

Inspire in Education Report

School:HNI November 2019

Twenty one boys in Year 7 and Year 8 have completed the ILE programme in 2019. The facilitator, Conrad Waitoa, was at school Monday mornings and Friday afternoons to deliver the programme. The boys met with the facilitator once or twice a week formally as they were divided at times into Year 7 and Year 8 groups. There were numerous other interactions over the course of the year as Conrad Waitoa visited the school on request, or to assist with extra activities.

Attendance

2018-2019 ILE Year 8

12 boys have completed both years of the programme

Attendance 2018: As Year 7s the group in Inspire had attendance of 87%
If the lowest attendee is excluded, the average for the group was 91%

Attendance 2019: The same group in Year 8 had attendance of 88%.
If the lowest attendee is excluded, the average for the group is 90%.

2019 ILE Year 7 9 boys have completed this year in the programme

The attendance rate is 89%. One of the boys went to the USA to represent NZ in coding and robotics and this reduced his attendance at school to 83%
If his attendance is excluded, the average for this group is 90%

At HNI the average attendance for all Maori (boys and girls) is 87%
The average overall attendance is 89%

Notes:

The same student was the lowest attendee in both years.
In 2018 his attendance was 47%, in 2019 his attendance is 65%

In the HNI ILE group 11 of the 21 boys had attendance in 2019 of at least 90%. A further 8 boys had an average attendance of 84-89% attendance.

Analysis: The members of Inspire had an overall average attendance equal to or slightly above the average for the whole school.

Stand-downs and Suspensions

2018: 22 Stand-downs: 7 Maori boys

2019: 4 Stand-downs: 2 Maori boys

It can be seen that there has been a significant drop in the number of Maori boys stood-down in 2019 compared to 2018.

Behaviour

There has been a noticeable reduction in behaviours reported to teachers and the management team. Only one member of Inspire has continued to check in regularly with the senior management team and his whanau have been closely involved in assisting with behaviour modification.

The story has been hugely positive for the remaining 21 boys who have managed their behaviour to represent our school values of respect, integrity, resilience and kindness.

Progress in Learning

Year 8s are tracked across both years in the programme. The Overall Teacher Judgements of expectations against curriculum level are represented here.

Reading: (number)

	% well below	% below	% at	%above
2018:	7% (1)	31% (4)	23% (3)	
Y8 2019:	15% (2)	23% (3)	46% (6)	8% (1)
Y7: 2019		43% (3)	14% (1)	43% (3)

It can be seen that over twice as many boys achieved 'at' or 'above' in reading by the end of their second year.

Writing:

	% well below	% below	% at	%above
2018:	15% (2)	38% (5)	38% (5)	8% (1)
Y8 2019	15% (2)	46% (6)	23% (3)	8% (1)
Y7: 2019:		29% (2)	43% (3)	29% (2)

The majority of boys in Year 8 maintained their progress in writing. It can be seen that there was a drop in writing progress by one boy over the two years. The Year 7 boys are showing stronger skills in writing than the previous cohort.

Assessments to measure progress

Year 7 and Year 8 progress has been made as evidenced by the eAsttle writing comparison below. This shows an effect size growth of 0.9 - a large to very large gain.



In Code Knowledge and Diverse Code Knowledge: 13 students have improved over the year. Effect size is 1.0, a very large shift in knowledge.

The Gap Analysis results showed that 20 students improved and the effect size was 0.5. This is a medium effect size.

Maths:	% well below	% below	% at	%above
2018:	8% (1)	38% (5)	31% (4)	23% (3)
Y8 2019:		33% (4)	50% (6)	17% (2)
Y7: 2019		43% (3)	29% (2)	29% (2)

It can be seen that one student has shown accelerated progress, moving up a descriptor level in maths, and one student has moved from the above status to at curriculum level.

The Wilkie Way test measures number strands. The pre and post assessment data shows that within the Inspire group, 19 students have improved and of note, is that those working at Level 4 had a huge effect size shift of 2.7.

Improved Wellbeing

The ILE boys undertook a survey in November 2019. The survey was designed to ask questions about the programme and to elicit responses about wellbeing, engagement in school and perception of their progress as learners and self managers.

The survey results will be attached to this report. Here are some comments, representative of most from the group:

Have you enjoyed being part of the group working with Mr Waitoa?: Yes 100%

Has Mr Waitoa helped you develop more self confidence as a Maori learner?: Yes: 20/21

Are you proud of being Maori? Yes: 20/20

Do you feel valued as a student at HNI?: Yes: 16 Sometimes: 4 No: 1

Do you enjoy being a student at HNI: Yes: 20/21

I feel that have made progress in my learning: the bulk of responses said some progress in reading, the bulk said some or great progress in writing, the bulk said some or great progress in maths.

I feel that I have made progress in tech: the majority of responses were that great progress had been made in this area

I feel that I have made progress in relating to others: 17 students said some or great progress, 5 responded little progress

I feel that I have made progress in managing myself: 14 students said great progress, and 6 said some progress.

Inspire in Education has helped me to feel more confident: 17 responded yes, 4 sometimes, 1 no

I am more confident to ask questions in class: 15 responded yes, 4 sometimes

I am able to talk to other teachers in the school: 13 responded yes, 6 sometimes, and 2 no

I am able to communicate more positively with my peers: 15 responded yes, 2 no, 4, sometimes

I am able to manage my feelings better: 12 yes, 4 no, 5 sometimes

I like who I am and who I represent: 17 yes, 2 no, 2 sometimes

My mana is stronger: 18 yes, 3 sometimes

I am confident to take on leadership and responsibilities: 14 yes, 3 no, 6 sometimes

General comments from the survey: What was the best part of working with Mr Waitoa?

“ everything’

“ Learning haka”

‘Sharing what we have done and being around people I can relate to- other Maori boys”

“Learning kaupapa”

“Visiting other schools”

“Mr Waitoa being there if we have problems”

“ Just learning my inner Maori and hanging out with the boys”

Increased whanau engagement

Several students reported Mr Waitoa had contacted their whanau several times over the course of the year. This has been a great service to us and is needs based.

As a staff we feel that we have had a greater number of learning conversations with the whanau of the Inspire students- especially those who have had two years at HNI.

General

ILE is a very successful programme that engages, supports and extends our Maori boys. The connection between schools fostered by the programme is aiding a positive transition of a group of students between primary and intermediate levels who can be particularly vulnerable at this time in their schooling. Two representatives of the group spoke to our Board of Trustees at a recent BOT meeting.

ILE reports

Individual reports on each student are crafted by Conrad Waitoa outlining the boys learning and growth over the elements of the programme.

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