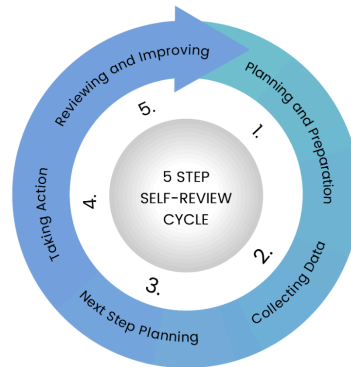


Wellbeing@School 2023 - Parent Report

What is the Wellbeing@School toolkit?

The Wellbeing@School toolkit includes:

- information about getting started with the self review process
- two W@S Student Surveys (Years 4-8 and 7-13)
- the W@S School Self Review Tool
- the W@S Teacher Survey
- next step planning modules
- W@S Action plan template [doc] and
- a comprehensive range of online survey reports.



What is the purpose of the review process?

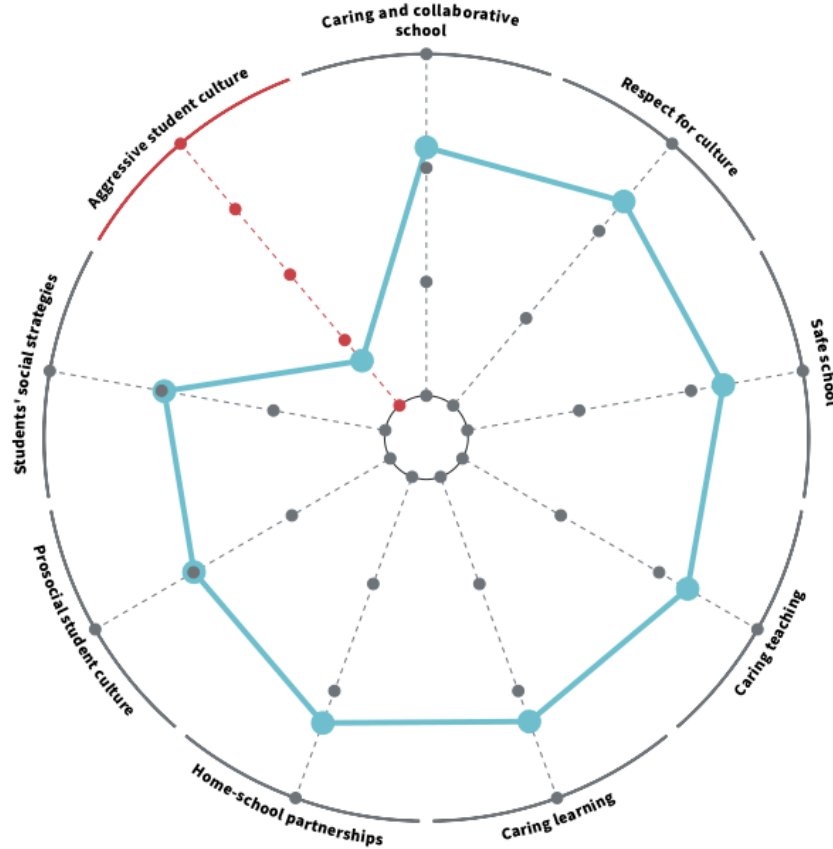
The Wellbeing@School tools are designed to support primary, intermediate and secondary schools to engage in a review process. The W@S self review tools explore how different layers of school life contribute to creating a safe and caring climate that deters bullying. The aim of the review process is to support schools to engage in an ongoing journey towards building inclusive practices for all learners.

Twizel Area School completed its 2023 Wellbeing@School data collection in late Term 3 and early Term 4, 2023. Data is collected from students in Years 4-13. This data is separated at TAS into a Primary Report and a Secondary Report.

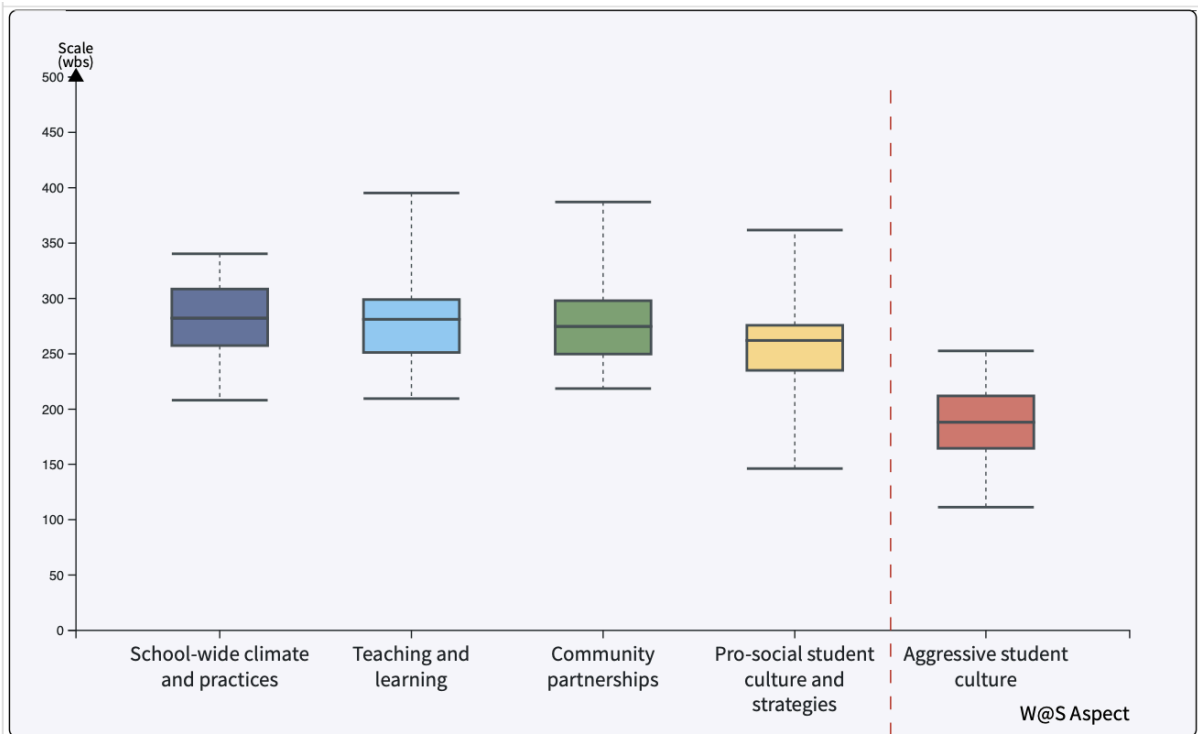
In this report to the Board, there are summaries of:

- 2023 Data for Primary and Secondary Students
- 2022 Data comparison to 2023
- Description of the 2022-2023 intervention plan and the data outcome
- Description of the proposed 2023-2024 intervention plan

Primary 2023



W@S Aspect	Mean Score
School-wide climate and practices	
Caring and collaborative school	72.7%
Respect for culture	77.9%
Safe school	76.3%
Teaching and learning	
Caring teaching	76.3%
Caring learning	76.2%
Community partnerships	
Home-school partnerships	76.6%
Pro-social student culture and strategies	
Prosocial student culture	66.5%
Students' social strategies	65.9%
Aggressive student culture	
Aggressive student culture	17.1%



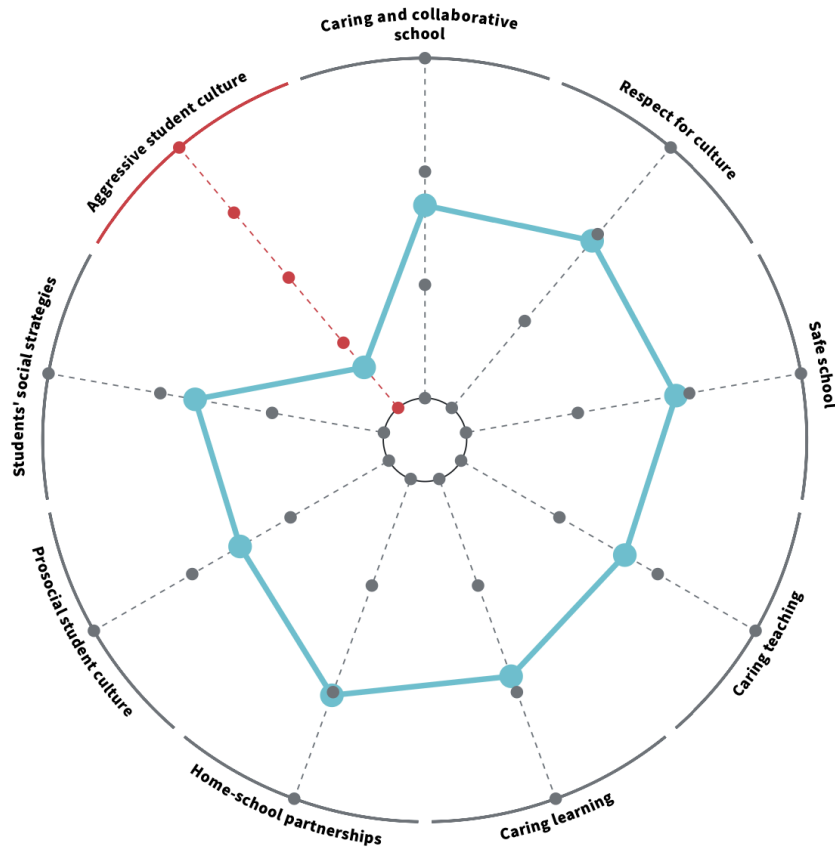
W@S Aspect	Responses	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
School-wide climate and practices	39 / 46	340.4	308.5	282.2	257.5	208.1
Teaching and learning	42 / 46	395.3	299.1	281.2	251.2	209.6
Community partnerships	42 / 46	387.1	298.0	274.7	249.8	218.7
Pro-social student culture and strategies	42 / 46	361.8	275.8	262.1	235.1	146.1
Aggressive student culture	40 / 46	252.7	212.0	188.2	164.7	111.3

Among the primary school age-appropriate participants (Rooms 7 and 5, Years 4-6), students report positively across the survey criteria. The strongest aspect is 'School-wide climate and practices', and the weakest is 'Pro-social student culture and strategies'. 'Aggressive School Culture' ranks very low, as we would expect, given our pastoral data.

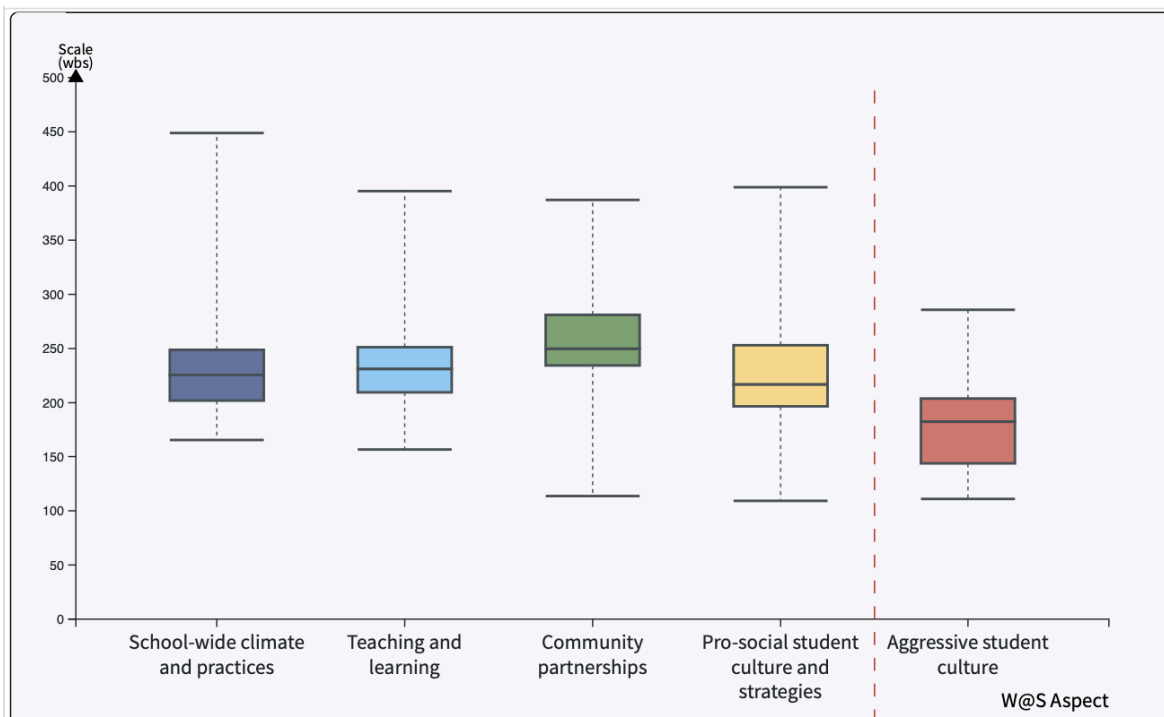
The outcomes and the consistency of the outcomes are very pleasing across the Primary Survey.

An area to focus on for the future, arising from the detailed data report, would be improving students' social strategies.

Secondary 2023



W@S Aspect	Mean Score
School-wide climate and practices	
Caring and collaborative school	56.8%
Respect for culture	64.1%
Safe school	62.6%
Teaching and learning	
Caring teaching	55.5%
Caring learning	61.7%
Community partnerships	
Home-school partnerships	67.7%
Pro-social student culture and strategies	
Prosocial student culture	50.4%
Students' social strategies	56.3%
Aggressive student culture	
Aggressive student culture	15.6%



W@S Aspect	Responses	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
School-wide climate and practices	88 / 90	448.9	248.8	225.7	202.0	165.6
Teaching and learning	90 / 90	395.3	251.2	231.1	209.6	156.8
Community partnerships	90 / 90	387.1	281.1	249.8	234.4	113.6
Pro-social student culture and strategies	90 / 90	398.9	253.1	216.8	196.7	109.2
Aggressive student culture	90 / 90	285.8	203.9	182.5	143.7	110.9

Across the Secondary School age-appropriate participants (M1-M4 and Years 11-13), students report positively across the survey criteria but less positively than the Primary Students. This is generally true across New Zealand data, which shows students in the middle years (Years 7-10) are generally less positive about school. When our data was split into detailed data relating to year groups, we could see this pattern repeat at TAS. The Year 11-13 students are generally more positive than the Year 7-10 students.

The strongest aspect across the generalised Secondary School data is 'Home-School Partnerships', and the weakest is 'Pro-social student culture'. 'Aggressive School Culture' ranks very low, as we would expect, given our pastoral data.

The outcomes and the consistency of the outcomes are generally pleasing across the Secondary Survey, with some specific areas for improvement.

- **2022 Data Comparison to 2023 - All Participants**

School-wide climate and practices	Pre-covid 2019	2022	2023
Caring and Collaborative School	54.2%	57.3%	64.8%
Respect for Culture	60.3%	66.9%	71.0%
Safe School	56.7%	64.1%	69.5%
Teaching and Learning			
Caring Teaching	55.5%	56.8%	65.9%
Caring Learning	59.7%	64.4%	69.0%
Community Partnerships			
Home-School Partnerships	64.7%	68.4%	72.2%
Pro-social Student Culture and Strategies			
Pro-social Student Culture	51.4%	50.4%	58.5%
Students' Social Strategies	50.2%	54.4%	61.1%
Aggressive Student Culture			
Aggressive Student Culture	24.1%	16.9%	16.4%

There has been improvement across all the well-being criteria determined by the NZCER Survey. The most significant area of improvement is 'Caring Teaching', with a 9.1% improvement across 2022-2023. Considering this was our area of focus, this is pleasing. If we refer back to pre-COVID data, there has been a continued decrease in student opinion of aggressive student culture.

The one area lower in 2022 than pre-COVID was 'Pro-social student culture', which wasn't too much of a surprise last year as we had just begun to come to terms with the impact on students following the lockdowns. In the 2023 data, this seems to be significantly improved.

- **Description of the 2022-2023 intervention plan and the data outcome**

When the staff met in September 2022 to discuss the Wellbeing@School 2022 data, the following items of focus were considered:

Primary

- Improving facilities for play
- Learning programmes to improve the 'Respect to each other' category to reduce name-calling and teasing

Secondary

- Improving the learning about and use of the school values
- Improving opportunities to 'have a say' in the learning and the operations of the school
- Creation of a description of a caring teacher and a caring student

In the Primary School, the school and the Home and School Committee have committed funds to improve the play equipment around the school. Many items are now available to enhance play opportunities and social skills-building opportunities with students. A small group of students are now trained as PALS (Play and Activity Leaders) and Peer Mediators. Both roles improve social skills implementation at the school and have increased the skill levels of those involved. Several learning opportunities have occurred throughout the year, including the Bully-Free Week activities.

In secondary school, there have been many opportunities to learn about the school's values, to be acknowledged for their implementation, and to support others to display our shared values. There have been opportunities through Camps, Learning Plans and one-off learning activities such as our Wellbeing Day. The YMCA and other external providers have supported the school to enhance this learning.

The Student Council was revitalised in 2023. This group has increased student voice opportunities across the school.

The middle school students worked together with staff and parents during a full day of learning on their Wellbeing Day. They created a written description of a Caring Student, a Caring Teacher and a Caring Parent.

- **Description of the proposed 2023-2024 intervention plan**

Primary

- Clearer systems for students to seek help when needed
- Further development of student leadership opportunities
- Social Strategies-linked learning opportunities

Secondary

- Further links to school values and graduate profile in learning and discipline outcomes
- Improved social strategies learning linked to 'getting along' in the Middle School
- Improved learning opportunities to share and display family culture