



Paekākāriki School
Report to Cognition Education Trust
October 2020

Project Focus:

To take disengaged boys in years 4 - 8 and give them time outside the classroom, guidance, and resources to learn a new craft with the aim that this will increase their engagement with school in general by boosting their confidence and competencies.

It is our belief that increased engagement will have a flow-on effect on achievement

We have continued to modify and improve our Get Stuck In programme based on feedback from staff, students, and whanau.

One of the strongest messages we received in 2019 was that the group/programme should not be gender-based. Our community is very diverse and is strongly connected to the LBGTQI+ community therefore continuing with gender stereotypes and groupings was not a good fit. The boys who have been involved in the group asked if some of their friends who are girls could join in.

We have seen huge benefits for our boys in connecting them with strong male role models through the Get Stuck In programme but we could also see that this type of programme would be just as beneficial for girls. The professional development we undertook with Josph Driessen in 2018 confirmed that bringing strong male role models into school would benefit girls and boys so we decided to do away with the gender-based approach to some elements of the Get Stuck In programme in 2020.

2020 Data

2020 Achievement Data

We continue to focus on boys' literacy as part of the Get Stuck In programme and this has shown to contribute to a lift boys' achievement in this area.

I have looked at all of the boys currently enrolled in Paekakriki School who have had been involved in the Get Stuck In programme over the last couple of years, a total of 26 boys (excluding the 12 who have left for college or other schools). The table over the page shows the percentage of these boys achieving at/above expectation across the curriculum



	Mid 2019	End 2019	Mid 2020
Writing	77%	85%	92%
Reading	88%	85%	88%
Maths	77%	84%	96%

We have seen big shifts in writing and maths for the group of boys in the programme. Our results in reading are not as significant, we have maintained achievement levels.

2020 Attendance

At the end of Term 3, 58% of all of the boys who have participated in the Get Stuck In programme had shown increased attendance rates when compared with 2018 data. This is despite the impact of COVID-19.

The 2020 Programme

Boys writing is an area we have to continued to focus on and as such we have continued to use our young male Teacher Aide to support this focus. Earlier in the year he ran weekly literacy circles with small groups of boys in our Teina (junior) team and Tuakana (senior) team. Later in the year his focus moved to science activities to engage the boys in different contexts which lead them to read more widely.

Small music groups continued as a mechanism for engaging Tuakana (senior) students with these groups opening up to include girls. There has been two music groups - one has had a focus on writing/creating music and songs ad the other is a digital based music creation group. Both of these groups shared their work with their peers at a recent assembly. You can listen to the digital creations here <https://soundcloud.com/paekakarikischoolmusic>



Ryley and Liam ready to share their musical creations with the Tuakana syndicate

In the second half of 2020, we have been fortunate to have another male Teacher Aide join the staff, and part of his role is to facilitate an Education Outside the Classroom project for the Get Stuck In programme. Our aim here is to open the experience up to as many students as possible because we can see that interest-based, project orientated activities are helpful in increasing engagement and attendance and have a flow on impact on progress and achievement.

The first of the EOTC (Education Outside the Classroom) programme involved students planning, fundraising and budgeting an adventure based trip. They were also responsible for logistics and health and safety planning. Unfortunately due to a change in COVID 19 levels the original activity was unable to go ahead. The students came together and re-worked their plans and budget to fit into the revised COVID-19 guidelines.



EOTC group about to start their 'Plan B' of paintballing.

The bike track that was built by the boys in the first year of the programme continues to be a big hit with all students and our caretaker has been running a bike track maintenance and development group once a week which is open to both girls and boys.

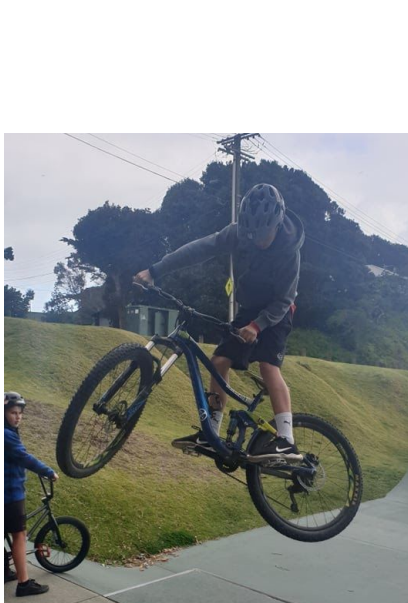
In addition to this a group of boys have been actively involved in problem solving some aspects of the track usage. Specifically this has been around the use of the track by younger students who run around it which is causing some of the jumps to wear down. The boys have been working with their teacher aide and consulting with other track users to re-establish guidelines for track usage as well as considering other options to help engage younger students in similar activities such as building a half pipe which can be situated on the courts. This has involved the boys writing to local hardware stores and contractors asking for donations of the necessary materials.





Ongoing testing and development of the bike track

The boys have also been developing their bicycle skills by visiting the local park once a week with their teacher aide. This has also served the purpose of strengthening their social skills.



Boys at the local park developing their skills!

Student Feedback

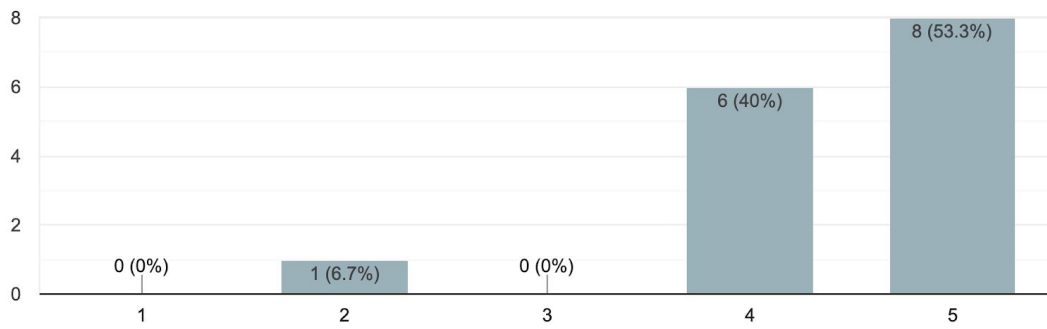
this group is fun, loud, and very confident about expressing themselves. I really liked the experience and learning from this group, I thought at first it would be boring and hard work but when I actually tried it out it was really fun

I liked that we got to plan our trip ourselves



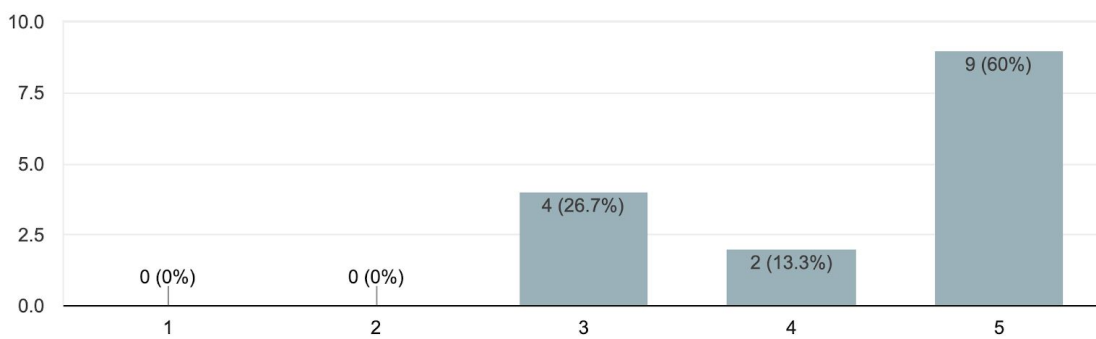
The Get Stuck In Programme helped me learn something new

15 responses



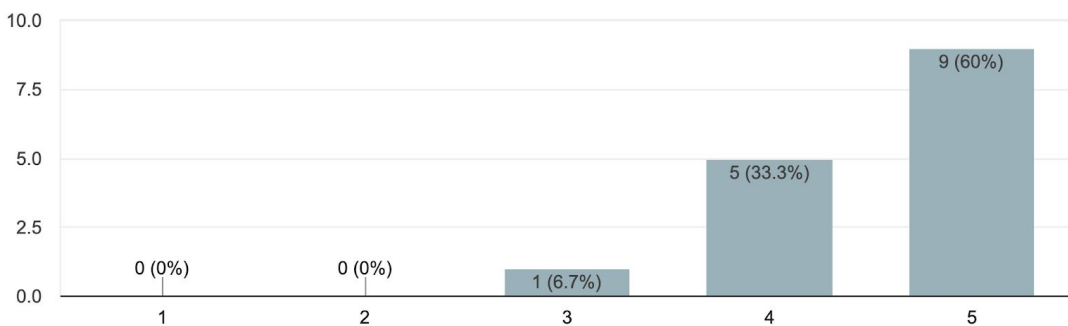
The Get Stuck In Programme has given me the confidence to try new things

15 responses



The Get Stuck In Programme helped me learn something new about other students or get to know them better

15 responses



Teacher Feedback

They got to have a say in projects and see their ideas come to life in ways that would not be possible in class. They learnt in hands on team activities outside away from devices and traditional school situations which are very challenging for many students. They got to experience success and long term achievement which they don't often have academically. They were supported to work with peers and learn vital social skills which they were not going to learn elsewhere. They learnt from the leaders and peers how to better articulate their own thoughts and ideas. They gained a more positive relationship and attitude towards school, so they were more engaged and more likely to see school positively in the future. I also feel they will see themselves as people who have good ideas and can work with others to make them happen. Hopefully that will translate to them taking up opportunities at college and generally in life

Communication skills - talking to an adult and within a small group gaining confidence and being able to express yourself whilst being involved with something "fun"

Passion groups (Interest in science) but also leading to some great work on social and emotional work.

Music program- how lucky are our kids! They practically ran out of the class when Laurence came around to grab them. Their performances showed how much they learned and the connections made with Laurence.

Literacy- social connections were made which was one of the aims. Also a great book and great guidance.

It has shown them that we all 'get them' and value them for who they are. They have more mana in themselves so feel more able to speak up one-on-one or in class discussions. I also have different insights to their interests and aspects of their personality

Summary

Over the last few years the Get Stuck In programme has maintained its focus on improving outcomes for boys by increasing self-confidence and engagement in school. The development of this programme has been responsive to student needs and the feedback received from key groups.

Over the last few years our teachers have been able to examine the various aspects of this programme and evaluate their effectiveness for improving outcomes for boys. It has been very pleasing to see that by involving girls, and widening the range of students in the group that we are better able to improve outcomes for boys of concern as well as for other students.



We have recognised that every aspect of the programme over the last 3 years has been essential and worthwhile for those involved. The sheer numbers STILL wanting to take part demonstrates there is a need and a want for these types of programs at our kura.

We are focusing on continuing with the Music and the EOTC aspects first and foremost as these are things our current teaching staff can't cover in class. Primarily having male role models working in teacher aide roles to deliver this programme has had the biggest impact across the school and we will ensure this can continue into 2021.

We are extremely grateful to Cognition Education Trust for their support of this work over the last few years. We have appreciated the opportunity this support has provided us in investigating alternative strategies for improving outcomes for boys. We are confident that we can continue to meet the needs of our boys through the implementation of the project based, interest based small group activities. We will continue to fund male teacher aides to work with our students as we know that this relationship is key to ongoing success.

Ngā mihi maioha

Julia Bevin

Principal/Tumuaki

