

Senior Syndicate Analysis for Well Being Surveys 2021

Area of Celebration 20 or more		Area to address 5 and above									
School Wide Practices	Kakapo	Hoiho	Takahē	Community Partnerships	Kakapo	Hoiho	Takahē	Teaching and Learning	Kakapo	Hoiho	Takahē
I feel I belong at school				I always feel safe when I am going to or from school.				Teachers think all students can do well.			
At school, we celebrate lots of different things students do.				My parents, family, and whānau always feel welcome at school.				Teachers treat all students fairly			
Teachers and students care about each other.				Teachers and parents work together.				Teachers often notice when students help each other.			
Teachers are interested in my culture or family background.				My parents and teachers respect each other.				Teachers always behave how they would like us to behave.			
I feel safe at school.				Outside school, I have a parent or adult who I can go to if I am upset.				Teachers make learning interesting.			
Our school values are important to everyone.				In the area where I live, people get on with each other.				Teachers always take action if someone is being hit or bullied.			
Behaviours like hitting or bullying are not OK at school.								Teachers care about how I feel.			
At school, everyone knows what to do if someone is being hurt or bullied.								Teachers always treat each other with respect.			
Students have a say in what happens at school.								At school, I learn to think about other children's feelings.			
Our school wants us to get on with students from different cultures.								I learned that its OK to be different from other children.			
The buildings and play areas are looked after at school.								At school, I learn what behaviours are OK and not OK.			
Teachers get on well with students from different cultures and backgrounds.								At school, I learn ;how to manage my feelings (like if I am upset or angry).			

Teachers ask for our ideas about how students can get on better with each other.							At school, I learn what to say or do if other children are being mean or bullying me			
Students get on well with other children from different cultures.										

Pro- social Student Culture and Strategies	Kakapo	Hoiho	Takahe	Items in Development	Kakapo	Hoiho	Takahē	Aggressive Student Culture	Kakapo	Hoiho	Takahe
Students treat each other with respect.				At school, I am encouraged to share things about my culture and family				Do other students put you down, call you names, or tease you in a mean way?			
Students treat teachers with respect.				I can stand up for people if their culture is being put down.				Do other students leave you out in a mean way?			
Students always stand up for other children if someone is mean to them.				I can talk to my teachers about racist things (like people being mean to others because of their skin colour).				Do other students hit, push, or hurt you in a mean way?			
Students include other children who are being left out.				I feel safe to speak up if something seems unfair.				Do other students tell lies about you in a mean way?			
Students are good at listening to each others; ideas.				Teachers try hard to say our names the right way.				Do other students threaten you in a mean way, or force you to do things?			
I can say how I am feeling when I need to.				At school, I feel supported if I'm having a hard time.				Do other students take or break your stuff in a mean way (e.g., money; pens, or phone)?			
If I have a problem with another child, I feel I can ask other students for help.				I know different ways to work through personal things I find hard.				Do other students say mean things about your culture or family?			
I can stand up for myself in a calm way.				There is an adult at school I can talk to if I need support, or if I feel sad or angry				Are other students mean to you because you learn in a different way from them?			
If I have a problem with another child, I feel I can ask teachers for help.								Do other students use phones or social media ;to be mean to you (like sharing unwanted messages or pictures)?			
If other children are mean to me, I know how to ignore them or walk away								Are you bullied by other students?	10/26 responses		

Classroom Reflections

The 3 classroom wellbeing surveys have been tabled to find trends amongst each other
The Syndicate leader has categorised areas of celebration for 20 and above responses and areas of concern five or more

School Wide Climate and Practices-	Celebrat ion	To address	Majority of areas of celebration across syndicate (2 or more classrooms) All 3 classrooms	Majority of Areas to Address
Kakapo	79 %	21%	At school, we celebrate lots of different things students do. Teachers and students care about each other. Teachers are interested in my culture or family background. I feel safe at school.	I feel I belong at school At school, everyone knows what to do if someone is being hurt or bullied. Students have a say in what happens at school.
Hoiho	79%	21%	Our school values are important to everyone. Behaviours like hitting or bullying are not OK at school. Our school wants us to get on with students from different cultures Teachers get on well with students from different cultures and backgrounds.	The buildings and play areas are looked after at school.
Takahē	64%	36%	Students get on well with other children from different cultures.	

Teacher Reflections
Kakapo-
Overall learners feel quite positive about school-wide practices. They understand that relationships matter and are aware of their school’s expectations. They can see the importance of school-wide values. As a class, Kakapo includes a number of different cultures, so it is reassuring to see that people from all cultures are valued. Some children feel that they don’t have a say in what happens at school, Addressing this in circle time should bring out why they feel this way and also what they think can be done to empower them. This response may also have an element of perception - there may be a difference of opinion between what decisions the students think they should be able to make and what the school feels would be practicable for them to make.
It is concerning that a few students feel that they do not belong at school and that a few do not feel safe at school. These need to be explored further to find out why they feel this way. One way this could be explored would be to ask the same questions again e.g. Do you feel safe at school. If not, why? This could be done anonymously but if the child wanted to talk to the teacher about it, he/she could write his/her name on the paper, which would be collected in such a way that nobody would see what people had written. Follow up actions might be empowering the child or addressing a classwide/schoolwide deficit.
It would be interesting to find out what they think they don’t have a say in with what happens at school. Are they thinking about this at classroom level or overall across the school? I think they have a choice in what they do through Must Do’s, Can Do’s and during inquiry time when they can decide how to present what they have learnt. Students' questions and interests help to drive the inquiry. This would be worth exploring further.

Hoiho- Generally learners feel quite positive about school wide practices. They know what the school values are and know that as part of the school values relationships are a priority. There are quite a few different cultures in the class. During the history inquiry each student was able to inquire into their past and many found out some interesting things about their culture and their history. The children all loved listening to the class oral presentations. The classroom environment was very supportive during the whole inquiry and learners felt valued and celebrated. The class is a really large class of boys. Out of a class of 25 there are only 3 girls. There have been quite a lot of incidents of dealing with problems using physical force at the start of the year. Since the survey was taken we have been addressing a lot of these problems through circle time. Carrie Hamilton the community liaison police officer also came in to run a lesson with the class and she will be back to take this further. As part of our circle time, the issue of bullying came up. Some areas for concern were highlighted by the students and we as a senior syndicate have addressed these issues. The students were not confident to use the S- part of WITS, which is to seek help. Since this area has been addressed, they are now more confident about speaking up. One area of concern is that they have highlighted that students in other classes may not know what to do if they are being bullied. They particularly felt that this may be the junior school. We looked at how they could be upstanders and step into a situation to help others too.

Takahē- As Year 7&8 leaders of our school each learner is given a leadership role and have opportunity for agency within the role. Learners are also have a high level of self awareness and a moral compass developed from home and school and a good gauge on the influence they can make on their environment learning and socially.

The schoolwide Social Science Inquiry “The future is determined by exploring the past”, over Term 1&2 provided rich opportunity for learners to delve into their own personal histories and culture. Each learner’s culture is valued and appreciated in the classroom. The learners know that any form of bullying is not ok and a teacher will use the behaviour management system if there is an incident with a restorative chat and a pastoral note made. They are also aware that if it is a physical incident, there is a consequence of sitting out for some of a break and parents are notified. With consistency for each incident notified and across teachers, the system helps make students safe and secure. From having classroom Circle time regularly learners know they have a chance to air anything that may be bothering them and be given an opportunity to have input for solutions. They are then empowered to make change for themselves and others.

We lost students last year to OIS at the end of last year and also when Year 7&8 were merged into one class. Since the beginning of the year there have been five new students. Most of the class have not attended St Joseph’s since entering school and have arrived in later years. This would affect their sense of belonging. It will be interesting to hear if there is a chance after lockdown to find out further about everyone knowing what to do it

The students seem very happy with how we celebrate the variety of different things they do. Students feel safe and can see that their culture is important and they can share their cultures and appreciate others as well. We have worked hard on this and results are positive. They know that when we ask for their ideas we are genuine and appreciate their thoughts and ideas.

It will be interesting to see why our school values are not important to everyone when we return and discuss during Circle Time. disappointing to see that not everyone knows what to do if someone is being hurt or bullied. We will need to work out specifically what they don’t know and what they can do. The Senior School does look old so students may look at it and think it’s not looked after.

Learner reflections (these will be completed on returning from Alert Level 3)

Kakapo- People letting everyone join. Everyone has a friend to play with but in actual fact, some children in the class don't always have friends to play with and they're not stepping up and doing something about that.

Hoiho- Students do have a say in what happens at the school and classroom. We have a say in prayers and we take it in turn to lead them. We also chose our behaviour plan consequences and our class treaty. We often vote for games that we would like to play.

Takahē- New people may feel that they don't belong. We need to ask them to join in games and include them more as they might be a bit shy not knowing anyone.

Takahe thinks some people don't care about each other because of fights in the playground but things get sorted. Takahe are happy with each other. They think that some teachers care more than others.

School values may not mean much to some people because they don't care, time and effort, believe they are forced on them or they believe in something from another place.

Takahe know what to do when someone is hurt or bullied they meant Junior or new people.

Some felt that some areas of the school weren't looked after because they looked old.

Takahe are very happy with the many different things we do, especially this year (Young leaders, Exploring our different cultures, science activities, games together (we play games together at playtime and lunchtime), looking forward to camp and Senior Social. They know we are interested in their cultures (almost 100%)

They realise that school is a safe place and know what is okay and not okay. They know we want all cultures to get along (and we do this extremely well) as we are all different.

They understand that teachers listen to them when they ask for ideas.

Overall Teacher Reflections (These will also be completed once student voice have been collated)

Community Partnerships	Celebration	To address	Majority of areas of celebration across syndicate (2 or more classrooms) All 3 classrooms	Majority of Areas to Address
Kakapo	100%	0	I always feel safe when I am going to or from school. My parents, family, and whānau always feel welcome at school. Teachers and parents work together. My parents and teachers respect each other.	N/A

Hoiho	83%	17%	Outside school, I have a parent or adult who I can go to if I am upset. In the area where I live, people get on with each other.	
Takahē	100%	0		

Teacher Reflections

Kakapo- This survey shows that the students think that community partnerships are strong. The three way interviews strengthen school/pupil/parent partnerships and teachers communicate with parents. This helps the students to feel connected and they are aware that there is mutual respect between whanau and school.

Hoiho-Students think that community partnerships are strong. The three way interviews strengthen school/pupil/parent partnerships and teachers communicate with parents through e-mail, or small meetings if need be. Parents often pop into the class before school or after if they need to pass a message on, so they know that they are welcome to come in at any time. During the exhibition parents were invited in to help to celebrate the pupils' learning with them. Seesaw is also used weekly as a real time glimpse into what is happening in the classroom. Parents have been given support on how to give positive feedback to their children on Seesaw and many parents encourage their children through connecting in this way. All of the above helps the students to feel connected and they are aware that there is mutual respect between whanau and school.

Takahē-

Using 3 way interviews have helped strengthen parent partnerships along with emailing notices to help keep parents informed. Parents are also aware that they can make time with me if there is a concern and that I will also contact parents if needed. Learners see teachers and parents working as a team and from the same page.

Teachers emailing parents and parents replying helps in strengthening our home/school partnership. Children are aware that this happens and they realise that we work well together and respect each other.

Learner reflections

Kakapo-

Hoiho-

Takahē- All very happy with the partnerships we have with parents and the community. They feel safe and content at school and in their community. They know their family is always welcome at school and we constantly work together and keep in touch because we all want the best for them. They all seem to be happy at home and have people they can go to if they are upset or feel unsafe.

Overall Teacher Reflections

Teaching and Learning	Celebration	To address	Majority of areas of celebration across syndicate (2 or more classrooms) All 3 classrooms	Majority of Areas to Address
Kakapo	77%	23%	Teachers think all students can do well. Teachers always behave how they would like us to behave. Teachers always take action if someone is being hit or bullied.	Teachers treat all students fairly Teachers often notice when students help each other. Teachers make learning interesting.
Hoiho	77%	23%	Teachers care about how I feel. Teachers always treat each other with respect. At school, I learn to think about other children's feelings	
Takahē	54%	46%	I learned that its OK to be different from other children. At school, I learn what behaviours are OK and not OK. At school, I learn ;how to manage my feelings (like if I am upset or angry). At school, I learn what to say or do if other children are being mean or bullying me	

Teacher Reflections

Kakapo- Overall, Kakapo students are satisfied in most areas of this section. A high percentage of the respondents thought teachers think that students can do well, that teachers care about how they feel and that it is OK to be different from other children. They are confident that teachers take action to stop bullying and try to equip them to deal with this. They recognise that they are taught to differentiate between acceptable and unacceptable behaviour, and to learn to manage their own upset feelings. 14/19 think that teachers treat all students fairly, however it would be interesting to explore why the other five do not hold this opinion. Are they looking within their own classroom, or the wider school, or even just an attitude about teachers in general? This could be addressed in circle time. Although the majority of the sample agreed that teachers make learning interesting ,one third did not.This needs to be further investigated. What do they see as interesting? Does this include activities conducive to learning? Are the learning styles of a small number of children not being fully altered for? While 14/19 recognised that they learnt to think about children's feelings at school, 5 pupils did not. As this is frequently talked about in Kakapo, a different approach may be needed with those who think that they don't learn to think about others' feelings.

I found *Teachers treat all students fairly* as an interesting point that students think need to be addressed. I wonder if students think that the special needs students in my class get special treatment? I use the 'when you've done this...then you can...' strategy with one of them. I wonder if the students think that the child's reward time is unfair? Also there is another child on a behaviour plan and gets rewarded once he completes his sticker chart. This would be worthwhile exploring further and helping the children to understand that different students need different plans put in place depending on their needs.

It would be interesting to find out what the students consider interesting learning. Is it more to do with what they are learning or how it is delivered? I think the topics covered this year have been really relevant with delving into their own personal histories and our school's history. Do we need more hands-on experiences?

Hoiho- Hoiho students are generally satisfied in this section. A high percentage of students thought teachers think that students can do well, that teachers care about how they feel and that it is good to be different from other children. They are confident that teachers take action to stop bullying and help them to deal with this. They realise that they are taught to tell the difference between acceptable and unacceptable behaviour, and to learn to manage their own feelings. It would be interesting to delve why some students thought that teachers do not treat students fairly. I suspect that this may be to do with the intermediate students as some discussions that we have had at circle time highlighted that the students in Hoiho felt that when there were negative interactions with the intermediate students, teachers always took the word of that student above their own. In terms of the answers to "teachers make learning interesting", it would be good to delve into this more. It would be interesting to know what students consider learning to be. For example when we were making the artefacts during the history inquiry and students were incredibly engaged, did they consider this to be learning?

Takahē- Learners appreciate that teachers always take action if someone is being hit or bullied. It is interesting that although most learners think all students can do well there are some who do not think that teachers treat all students fairly.

This could be both within the classroom and in the playground. Some may be thinking of other teachers and incidents that can happen in the playground and not talking from another person's perspective. It could also be that the teacher in the classroom is catering to an individual's needs based on varying degrees of physical, social or academic dispositions. Is a teacher explaining more to a learner who needs more scaffolding to finish a task or the coaching aspect in talking to another in helping them see other perspectives may be seen as giving more attention to some than others. Teachers make teaching interesting. Each week there is something new or a project to undertake, leadership camp, soccer, cricket and futsal workshops from specialists, performing in the North Otago Music Festival, making art installation using a robotics kit, swimming lessons, cross country, house choirs, ...enriching. The learner agreed at the beginning of the school year they needed to be prepared for Secondary school and have flipped learning where they can pace themselves in Maths, Novel study in a literature circle. They are engaged in the classroom and reaching their potential. Is this a default answer based on their responsibility in self managing to complete tasks lies with them and they are required to make an effort?

This is also the most of the areas to address for Takahē

Teachers treating all students fairly/is this in their own classroom or in the playground? This is something to be addressed as I wouldn't like to think that some students are not treated fairly. I would also like to know why some students don't think teachers behave how we would like them to behave.

Learner reflections

Kakapo-

Hoiho- In the classroom: Teachers at school treat us fairly as the work is at all different levels. Sometimes teachers do and do not have favourites, for example teachers may pick the good runners to be on. When teachers do teach the students they are always on the students' side. I think that students are treated fairly for example the teacher might choose the fast runners to be on so that it is a challenge for us. Teachers treat us fairly for example if there is a fight then we all get listened to and some people have consequences. Teachers treat us fairly as we get rewards if we work hard. Everyone gets a fair consequence. Sometimes we get treated fairly and sometimes not. Sometimes we get chosen randomly to give our voice. We get to vote for games in the classroom.

On the playground: . Sometimes we try to explain something and the teacher doesn't listen to us on the playground. I wish that the teachers were more involved with us older children on the playground. Sometimes teachers on duty focus on the little children in the playground but don't pay any attention to the older children and only focus on the little ones.

Someone is hurt and the teachers focus on the younger students and not the older ones. On the playground teachers listen to the leaders of the school and believe them and not us and we get into trouble when it's not our fault so there's no point in telling the teacher.

Takahē- Some students think that teachers have favourites in their classroom. (Explained that every student is different and at times we need to treat students differently, gave examples).

Some students felt that some learning was the same as last year (Explained that teachers need to revise previous years work to make sure they understand and are ready for the next steps). We then listed all the interesting things we did this year (but I think they focussed on one thing).

Some students don't like to tell teachers that someone is being mean to them as it might get worse or they might lose friends. Parents might get involved and then things get worse. (Circle time is a good place to bring these issues up anonymously).

Some students said that some teachers never smile and look sad or grumpy so they don't want to talk to them.

On the whole, Takahe felt good about being cared for by teachers, they are treated with respect and care for their feelings. They care about others feelings and know it is okay to be different. They know what behaviors are right and what is wrong.

Overall Teacher Reflections

Pro- social Student Culture and Strategies	Celebration	To address	Majority of areas of celebration across syndicate (2 or more classrooms) All 3 classrooms	Majority of Areas to Address
Kakapo	80%	20%	Students treat teachers with respect. Students always stand up for other children if someone is mean to them. Students include other children who are being left out. Students are good at listening to each others; ideas. If I have a problem with another child, I feel I can ask other students for help.	Students treat each other with respect. I can say how I am feeling when I need to.
Hoiho	50%	50%	I can stand up for myself in a calm way. If I have a problem with another child, I feel I can ask teachers for help.	
Takahē	80%	20%	If other children are mean to me, I know how to ignore them or walk away	

Teacher Reflections

Kakapo- Overall, Kakapo students have an understanding and acceptance of positive ways to engage with each other. A small sample (5) think that students do not treat each other with respect. This needs to be followed up to find out why they think this: is it mainly happening in Kakapo class or is it happening across the school? This issue could be addressed in circle time. Some children cannot say how they are feeling when they need to. We are working to address this in class through discussion, 'I messages', modelling, role play, and practice.

Students are still learning the skills needed to communicate how they are feeling and their needs/wants. I think as they get to the senior end of the school and get older, they are developing more of a sense of their identity, what is right and wrong and what they like in a friend. It is a challenging time and more skills are needed to be taught to help students deal with these changes so they can communicate clearly.

Hoiho- For the Hoiho class this area is one for the most development. As a class we need to address what respect is firstly and when to respect others. It was interesting that when Carrie Hamilton came to work with the class, a few students said that they do not need to respect a teacher *or a leader if they did not like them. The next step for the class would be to bring in a high profile role model, possibly someone in the rugby community as the class is rugby mad, and get them to work with the class a little on respect, what it is and why we should respect the dignity of others.

Takahē-

Being older students have a strong sense of what is a positive and not positive choice. They may be aware of instances in the playground where in perspective a student is not respecting a teacher. They may have overheard back chatting for example or a poor attitude.

Very disappointing to see that some children do not treat others and teachers with respect. Many do not stand up for others when they are being mean to them. This will need to be discussed during Circle Time as it may only be one or two children/teachers but is still an issue.

Children seem to be okay with asking another child to help but not all teachers. Great to see so many can stand up for themselves in a calm way and walk away (obviously WITS is working).

Learner reflections

Kakapo-

Hoiho-

Takahē- Some students dislike a teacher and don't listen to them. Maybe new or younger teachers don't see what is happening and let students away with some things.

Younger students might not want to stand up to bigger children. Friends stand up for each other in our classroom.

Some students are not good listeners because they like to talk all the time. Some students might think they are better than others and don't have to listen to others. Some students think they have better ideas than others.

Ten students think they can't say how they feel because they are afraid of being bullied, judged, embarrassed or have been hurt in the past. (Explained to them that is why we have these surveys and Circle Time so we can discuss these things. If we don't know we can't help.

Ten students feel that they can't ask teachers for help if they are having problems with another child. They felt that they wouldn't be believed, family might get involved and felt they could talk to some teachers and not others. (Again I explained that is what we have surveys and Circle Time, but they need to be honest or we can't help solve these problems.

On the whole Takahe can stand up for themselves in a calm way. They can practice the WITS when things are not going well at times. They know how to show respect to each other and other students in the school.

Overall Teacher Reflections

Items in Development	Celebration	To address	Majority of areas of celebration across syndicate (2 or more classrooms) All 3 classrooms	Majority of Areas to Address
Kakapo	80%	20%	At school, I am encouraged to share things about my culture and family I can stand up for people if their culture is being put down. I can talk to my teachers about racist things (like people being mean to others because of their skin colour I feel safe to speak up if something seems unfair. Teachers try hard to say our names the right way. At school, I feel supported if I'm having a hard time.	There is an adult at school I can talk to if I need support, or if I feel sad or angry

Hoiho	90%	10%	I know different ways to work through personal things I find hard.	
Takahē	90%	10%		

Teacher Reflections

Kakapo- Through a number of school-wide initiatives, such as multicultural days, food fairs, cultural displays, the recent inquiry about who they were and where they came from, the Speech Celebration and the Children's Museum, students feel empowered to share about their culture and family. They recognise that putting down a person's culture is not OK and that they can be a change for the better. The students know that they will be supported if they are having a hard time and will be helped to work through personal problems. Some children feel that they cannot speak to their teacher or another adult at school if they are sad, angry or need support. This needs to be followed up, perhaps in CircleTime.

I think it is really sad that students don't feel they have an adult they can talk to at school if they need support, or if they feel sad or angry. I am really concerned about this and would like to explore this more during circletime. Students need to be able to speak up when needed and share how they are feeling. Does this relate to them not knowing how to communicate their feelings?

Hoiho- Students enjoy sharing things about their culture and family and can also stand up for people if their culture is being put down. In the first two terms their Inquiry focussed on their personal history. Tied in strongly to this was their connection with their culture and whanau. Students shared their culture with each other and the rest of the school. During our oral presentation celebration in Term 2 many children shared some very personal speeches of their families struggles and how they came to New Zealand.

Takahē-

Students realise that they can share things about their culture and family and can also stand up for people if their culture is being put down. In Term 1/2 their Inquiry focussed on who they were and where they came from. Students shared their culture with the rest of the school. During our 'Celebration of Speech' in Term 2 many children shared some very moving speeches of their families struggles and where they came from.

Some children still do not feel they can speak to their teacher or feel supported in some ways. Hopefully this can be discussed during Circle Time when we return.

Learner reflections

Kakapo-

Hoiho-

Takahē- Students didn't seem to have any answers here. This might be better by writing comments (without name) and put into the box without names to talk about as a class.

Seven felt they weren't supported if they are having a hard time. Again they couldn't give any examples but will do this as well with comments in the box. Some students are not comfortable discussing issues with some teachers, maybe because it's duty teacher and they don't really know them. They don't feel comfortable talking to some teachers. Some children like to keep things to themselves.

Students are very happy that we share things about their culture and try to say their names correctly. 100% stand up for people if their culture is being put down. They know different ways to work through personal things they find hard.

Overall Teacher Reflections

Aggressive Student Culture	Celebration	To address	Majority of areas of celebration across syndicate (2 or more classrooms) All 3 classrooms	Majority of Areas to Address
Kakapo	10%	90%	Do other students hit, push, or hurt you in a mean way? Do other students take or break your stuff in a mean way (e.g., money; pens, or phone)? Do other students say mean things about your culture or family?	Do other students put you down, call you names, or tease you in a mean way? Do other students put you down, call you names, or tease you in a mean way?
Hoiho	70%	30%	Are other students mean to you because you learn in a different way from them? Do other students use phones or social media ;to be mean to you (like sharing unwanted messages or pictures)?	Do other students tell lies about you in a mean way? Do other students threaten you in a mean way, or force you to do things?
Takahē	70%	30%	Are you bullied by other students?	

Teacher Reflections Kakapo- <i>Time constraints meant that only 16/19 that started the survey responded to this section. A couple of questions were only completed by 15 children, the last question by only 10 children, which is too small a sample to give an accurate indication about class trends, For various reasons, only 19/26 children completed the survey.Half of the class were completing a digital survey for the first time and could have been affected by the change of format for the last section.</i> It would be interesting redoing this section again with the whole class completing it to get a true indication of what they think. <i>Kakapo students are at an age when they are still learning positive and more mature ways of relating to each other at school and there is variation in the range of social skills. Circle time is an effective strategy to discuss what is positive, what is concerning and for the class to discuss a solution. Many of the students do not use ‘I messages’ confidently and are working on this skill .What is teasing to one person can be seen as a putdown by another and students need to become aware of this .Restorative meetings help with any conflict situation, as does teaching skills to try and minimise and deal with conflict. There is zero tolerance at school for physical conflict or bullying and children are encouraged to “Use your words.” After the behaviour plan has been followed, there might need to be upskilling of students with skills to both help avoid, and to constructively deal with conflict. Teaching/modelling/role play/practice is useful. With some children, calming strategies may need to be taught. Although the bullying question was completed by only 10 students, it still needs to be followed up, as any instance of bullying is unacceptable.Without downplaying bullying in any way, a previous survey showed that children were unsure as to which behaviours were actually bullying, so following up to find out exactly what students see as bullying behaviour might be helpful. The cyber-bullying question showed that almost all of this sample are not affected by this but as 2 children indicated some concerns, this needs to be followed up to see what is actually happening and to take action to have it stopped. This could be addressed in Circle Time or through generating a conversation about misuse of phones or social media.</i> Hoiho- This is an ongoing area of discussion in our class. In circle time discussions the students knew how to use “I” statements confidently, however they felt that other students in the school did not respect these “I” statements. From hearing what they said, it seemed that this was mainly to do with older students not respecting them. We have dealt with this issue since it was brought up in circle time and the syndicate leader has been in to speak to the class and they feel heard. It seems like this is mainly happening on the playground and not happening all the time, but occasionally. Again their concern was that since some of these incidents could involve the student leaders of the school, that teachers would take the word of the student leaders and not the younger students. This will be an area for ongoing discussion and development as many students were also letting some of the incidents go and not telling the teacher on duty but then holding onto this as they felt that the incident was not dealt with. Takahē- <i>I think this may be specific students being targeted. We have discussed this in previous Circle Time discussions and is ongoing but we still need to keep on top of it. Students are encouraged to make I statements to help communicate more effectively. To stand up for themselves in a respectful way. There can be banter amongst students , where it is inadvertently taken too far and not communicated? The meanness isn’t including culture and they aren’t being bullied by others. We are a team as we are all leaders and have all lost friends to the competing Intermediate school, more markedly last year. They often play together in the playground during breaks including everyone. Circle time regularly can bring out niggles but how many let things go and move on?</i>				

Learner reflections

Kakapo-

Hoiho-

Takahē- Some students call each other names but they say it's not in a mean way. Sometimes we say things and call people names but then we are sorry. We might have been sad or angry with someone. Also because they think people are different. People might think people are always picking on them. Maybe some people don't get a joke.

Some students felt that people tell lies about them - because they don't like them or they don't want to be friends. Maybe because they might get blamed themselves.

Most students seem to be happy with the way they treat each other. They know they have disagreements but like to sort things themselves without getting a teacher involved, usually.

Overall Teacher Reflections

It is Year 4 first time for most in completing a survey which is online. In the past from Nicola's experience teaching this level there can be confusion around what the question is asking and their response as to the level of frequency in this case almost everyday, 1-2 times a week.

The rest of the survey follows an agree and disagree response format. 19 out of 26 learners in Kakapo completed most of the survey and at the end only 10. Again being new to the survey the survey is likely long and they don't see the relevance of the questions as a survey.

In Summary

Overall the Senior Syndicate has the majority of areas of celebration across all of the categories of the wellbeing survey , especially school wide climate and practices, community partnerships , and items of development. Of note, the survey results show that learners feel appreciated culturally and this would likely be an outcome of the school wide Inquiry, 'My past is determined from exploring the past.' that culminated in the Children's Museum.

Children each delved into their family history and culture and presented learning in an oral presentation.

Areas to address overall include school wide climate and practices and aggressive student culture particularly :-

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

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

As a Synciate in consideration of the above together with student voice, we will celebrate our strengths and find ways to overcome challenges.

In addition to teachers addressing concerns in the classroom during circle time discussion and co constructing solutions and agreements

Teaching explicitly social skills especially in communication using Friendly Classrooms, Friendly Kids resource [Positive behaviour for learning](#), and a teacher currently training in the [Incredible Years](#) Programme.

