

Kia Ora. How Are We Doing?

Since 2017, Te Kura o Waiharakeke (Blenheim School) has been part of a programme called Poutama Pounamu. A survey (Rongohia te Hau) has given students and whānau a voice to comment on school relationships and teaching.

This initiative helps schools to focus on
“supporting all students in learning and achieving for the future”
by keeping their “cultural identity strong and secure.”

Poutama Pounamu has a particular focus on Māori students. The data that is gathered tells schools how they can change their practices in order to make a difference for Māori Learners.

While you wait for this evening, I thought it might be wonderful opportunity for you to read through some data that celebrates our kura, kaiako and whānau.



BLenheim SCHOOL

Te Kura O te Waiharakeke

Introduction

All year 4-6 students, teachers and whānau have taken part in this survey in 2017, 2018, 2019 and 2020. The survey consists of 10 questions and focuses on relationships and teaching.

Results are given a rating between 1 and 5.

1 means the person completing the survey believes “this never occurs at Blenheim School.”

5 means “this always occurs at Blenheim School.” An average score would be 3.

When interpreting the results of the survey, it is interesting to note that there has been steady roll growth between 2017 and 2020, which does affect the data. In 2017, there were 63 students; in 2018 there were 87 students; in 2019 there were 92 students; and in 2020 there were 95 students.

What the Data Tells Us

Overall, the results of the Rongohia te Hau survey at Blenheim School continue to be extremely positive. Blenheim School scored above average in all areas that data was collected, in and by all groups that filled the survey in.

Average Score Across All Comments

Average Score	Maori Students	Non –Maori Students	Teachers	Whanau
2017	4.4	4.3	4.4	4.5
2018	4.3	4.3	4.5	4.5
2019	4.3	4.5	4.7	4.5
2020	4.6	4.4	4.6	4.5

It is interesting to note that the scores are all consistently well above average and show a positive culture at Blenheim Kura. This year, whānau scores were broken into Maori whānau and non-Maori whānau and their results were mostly consistent with each other

Overall, whānau feel very positive about Blenheim School. The following are a sample of the comments made by whānau:

- Awesome teachers, teaching my children all that they need to thrive at Blenheim School. Learning and achieving loads. Well done teachers and principal. *Maori whānau voice*
- Blenheim School has taught my children a lot. I am so happy as my kids have come a long way in their learning with maths, reading, writing and kapahaka etc. I love this school for what they are doing for all the tamariki. *Maori whānau voice*

- I really appreciate the connections this school provides in helping my child reach his full potential for his age. Any obstacles that have arisen have been dealt with a positive manner, as this school has great communication skills. *Maori whānau voice*
- Blenheim School has never let my child slip since day one. If we ever have a problem the staff are right there to help us sort it or find another way. My girl always has a chance to participate in Blenheim School has never let my child slip since day one. If we ever have a problem the staff are right there to help us sort it or find another way. *non-Maori whānau voice*
- I feel the children (and my child) are well supported by the teachers and they really care about them and their learning. Growing their brains, learning and emotions. *non-Maori whānau voice*
- My daughter has been pushed in her learning to achieve and feels like she has achieved more at Blenheim school than her previous school. We appreciate the culture of no bullying in this school as it leads to more focus on learning and the school being a community. *non-Maori whānau voice*
- I feel the children (and my child) are well supported by the teachers and they really care about them and their learning. Growing their brains - learning and emotions. *non-Maori whānau voice*

Relational Statements

Relational Strengths

Relationships between teachers and students remain strong for all groups:

Q5. Teachers in my school know me and I know them	2020 average score 4.6/Maori 4.5
Q6. Teachers in my classes respect me and I respect them	2020 average score 4.6/Maori 4.5
Q7. Teachers in my classes care about me	2020 average score 4.8/Maori 4.9
Q1. In my school it feels good to be (their own culture)	four-year average score 4.4/Maori 4.7

It is pleasing to note that Maori students' confidence in their achievement is consistently high over the last four years.

	Q3. Students like me are achieving	Q4. Maori Students are achieving
2017	3.8	4.2
2018	3.6	4.1
2019	4.3	4.6
2020	4.7	4.4

Relational Strengths: Areas to Celebrate/Areas to Develop

Student scores for respecting each other have historically been consistently lower than adults, but this year are the same.

Q6. Teachers in my class respect me and I respect them.

	Students	Teachers
2017	4.45	4.75
2018	4.25	4.85
2019	4.4	4.85
2020	4.5	4.5

Non-Maori students consistently don't feel as positive about being their culture as Maori students although this gap has closed this year

Q1. In my school it feels good to be (their own culture).

	Maori	Non Maori
2017	5.0	4.2
2018	4.6	4.3
2019	4.8	4.5
2020	4.5	4.4

From 2017- 2020, students consistently identified that they do not have the opportunity to do all the things they want to do in their school.

Q7. In my school I have opportunities to do all the things I want.

	Students	Adults
2017	3.55	3.9
2018	3.5	4.4
2019	3.9	4.5
2020	3.9	4.4

A number of whānau are consistently unsure about whether Maori students are achieving. This year this data shows us that 5/18 (27%) Maori whānau answered “don’t know” and 4/39 (10%) non-Maori whānau answered “don’t know.”

Q4. In my school, Maori students are achieving,

	Whanau	No. of don't know answers
2017	3.4	7/39
2018	3.4	6/34
2019	3.8	10/60
2020	4.6	9/57

Teaching Strengths

Positive results about high expectations, teachers’ knowledge about learning and levels of enjoyment.

Q9. Teachers expect that I will achieve.

Q10. Teachers know how to help me learn.

Q11. Teachers know how to make learning fun.

	Q9. Teacher's expect that I will achieve	Q10. Teacher's know how to help me learn	Q11. Teacher's know how to make learning fun
2017	4.8	4.55	4.4
2018	4.7	4.55	4.5
2019	4.8	4.7	4.4
2020	4.9	4.7	4.4

Teaching Strengths: Areas to Celebrate/Areas to Develop

From 2017-19 there were consistent differences between students’ and teachers’ perceptions. It is pleasing to note that this year the Maori student data has improved in this area to be more consistent with other students and closer to the teachers’ perceptions.

Q8. Teachers in my classes listen to our ideas about learning.

	Maori Students	Non Maori students	Teachers
2017	4.2	4.3	4.3
2018	4.1	4.4	5.0
2019	4.1	4.5	5.0
2020	4.5	4.5	4.8

Q12. Teachers in my classes let us help each other with our work.

	Maori Students	Non Maori students	Teachers
2017	3.6	4.0	4.0
2018	4.3	4.1	4.6
2019	3.7	4.0	4.5
2020	4.5	4.4	4.6

Q 13. Teachers talk with me about my results so I can get better.

Average Score	Maori Students	Non-Maori Students	Teachers	Whanau
2017	4.7	4.4	3.8	4.5
2018	4.4	4.6	4.4	4.8
2019	4.0	4.7	4.5	4.7
2020	4.6	4.5	4.4	4.7

Summary

The results of the survey in 2020 are very encouraging for Blenheim Kura. There have been positive gains in both the practice and relationships.

One area still to develop is students' perception that they do not have the opportunity to do all the things they want to do at school. This is an area where teacher and whānau scores are consistently higher than students. It would be valuable to unpack this statement further with students to see what their understanding of it is and how realistic it is for the size and capabilities of Blenheim School (e.g. if they want the opportunity to have a trampoline to play on at school or be able to go on camp every term they may perceive that they do not have to opportunity to do all the things they want to do, however these are unrealistic expectations).

The following quotes from the survey indicates that Blenheim School continues to meet the needs of its students, teachers and whānau and is well on the way to embedding the aims of Poutama Pounamu into the school community:

- I love all of the adults here at this school and every day I learn something new. I have so much fun. Even if I'm wrong I still feel proud to be a student at this school.
- I don't get bullied at this school. I like talking Maori and learning it. The people I met here are really nice. I have lots of friends here.
- Blenheim school is fun with learning.
- Tikanga maōri and Te reo are incorporated across the curriculum. The language and customs are treated with respect and valued, as are the students.
- I believe Maori students are respected and valued as capable learners. I believe opportunities exist for them to explore their language and culture within the school environment.
- Blenheim School has never let my child slip since day one. If we ever have a problem the staff are right there to help us sort it or find another way. My girl always has a chance to participate in sports, festivals and more.
- We appreciate the effort and hard work that the school puts into meeting my children's needs in achieving their goals. And we are very happy and feel comfortable around the school. Many thanks to the staff at Blenheim School.
- She enjoys her class and loves Blenheim School. She is much happier since the move we made from another school. Blenheim School is awesome.
- I feel the children (and my child) are well supported by the teachers and they really care about them and their learning. Growing their brains, learning and emotions.

As you can see by this data that we are well on the way to continuing to build a school community that has a sense of belonging. As we conclude the year this is really pleasing results given the extraordinary year we have had.

Ngā mihi,

Denyse Healy, Tumuaki