



# Session overview

- Introduction to the evaluation
- Snap-shot of main findings
- Success factors (examples & discussion)

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About the evaluation

....To the many school staff who  
contributed to the evaluation

....through responding to surveys  
or data requests

....or sharing stories for a case  
study



# About the evaluation

**Why?** Explore what effective implementation and short-term changes in a New Zealand context

## **Who?**

- 397 schools that joined PB4L School-Wide over 2010-2013
- Ministry of Education staff who manage and support SW

**When? Two main data collection rounds**

End of 2013 and 2014

# What information was collected?

## From schools

- Online survey (school coaches, English/Maths curriculum leaders)
- SET data
- Case studies of effective practice at 7 schools

## About students

- Wellbeing@School student survey data
- Stand-down, suspension, expulsion, and exclusion rates
- Office Discipline Referral (ODR) data

## Interview and surveys with Ministry of Education SW staff

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Main evaluation findings

# A key evaluation question

**What short-term shifts is PB4L-SW supporting for...**

- schools?
- teachers?
- students?



# How do we know School-Wide leads to change?

**Who?** 400 schools

- ***NEW schools (joined 2012/13)***
- ***ESTABLISHED schools (joined 2010/11)***

**How?**

- Online surveys
- Same questions for ***NEW*** and ***ESTABLISHED*** schools
- Repeat surveys: End of 2013 and 2014

**Why?** Are patterns similar between groups and over time?

# Short-term shifts in **NEW** schools (join 2012/2013)

2013 map

(Schools in training or 1<sup>st</sup> full year)

2014 map

(Schools now in 1<sup>st</sup>/2<sup>nd</sup> year)

## SHORT-TERM CHANGES EXPECTED (1-2 years)

### Student outcomes and shifts in processes

- Some decreases in challenging behaviour incidents & SSEE
- Some increase in positive behaviours (e.g., attendance, engagement, social wellbeing)
- Students offered active leadership role in promoting and celebrating school values (roles less likely to include active participation in decision-making)
- Students have access to effective learning experiences and staff modelling related to shared school values

### School outcomes and shifts in processes

#### Teachers and classrooms

- Shift from a punishment to a learning view of behaviour management
- Increased confidence to manage behaviour
- Increased capability to actively model and incorporate values & behaviour expectations (in ways that relate to priority groups: Māori students, Pasifika students, students with special needs)
- More time teaching (less time managing behaviour)

#### Leadership, culture & systems

- School leaders maintain involvement with SW and model learning and systems orientation towards behaviour
- Increased use of consistent school approaches (School system for approaches to recognition of values & behaviours and addressing incidents is used by most staff and is relevant for target groups)
- School PLD processes support all staff to understand shared values and work to align their behaviours and practices
- Effective team-based problem-solving processes in place
- School uses SMS/data system proactively to report at different levels (school structures, classroom, all students, at risk groups)
- Staff are able to use data for meaningful decision making (e.g., to identify target groups or areas of practice)

- School has fitted SW within their culture and community context and has worked to align approach to learning and other initiatives and programmes with SW

### Parent, whānau & community outcomes and shifts in processes

- School has established effective processes for seeking input from parents & whānau and reporting developments
- School has started to make connections with groups in wider community to support SW (e.g., Sports Clubs)

### National & regional outcomes and shifts in processes

- Regional SWP teams have a mix of needed expertise and a team-based approach that enables the team to effectively support schools
- School cluster processes support schools to share expertise
- Processes developed for defining roles and sharing expertise between SWP and other MoE professionals
- Data collection and feedback loops are used to improve support to schools (use of regional data and national systems data)
- SWP teams make connections with other agencies & sector groups

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- Shift from a punishment to a learning view of behaviour management
- Increased confidence to manage behaviour outside and inside classroom
- Increased capability to actively model and incorporate values & behaviour expectations (in ways that relate to priority groups: Māori students, Pasifika students, students with special needs)
- More time teaching (less time managing behaviour)

#### Leadership, culture & systems

- School culture is more welcoming, inclusive, & safe
- School leaders maintain involvement with School-Wide and model learning and systems orientation towards behaviour
- Increased use of consistent school approaches (School system for approaches to recognition of values & behaviours and addressing incidents is used by most staff and is relevant for target groups)
- School PLD processes support all staff to understand shared values and work to align their behaviours and practices
- Effective team-based problem-solving processes in place
- School uses SMS/data system proactively to report at different levels (school structures, classroom, all students, at risk groups)
- Staff are able to use data for meaningful decision making (e.g., to identify target groups or areas of practice)
- School has fitted School-Wide within their culture and community context and has worked to align approach to learning and other initiatives and programmes with School-Wide

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- School has established effective processes for seeking input from parents & whānau and reporting developments
- School has started to make connections with groups in wider community to support School-Wide (e.g., Sports Clubs)

### National & regional outcomes and shifts in processes

- Regional School-Wide Practitioner teams have a mix of needed expertise and a team-based approach that enables the team to effectively support schools
- School cluster processes support schools to share expertise
- Processes developed for defining roles and sharing expertise between School-Wide Practitioner and other MoE professionals
- Data collection and feedback loops are used to improve support to schools (use of regional data and national systems data)
- School-Wide Practitioner teams make connections with other agencies & sector groups

**Yellow** = LESS than 60%  
report minor or major shift

**Blue (2013)** = 60%+  
report minor or major shift

**Green (2014)** = 60%+  
report minor or major shift

# Short-term shifts in **ESTABLISHED** schools (join 2010/11)

2013 map  
(Schools in SW for 2+ years)

2014 map  
(Schools now 3+ years in)

## SHORT-TERM CHANGES EXPECTED (1–2 years)

### Student outcomes and shifts in processes

- Some decreases in challenging behaviour incidents & SSEE
- Some increases in positive behaviours (e.g., attendance, engagement, social wellbeing)
- Students offered active leadership role in promoting and celebrating school values (roles less likely to include active participation in decision-making)
- Students have access to effective learning experiences and staff modelling related to shared school values

### School outcomes and shifts in processes

#### Teachers and classrooms

- Shift from a punishment to a learning view of behaviour management (Curric)
- Increased confidence to manage behaviour (Curric – near 60%)
- Increased capability to actively model and incorporate values & behaviour expectations (in ways that relate to priority groups: Māori students, Pasifika students, students with special needs) (Curric – near 60%)
- More time teaching (less time managing behaviour) (Curric)

#### Leadership, culture & systems

- School culture is more welcoming, inclusive, & consultative (Curric and coach)
- School leaders maintain involvement with SW and model learning and systems orientation towards behaviour
- Increased use of consistent school approaches (School system for approaches to recognition of values & behaviours and addressing incidents is used by most staff and is relevant for target groups (Māori learners, Pasifika learners, students with special needs))
- School PLD processes support all staff to understand shared values and work to align their behaviours and practices (Curric)
- Effective team-based problem-solving processes are in place
- School uses SMS/data system proactively to report at different levels (school structures, classroom, all students, at risk groups)
- Staff are able to use data for meaningful decision making (e.g., to identify target groups or areas of practice) (Less so for Curric)

- School has fitted SW within their culture and community context and has worked to align approach to learning and other initiatives and programmes with SW

### Parent, whānau & community outcomes and shifts in processes

- School has established effective processes for seeking input from parents & whānau and reporting developments

- School has started to make connections with groups in wider community to support SW (e.g., Sports Clubs)

### National & regional outcomes and shifts in processes

- Regional SWP teams have a mix of needed expertise and a team-based approach that enables the team to effectively support schools
- School cluster processes support schools to share expertise
- Processes developed for defining roles and sharing expertise between SWP and other MoE professionals (networks exist but are not formalised)
- Data collection and feedback loops are used to improve support to schools (use of regional data and national systems data) (loops exist but are not formalised)
- SWP teams make connections with other agencies & sector groups

## SHORT-TERM CHANGES EXPECTED (1–2 years)

### Student outcomes and shifts in processes

- Some decreases in challenging behaviour incidents & SSEE (Coach & Curric)
- Some increase in positive behaviours (e.g., attendance, engagement, social wellbeing) (Coach & Curric)
- Students offered active leadership role in promoting and celebrating school values (roles less likely to include active participation in decision-making)
- Students have access to effective learning experiences and staff modelling related to shared school values

### School outcomes and shifts in processes

#### Teachers and classrooms

- Shift from a punishment to a learning view of behaviour management (Curric)
- Increased confidence to manage behaviour outside and inside classroom (Curric – near 60%)
- Increased capability to actively model and incorporate values & behaviour expectations (in ways that relate to priority groups: Māori students, Pasifika students, students with special needs) (Curric – near 60% for modelling and teaching)
- More time teaching (less time managing behaviour) (Curric)

#### Leadership, culture & systems

- School culture is more welcoming, inclusive, & safe (Coach & Curric)
- School leaders maintain involvement with School-Wide and model learning and systems orientation towards behaviour
- Increased use of consistent school approaches (School system for approaches to recognition of values & behaviours and addressing incidents is used by most staff and is relevant for target groups (Māori learners, Pasifika learners, students with special needs))
- School PLD processes support all staff to understand shared values and work to align their behaviours and practices (Curric)
- Effective team-based problem-solving processes in place
- School uses SMS/data system proactively to report at different levels (school structures, classroom, all students, at risk groups)
- Staff are able to use data for meaningful decision making (e.g., to identify target groups or areas of practice) (Curric use data to inquire into practice but reports not always in the form needed)
- School has fitted School-Wide within their culture and community context and has worked to align approach to learning and other initiatives and programmes with School-Wide

### Parent, whānau & community outcomes and shifts in processes

- School has established effective processes for seeking input from parents & whānau and reporting developments

- School has started to make connections with groups in wider community to support School-Wide (e.g., Sports Clubs)

### National & regional outcomes and shifts in processes

- Regional School-Wide Practitioner teams have a mix of needed expertise and a team-based approach that enables the team to effectively support schools (Māori and Pasifika expertise less available in some regions)
- School cluster processes support schools to share expertise
- Processes developed for defining roles and sharing expertise between School-Wide Practitioner and other MoE professionals (networks exist but are not formalised) (Sector support drawn on in 2014)
- Data collection and feedback loops are used to improve support to schools (use of regional data and national systems data) (loops exist but are not formalised)
- School-Wide Practitioner teams make connections with other agencies & sector groups

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# Shifts for 2010/11 schools

# Short-term shifts for 2010/11 **SCHOOLS**

<b>SW is contributing to MAJOR or MINOR positive change in...</b>	<b>Coach 2014</b>	<b>Curric leader 2014</b>
A more respectful and inclusive school culture	86%	81%
Improved school safety for staff and students	85%	70%
Improved approaches to addressing behaviour incidents	79%	63%

**NOTE: 5-10% of missing data**

[The values help set us up for life] because it creates this feeling of community at school, it creates this feeling that you are all part of this one entity...it allowed you to be yourself, and it allows you to be kind. *(Year 8 students)*

I started [at this school] last year. I noticed that the kids here are really happy, they feel safe. There's a strong sense of respect. You'll see it as you go around the school in how the students talk to one another, how the students talk to teachers and vice versa.... It's a happy environment. It's a positive place. There's a real buzz. *(PB4L-SW team member, secondary school)*

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# Shifts for teachers at 2010/11 schools

# Increases in confidence for curriculum leaders

<b>SW is contributing to MAJOR or MINOR positive change in...</b>	<b>Curric lead 2014 %</b>
Confidence in teaching school behaviour expectations	72%
Confidence in managing behaviour OUTSIDE the classroom	62%
Confidence in managing behaviour IN class	56%

<b>PB4L-SW has made NO difference to my approaches to behaviour</b>	13% agreement
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# More consistency in behaviour approaches

<b>SW is contributing to MAJOR or MINOR positive change in...</b>	<b>Curric lead 2014 %</b>
This school had developed a shared approach to assist staff to teach behaviour expectations	73%
I make sure I acknowledge students' positive behaviour more than I discuss behaviour concerns	67%
I involve students in deciding what behaviours like respect look like	64%
I frequently use immediate and specific praise	63%

# What are the main changes you have made to your practice as a result of PB4L School-Wide?

When teachers are out on duty they are looking for the positives, not negatives. It changes the dynamic, they're not on duty as policemen. *(PB4L team, case study school)*

1. I have changed the reward and consequence systems I use.
2. I specifically model what a behaviour should look like a lot more.
3. I pre-correct children a lot. *(Curric Leader survey)*

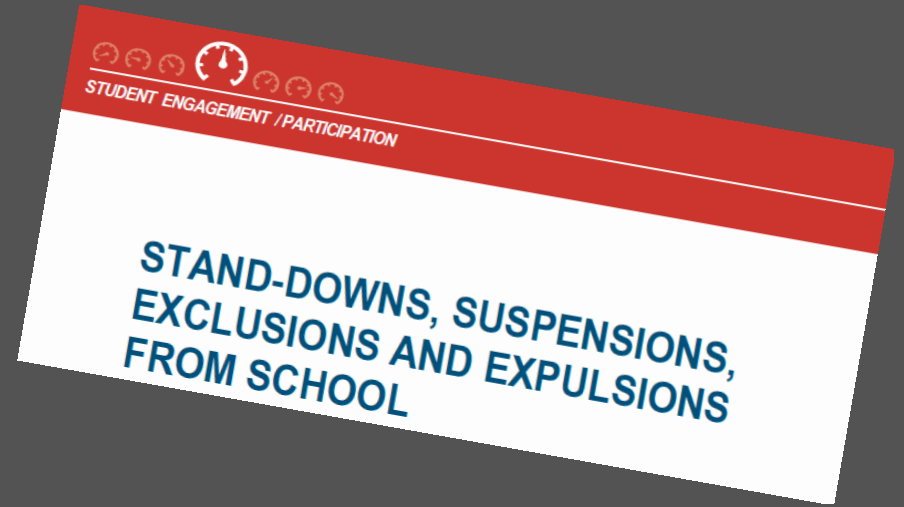
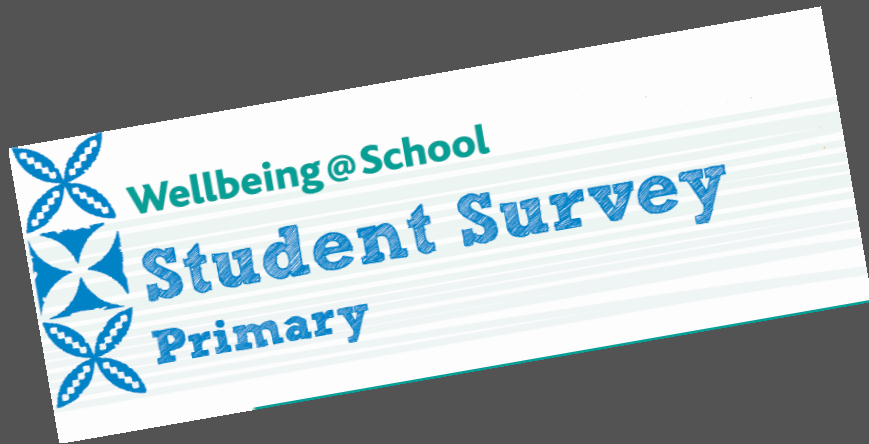
# Less shift: Considering priority learner views

SW is contributing to a MAJOR or MINOR positive change in...	%
I make space for learners with special education needs to share their perspectives when discussing behaviour	50%
I make space for Māori students to share their cultural perspectives and attitudes when discussing behaviour	47%
I make space for Pasifika students to share their cultural perspectives and attitudes when discussing behaviour	45%

**Around 34-41% reported no change to each practice**

I have always respected students and their ethnicity but I am incorporating more of the different cultural aspects, that students can identify with, in my teaching.

# Shifts for students



# Coach views on decreases in behaviour incidents

SW is contributing to a MAJOR or MINOR positive change in...	2010/11 Coaches	
	2013 %	2014 %
Decreases in major behaviour incidents	74%	84%
Improved student attendance	54%	65%
Decreases in stand-down rates	59%	67%
Decreases in suspension rates	54%	65%
Decreases in exclusion/expulsion rates	57%	61%

In 2014, fewer coaches selected *no change / too soon to tell*

# Teacher views on improvements in classrooms

SW is contributing to a MAJOR or MINOR positive change in...	2010/11 Curric leader	
	2013 %	2014 %
Decreases in disruption in class	58%	73%
Increase in on-task behaviour and engagement	61%	71%
Increase in the number of students arriving on time for class	43%	55%

In 2014, fewer curriculum leaders selected *no change / too soon to tell*

Incidents for serious issues have declined significantly and we have had no stand downs or suspensions to date this year. *(Coach survey)*

Staff and students have good relationships with each other.  
*(Curriculum leader survey)*

The atmosphere at school is so much more geared towards learning.  
*(Curriculum leader survey)*

# The Wellbeing@School student survey

**Why?** To provide baseline data on students' perspectives about school culture and behaviour

**Who?** Around 70 schools that joined SW in 2012 and 2013  
Students from 2 year levels (Years 5/6, 7/8, 9/10)

**When? Two time points**

End 2013

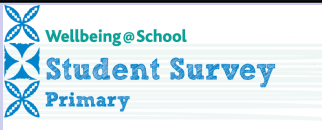
End 2014





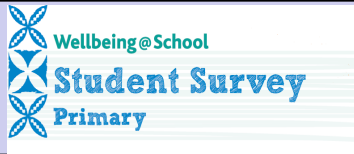
# 1<sup>st</sup> year in SW: Primary students report clearer values and behaviour expectations

## Year 5/6 students (schools joined SW in 2013)

Survey item		2013 Agree %	2014 Agree %	Difference % points
Everyone thinks our school values are important		<b>74%</b>	<b>81%</b>	<b>+ 7</b>
At school everyone knows what to do if someone is being hurt or bullied		<b>78%</b>	<b>83%</b>	<b>+ 5</b>
Teachers always behave how they want us to behave		<b>84%</b>	<b>89%</b>	<b>+ 5</b>
Teachers care about how I feel		<b>85%</b>	<b>90%</b>	<b>+ 5</b>
Everyone knows the school rules about behaviour		<b>68%</b>	<b>72%</b>	<b>+ 4</b>


# 1<sup>st</sup> year in SW: Primary students report a decrease in one main aggressive behaviour

Year 5/6 students (schools joined SW in 2013)

Aggressive behaviour survey item		2013 Happens weekly %	2014 Happens weekly %	Difference % points
<b>Do other students hit, push, or hurt you in a mean way?</b>		<b>24%</b>	<b>17%</b>	<b>- 7</b>
Do other students tell lies about you in a mean way?		29%	26%	- 3
Do other students put you down, call you names, or tease you in a mean way?		37%	37%	0
..... Are you bullied by other students?		25%	28%	+ 3


# 2<sup>nd</sup> year in SW: Primary students report a wider range of changes to aggressive behaviours

Year 5/6 students (schools joined SW in **2012**)

Aggressive behaviour survey item		2013 Happens weekly %	2014 Happens weekly %	Difference % points
Do other students hit, push, or hurt you in a mean way?		23%	14%	- 9
Do other students tell lies about you in a mean way?		29%	22%	- 7
Do other students put you down, call you names, or tease you in a mean way?		38%	32%	- 6
..... Are you bullied by other students?		23%	21%	- 2


# 1<sup>st</sup> year in SW: Year 9/10 students report clearer values and behaviour expectations

## Year 9/10 students (schools joined SW in 2013)

 Wellbeing@School Student Survey Intermediate & Secondary	2013 Agree %	2014 Agree %	Difference % points
I feel safe at school	75%	82%	+ 7
Everyone knows the school rules about behaviour	56%	63%	+ 7
Everyone thinks our school values are important	43%	50%	+ 7
Teachers care about how I feel	54%	61%	+ 7
Students treat each other with respect	41%	48%	+ 7

# 1<sup>st</sup> year in SW: No change in Year 9/10 student reports of aggressive behaviours

Year 9/10 students (schools joined SW in 2013)

Aggressive behaviour survey item		2013 Happens weekly %	2014 Happens weekly %	Difference % points
Do other students hit, push, or hurt you in a mean way?		10%	10%	0
Do other students tell lies about you in a mean way?		16%	15%	- 1
Do other students put you down, call you names, or tease you in a mean way?		28%	27%	- 1
..... Are you bullied by other students?		14%	13%	- 1

Students and teachers have changed their attitude towards each other and learning. When I first came here people didn't respect the teachers. Students have embraced the school values. Everyone has grown from the values, across the whole school. *(Secondary students)*

Our kawa [rules] improves us. When we had no kawa everyone would get into fights and not respect our teachers. *(Year 5 ākonga)*

It rewards you for every little bit...so it gets you into this pattern of doing good little things, and then once you do that you find that it's actually self-rewarding... you get acknowledged for it, you get the satisfaction, then you want to do it again. *(Year 8 students)*

# Expulsion rates

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# Exclusion rates

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# Suspension rates

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# Stand-down rates

# Areas to build and share practice

- Developing **behaviour consequences that avoid SSEE**
- Ways to **work collaboratively and consistently** in large/secondary schools
- Including the **perspectives of priority learners**
- Developing stronger **system-wide and school data systems**
- Ways of working **collaboratively with the school community**

*(decreased reports of Māori or Pasifika representation on PB4L-SW teams)*

Lack of consistency with staff - lots talking the talk but not walking the walk (*Curric Survey*)

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# Success factors for PB4L School-Wide

# Identifying success factors

*To identify factors that supported positive shifts we....*

- Compared **high and low/medium shift schools**
- Compared **Tier 1 and 2 schools**
- Identified **common themes across case studies**

*These analyses pointed to similar success factors*

# Success factor 1: Working collaboratively

## Deliberate leaders...

- balanced strong leadership with working collaboratively
- involved everyone right from the start (staff, students, parents & whānau)

***Working collaboratively was more difficult in large schools, particularly large secondary schools***

# EXAMPLE: Working collaboratively and taking staff on the journey with you

- School leaders give clear messages about the journey
- Lesson plans/acknowledgement or consequence systems are collectively developed by all staff
- At Teacher Only Days staff explore aspects of SW or how SW links to other aspects of school practice or initiatives

It was ok to say something didn't work, and we'd try something new. *(Teachers on PB4L team)*

Everything we do is school wide – it makes everyone responsible. *(PB4L team leader)*

## **Working collaboratively: Small group discussion questions (5 mins)**

- 1. Share some of the strategies your PB4L team has used to work collaboratively with all staff.**
- 2. What worked well? Would you do anything differently next time?**



## Success factor 2: A strong SW team...

- includes **key people** with the skills needed to **work through challenges**
- includes the **principal**
- has **broad representation** (e.g., Māori representation to make connections with local values, tikanga and stories)
- is **well-organised** and has admin support
- makes **connections** with other **school teams**

## Success factor 3: Prioritising learning for all by..

- offering frequent opportunities for **staff learning** (e.g., SW related PLD each year)
- offering teachers **resources** to support SW
- having a **planned process** for teaching behaviour expectations
- making connections between **approaches to learning and behaviour**
- learning from **other schools**

# EXAMPLE: Reframing consequences so they are learning-focused

- Consequences such as exclusions, stand-downs, suspensions, and detentions **are essentially punitive**
- Some schools had developed **alternative** consequences that **promote learning for students and staff**
- These schools had **often done restorative practices PLD**

## A consequence system that “suspends” suspensions

### 1) “Catch up” (for lateness, truancy, missed work)

Students go to “**catch up**” from 2.30–3.00 pm. Others go home at 2.30. Teachers take turns to run **catch up**. **Catch up** is also an after-school study club. All other students can go to get learning support.

### 2) “Fix up” (a restorative process for behaviour incidents)

- **Low level** – teacher-managed via restorative thinking questions.
- **Medium** – a restorative plan is developed with a skilled facilitator. Students or teachers involved hear each others’ views and “**fix up**” the situation.
- **Major** – restorative mini-conferences/community conferences.

There aren't immediate suspensions or expulsions—it helps people learn more. Students in conflict can come together and look at what they can do to fix it. After restoratives, students come out being friends. (*Year 12/13 student leaders*)

Both the school and our attitudes have changed towards 'catch-up'... 'Catch-up' is a learning opportunity, not a punishment. People who want to learn can go and learn more. It builds your bond with the teacher.

It's about being a more productive learner... It's a time where I can go and do work, 'cause I may have been distracted. You can stay till 4:30 pm with the teachers... It's a good opportunity especially when you're behind with credits for NCEA—it's good for students who are working at a slower rate (*Year 12/13 student leaders*)

## **Learning-focused consequences: Discussion questions (5 mins)**

- 1. How do the behaviour consequences at your school promote academic or social learning?**
- 2. Can your school's behaviour consequences be changed to better promote learning? Think about:**
  - How do detentions support learning?
  - Are there alternatives to automatic suspension or exclusion for behaviours such as bringing drugs to school?

## Success factor 4: Making active use of data by...

- access to a data system that gave the **reports needed**
- frequently **reporting summaries of data to all members of the school community** (staff/students/parents & whānau)
- making **active use of data** for problem solving/school goals

***Large secondary schools found it harder to make active use of data***

We're using data to identify what's going on—we collegially get together and explore it... *(School PB4L leaders)*

# EXAMPLES: Making active use of behaviour incident data to...

- re-organise behaviour hot spots / times
- select a weekly behaviour expectation lesson to match frequent recent incidents
- place students in classes
- identify teachers who needed extra support
- set school goals

...Teachers are starting to identify behaviour patterns through using data, particularly minor behaviours, so they don't increase into serious problems... (PB4L team leaders)

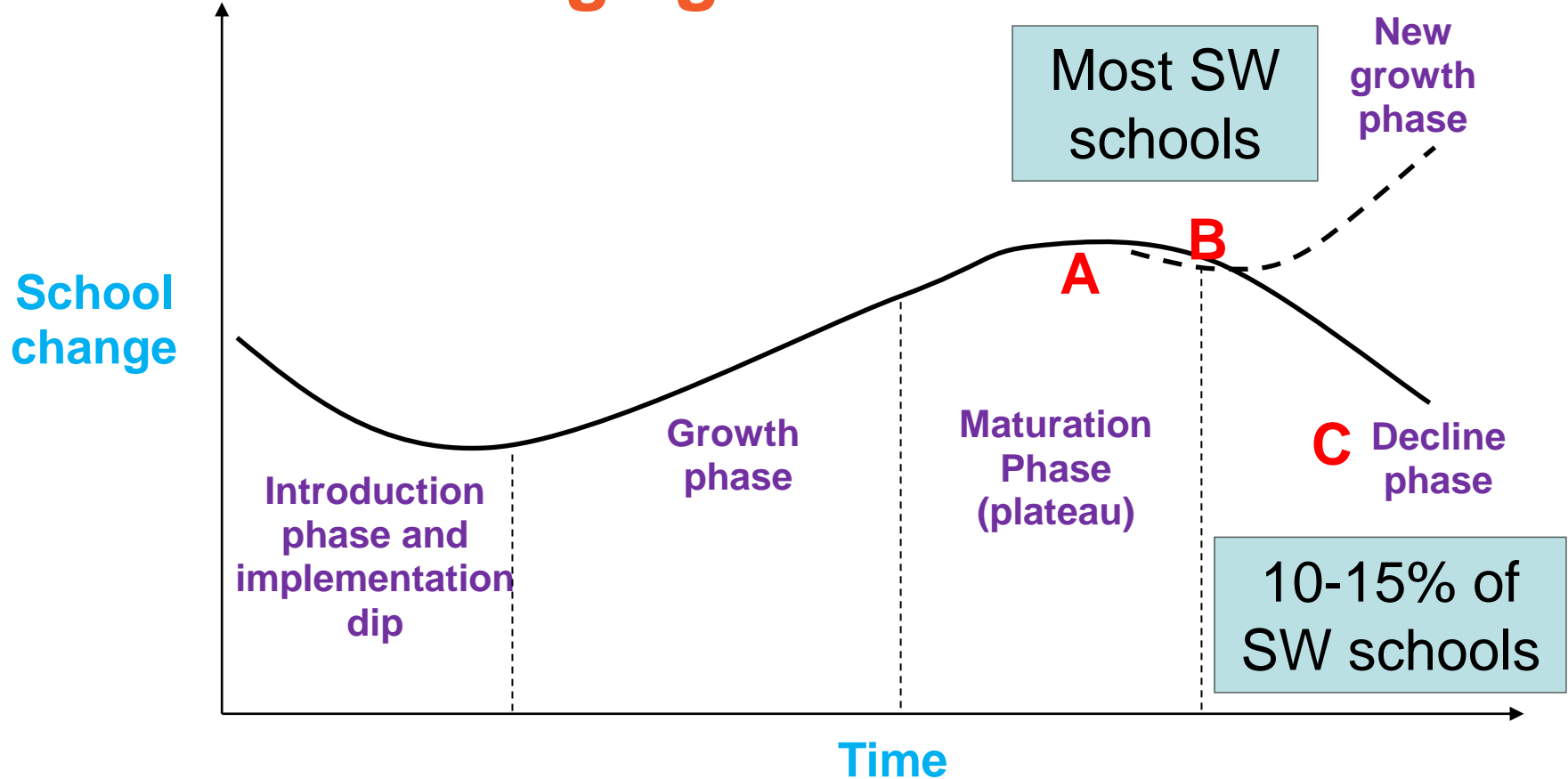


## Success factor 5: Sustaining and building SW by...

- having systems to maintain **SW Tier 1** (e.g., induction for new staff / relievers)
- **refreshing and building SW over time** (e.g., revising rewards, moving to Tier 2)
- accessing external support **to work through challenges**

We don't want to be in something and say 'We did this in 2012', we want to be involved in initiatives that we keep, and have as part of the life of the school. *(Principal)*

# The school change growth curve



(Adapted from Cowie, et al., 2011, p. 2; and ideas in Fullan 2004)

# EXAMPLES: Keeping School-Wide fresh

## 1. Maintaining leadership

- keeping the principal involved / bringing in new team members
- allocating management units to leaders

## 2. Maintaining momentum with staff and students

- new roles for students
- offering PLD to existing staff; induction for new staff

## 3. Refreshing and revising

- using data to suggest new priorities
- embedding SW values and processes in new areas

## 4. Seeking external input from

- Tier 2
- school cluster meetings, other schools, regional advisors

## **Sustaining and building PB4L School-Wide: Small group discussion (5 mins)**

- 1. Share one main challenge your school faced with PB4L School-Wide and the strategies you used to work through it.**

**OR**

- 2. How has your school started a new growth cycle with PB4L School-Wide?**

# Key take home messages

## Change takes time: PB4L School-Wide...

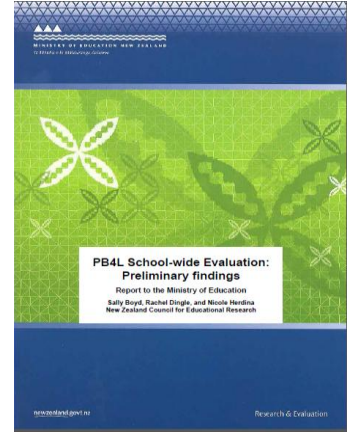
- is **well-supported** by school staff and students
- is following the **expected pattern of implementation**
- is contributing to positive **shifts in school cultures**
- needs to be **maintained and refreshed over time**
- is more challenging to **implement in large schools and secondary schools – but it can be done!**

## Problem-solving processes support change

- the knowledge to address challenges **exists in our system**

# Further information

- Final evaluation report from 2014 data (soon)
- Case study report from 2014
- Preliminary evaluation report from 2013 data

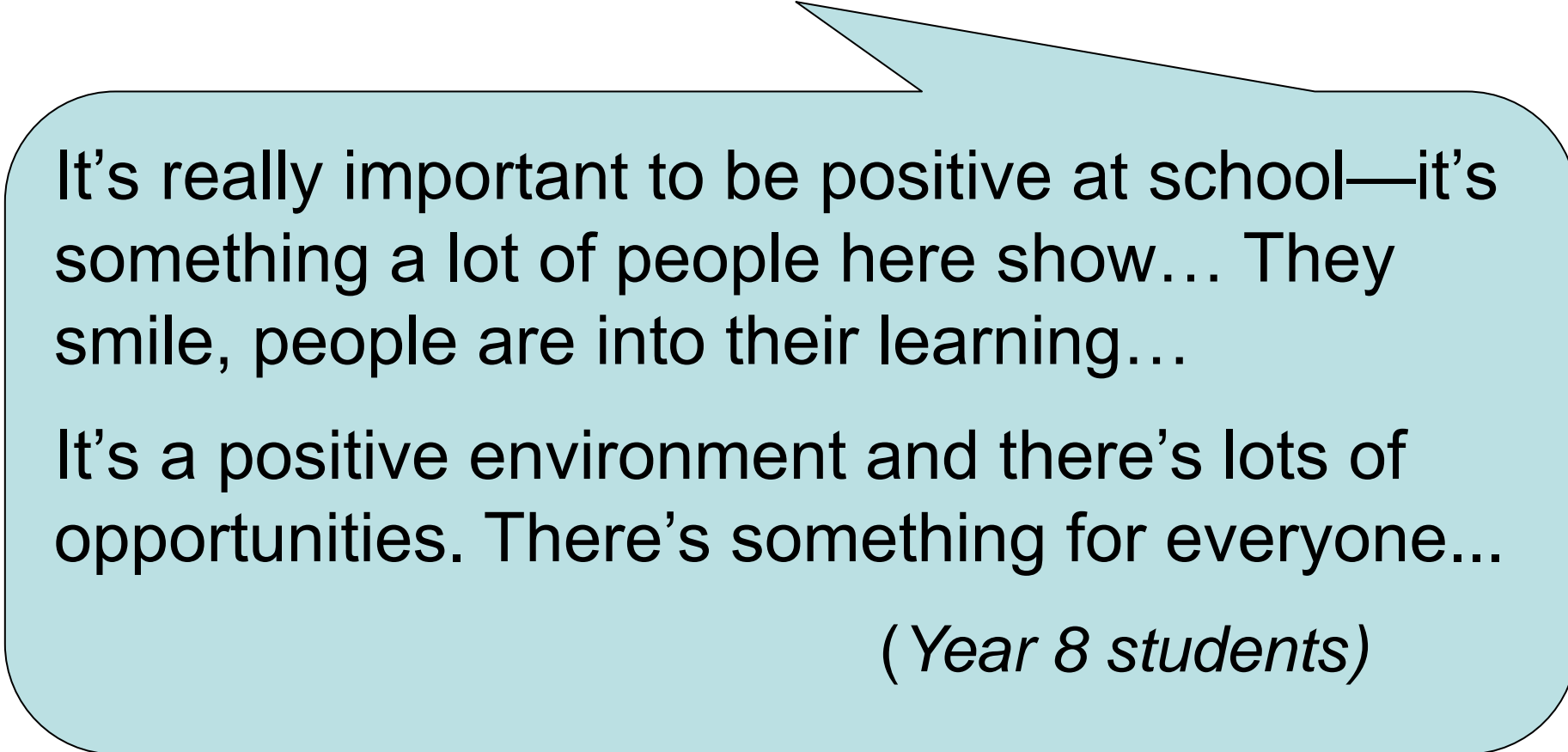


From Education Counts <http://www.educationcounts.govt.nz>

- Short summary of preliminary findings  
<http://www.nzcer.org.nz/research/pb4l-school-wide-eval>

# References

- Cowie, B., Hipkins, R., Keown, P., & Boyd, S. (2011). *The shape of curriculum change: A short discussion of key findings from the Curriculum Implementation Studies (CIES) project*. Wellington: NZCER.
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It's really important to be positive at school—it's something a lot of people here show... They smile, people are into their learning...

It's a positive environment and there's lots of opportunities. There's something for everyone...

*(Year 8 students)*

