Education.

You're encouraged to share and discuss results with your school and whānau.

**KEEP THE
CONVERSATION GOING**

REFERENCES

KAIKOURAATTENDANCE.ORG.NZ

ATTENDANCE MATTERS - Guidelines for implementing an effective attendance management plan

CODE OF PROFESSIONAL RESPONSIBILITY AND STANDARDS FOR THE TEACHING PROFESSION - Education Council

HE PIKORUA - practice framework for Ministry and RTLB learning support practitioners

HUAKINA MAI - A whole school strength based intervention for Māori, Positive Behaviour for Learning, Ministry of Education

KA HIKITIA - The Māori Education Strategy, Ministry of Education

THE NATIONAL ATTENDANCE AND ENGAGEMENT STRATEGY

NATIONAL EDUCATION AND LEARNING PRIORITIES (NELP)

NIHO TANIWHA - Improving Teaching and Learning for Ākonga Māori by Melanie Riwai-Couch

TĀTAIAKO - Cultural Competencies for Teachers of Māori Learners, Education Council, Ministry of Education



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**KEEP THE
CONVERSATION GOING**