

Mid-Year Report for Te Rau Puāwai Education Trust

Belong and Dream

Goals

Connection to Self, Connection to Peers, Connection to School

Phase One

After receiving news of a successful grant application, we began identifying and targeting Y8 students in the community who might benefit from this course. We met with all year 8 teacher and through these meetings we identified 80 students who met the profile of a disengaged learner, poor attendance and/or likelihood of not engaging with students, peers or staff at secondary school. We supported these students to enrol at secondary school, to meet with Y9 Deans and invited 30 enrolled students to participate in the programme.

- 12 students agreed to take part*
- 8 Students finished the course
- 50% Female, 33% Male, 16% Non binary
- 50% Māori, 50% other

* Four students discontinued the course due to timetable clashes and unsuitability of the course.

A high percentage of students turned down the opportunity for Phase One. Reasons for not engaging:

- Student did not want to be seen as different.
- Parents did not want to see their child as different.
- Concerns too much time will be missed with lessons.
- My child does not need support.
- We are dealing with the issues at home.
- There is no problem/not a priority.

There were three students who wanted to participate however their parents declined the opportunity. And there were also five parents who recognised the value of the course; however they could not motivate their child to participate.

The Programme

The Belong and Dream engagement programme was split into two parts. Each week there were theory lessons held at Taupo nui a-Tia College with psychologists and youth workers, and practical sessions that involved whanaungatanga and lunch at the REAL offices and then team/confidence building activities. The outline of the programme was:

- Radical Openness
- Understanding Emotions
- Activating Social Safety
- Enhancing Openness & Social Connection via Loving Kindness
- Engaging in Novel Behaviour
- How Do Emotions Help Us?
- Understanding Overcontrolled Coping
- Tribe Matters: Understanding Rejection and Self-Conscious Emotions
- Social Signalling Matters

Data

We reviewed student data midway through Term 2. We found the following:

- Attendance from 2022 compared to Term 1 2023 for students in the course increased by 9% overall.
- Pastoral records show that the eight students in the course had a combined three entries for either conflict, defiance or truancy.
- Pastoral records show that the 12 students initially chosen who attended at least 30% of the course had three entries for either conflict, defiance or truancy.
- Pastoral records show for the ten students offered the course who declined had a total of 25 pastoral entries for either conflict, defiance or truancy.

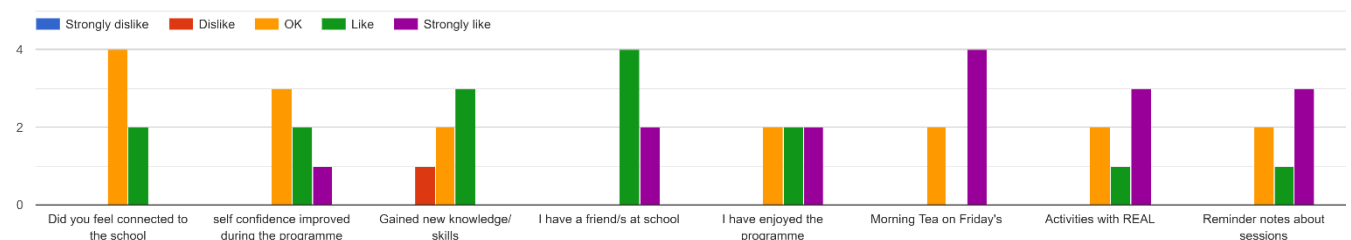
Student Survey Data showed:

100% of students either liked or found the following sessions satisfactory. There were no dislikes, or strong dislikes to the following questions.

- Off-site sessions at REAL
- On-site sessions at REAL
- Lunch at REAL
- Morning Tea at School with Learning support coordinators
- Activities with REAL

In seven out of the eight questions 100% of students responded positively. Only one student disliked one of the eight areas surveyed.

How do you feel about the following experiences?



Phase Two

Starting in Term 3 Year 9's who are displaying behaviours of not engaging in school will be referred to REAL for a 1-1 programme.

- Sessions to take place twice a week.
- Students collected from home and transported to REAL offices.
- Connection with whanau around goals, next steps and progress.
- Will be individually designed to cater for student needs.
- Specialist mentors, youth workers and psychologist available to support students.
- Data collection to track student progress.
- Targeting of Māori and Pasifika students who are most at risk.

One area of concern for students that had been identified by previous Y9 cohorts was the lack of activities in Term One for Y9 students. The students in our programme also pointed this out to us at our weekly sessions. From this feedback we created a lunchtime engagement programme. See Appendix A.

APPENDIX A

Year 9 Lunchtime Engagement Programme



Quick Bites

- 80% of students want lunch time activities to continue beyond term one, over 50% for the rest of the year
- 1/3 of students engaged in the programme
- Facilitators thought it was worth it but tweaks need to be made
- Facilitators felt respected.

The Year 9 lunchtime programme ran in Term One from 13th of February to April 6th. Activities offered to Year 9 students were:

Taupo Disc Golf	<i>(Head of Taupo Disc Golf provided coaches/resources)</i>
Cricket (male and female options)	<i>(Coaches provided by Taupo Cricket)</i>
Rippa Rugby	<i>(King Country provided coaches/equipment)</i>
Basketball	<i>(Youth Town provided 2 coaches)</i>
Jiu Jitsu	<i>(Nautilus Jiu Jitsu provided coaches)</i>
Capture the flag	<i>(Real Lakes coordinated)</i>
Mindful art	<i>(Run be Debs Morrison)</i>
Tik Tok challenges	<i>(Run by Andrea from Blue Light)</i>
Card games	<i>(Run by Anamata)</i>
E Pro 8	<i>(Run by LSC)</i>

On average over 120 students engaged in activities each week. Better attendance was had when announcements were made over the school PA system.

Improvements going forward: More signs around the school, regular daily announcements of what was on. Improve the variety of activities and support from Y13 students to grow engagement and to build better relationships at school.

Student Feedback

A student survey was conducted. Although only about 1/3 of students participated in activities, an overwhelming amount of students wanted the activities to continue this year

53% for the rest of the year
26% for Term 2
18% not worth continuing.

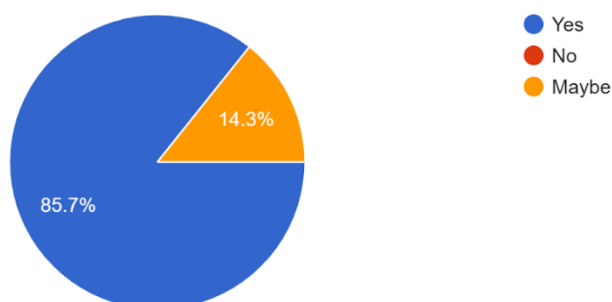
The most popular new activities to add to the programme were volleyball and boxing.

Participating Agency Feedback

All agencies generally reported that it was a worthwhile programme and would be happy to participate again. All but one provider said that the students were respectful to them in the learning activities.

Would you be happy to be involved in this next year (2024 - Term One)?

7 responses



Feedback from the providers in regards to improvements were as follows:

Yes, I would like to see more things on offer and better advertisements around the school.

I need to adapt the options. Mindful art was not well patronised.

Would like to have a girls only lunchtime or interval on the same day for when we do the basketball as we saw a couple of keen girls that wanted to come in and do basketball but were put off by the amount of boys in the gym (Youth Town are continuing their programme on a Friday, but will do a boys only lesson at interval and a girls only at lunchtimes Friday).

Better engagement.

I would love vehicle access to the grounds to make the setup more efficient. I also have had trouble with students who disrespect what we're trying to do and attempt to damage the equipment. This is typically from students who are not participating, but simply looking for something to break. (one incident occurred where Y12 students messed with one of the goals - an isolated incident. Car access sorted).

Additional comments from providers

Our student survey should help with the responses from students around this.

I got the same group of students most times and generally low numbers. I enjoyed the interactions but don't believe it had a high value impact. Keen to chat with my team around how we best support going forward though. **Glad to be involved. Awesome idea and glad it was implemented**

Think you need to continue in some way with activities for the year 9s this year as i have seen from the year 10s their attitude from last year as being year 9s has not shown any connection to the school and **this should be put in for the years to come to continue building school relationships for year 9s** to help transition and support their first major year of college.

Maybe just more engagement i feel like we had to really try and get kids engage especially with young people we already know from Mountview **it was good to see them coming all the time.**

For disc golf, the best way to teach is to get a group of kids together all at one time and have a lesson. I understand this scenario wasn't geared toward that, but I am open to coming in for a more Kiwisport type lesson with students that were interested. Considering my employment has been in flux, any future disc golf activities will be based around whatever availability I have.

