



Three-year report comparison

To provide supporting evidence for the KPI's we surveyed and analysed descriptive statistics from:

- Mid 2020 report presenting feedback from 61 Year 7 students, 92 Year 8 students and 10 Tokoroa Intermediate Teachers
- Nov/Dec 2020 report presenting feedback from 97 Year 7 students, 107 Year 8 students and 10 Tokoroa Intermediate Teachers
- Nov/Dec 2021 report presenting feedback from 76 Year 7 and 32 Year 8 students.

KPI	Evidence surveyed Mid- 2020 (12 months after programme commencement)	KPI Met Y/N	Evidence Surveyed Nov/Dec 2020	KPI Met Y/N	Evidence Surveyed Nov/Dec 2021	KPI met Y/N
1. 100% of Year 7 students are formally enrolled on the pilot Middle School Programme	Every student is enrolled automatically, as the whole school receives the programme.	Y	All students are enrolled in the Stars Teina programme.	Y	Every student is enrolled automatically, as the whole school receives the programme	Y
2. Minimum of 85% of Year 7 students have established a positive peer friendship with at least 1 other Year 7 student since enrolment at school.	100% of Year 7 students said they at least one Year 7 friend at school.	Y	97% of Year 7 students said they at least one Year 7 friend at school	Y	Survey: 99% of Year 7 students said they at least one Year 7 friend at school, with 93% reporting they have 2-3 friends	Y
3. Minimum of 85% of Year 7 students have established a positive student relationship with at least 1 member of the teaching staff since enrolment at school.	97% said they get along with at least one teacher at the school.	Y	95% said they get along with at least one teacher at the school.	Y	Survey: 92% of students said they get along with at least one teacher at the school.	Y
4. Minimum of 85% of Year 7 students have established and maintained a positive older-younger student relationship with at least 1 other Year 8 student since enrolment at school.	93% said they get along with at least one Year 8 at the school.	Y	98% said they get along with at least one Year 8 at the school, and 97% said they would be comfortable asking a Year 8 for help at school.	Y	Survey: 100% said they get along with at least one Year 8 at the school.	Y

<p>5. Minimum of 85% of Year 7 students are able to demonstrate that they have developed basic social skills to interact successfully with peers, staff, parents and other people associated with the school, since enrolment at school.</p>	<p>All teachers said that the programme had helped students to develop their interpersonal skills to some extent. i.e. (their ability to interact successfully with peers, staff, parents and other people associated with the school)</p>	<p>Y</p>	<p>asked to rate to what extent Stars Teina helped students to develop their interpersonal skills (i.e., their ability to interact successfully with peers, staff, parents, and other people associated with the school) all teachers said that the programme had helped students.</p>	<p>Y</p>	<p>87% of students reported a positive social impact as result of Stars Teina, including relationship management (40%), Stars Teina values training that have helped with relationship building (27%), Positive changes themselves, including emotional regulation and overcoming shyness (13%), and awareness of how one should treat others (8%)</p>	<p>Y</p>
<p>6. Minimum of 85% of Year 8 students have established a positive peer friendship with at least 2 other Year 8 student over the last 2 terms.</p>	<p>98% said they get along with at least 2 Year 8 students.</p>	<p>Y</p>	<p>98% of Year 8 student said they get along with at least 2 Year 8 students.</p>	<p>Y</p>	<p>Survey: 97% of Year 8 students said they get along with at least 2 other Year 8 students.</p>	<p>Y</p>
<p>7. Minimum of 85% of Year 8 students have established a positive student relationship with at least 2 members of the teaching staff over the last 2 terms.</p>	<p>86% said they get along with at least 2 members of the teaching staff over the last 2 terms.</p>	<p>Y</p>	<p>90% of Year 8 students get along with at least 2 members of the teaching staff at their school. 96% said they are comfortable to some extent asking a teacher for help at school.</p>	<p>Y</p>	<p>Survey: 84% of Year 8s said they get along with at least 2 members of the teaching staff over the last 2 term, with a further 8% saying they got along with one teacher.</p>	<p>N</p>
<p>8. Minimum of 85% of Year 8 students have established and maintained a positive older-younger student relationship with at least 2 other Year 7 students over the last 2 terms.</p>	<p>71% said they have lots of Year 7 friends at school – 24% also said they had one Year 7 friend.</p>	<p>N</p>	<p>96% said they get along with at least 2 Year 7's at school. 95% said they get along with one or more Year 7's, 74% said they get along with lots of Year 7 students.</p>	<p>Y</p>	<p>Survey: 97% of year 8 students said they had at least 2 Year 7 friends at school, with 74% stating they get along with 'lots' of Year 7 students</p>	<p>Y</p>

<p>9. Minimum of 90% of Year 8 students have established and maintained a positive peer relationship with up to 3 other Year 8 students since enrolment on programme.</p>	<p>97.8% have positive have established and maintained a positive peer relationship with up to 2-3 other Year 8 students</p>	<p>Y</p>	<p>99% have positive have established and maintained a positive peer relationship with at least one other Year 8 students. 93% said if they have a problem, they have a Year 8 they can talk to.</p>	<p>Y</p>	<p>Survey: 97% of Year 8 students have one or more friend at school.</p>	<p>Y</p>
<p>10. Minimum of 90% of Year 8 students have established and maintained positive older-younger student relationship with up to 3 other Year 7 students since enrolment on programme.</p>	<p>95% of Year 7 students had at least one Year 7 friend, while 71% said they have lots of Year 7 friends at school.</p>	<p>Y</p>	<p>98% said they have at least one year 7 they get along with. 74% said they have lots of Year 7 students they get along with.</p>	<p>Y</p>	<p>Survey: 97% of year 8 students said they got along with at least one year 7 student.</p>	<p>Y</p>
<p>11. Minimum of 90% of Year 8 students have established a positive student / staff relationship with up to 3 teaching staff since enrolment on programme.</p>	<p>86% said they get along with 2-3 members of the teaching staff since enrolment on programme.</p>	<p>N</p>	<p>90% said they get along with 2-3 members or more of the teaching staff. 95% said they get along with one or more teachers. 47% said they get along with lots of teachers.</p>	<p>Y</p>	<p>Survey: 92% of year 8 students has established a positive relationship with at least one teacher</p>	<p>Y</p>

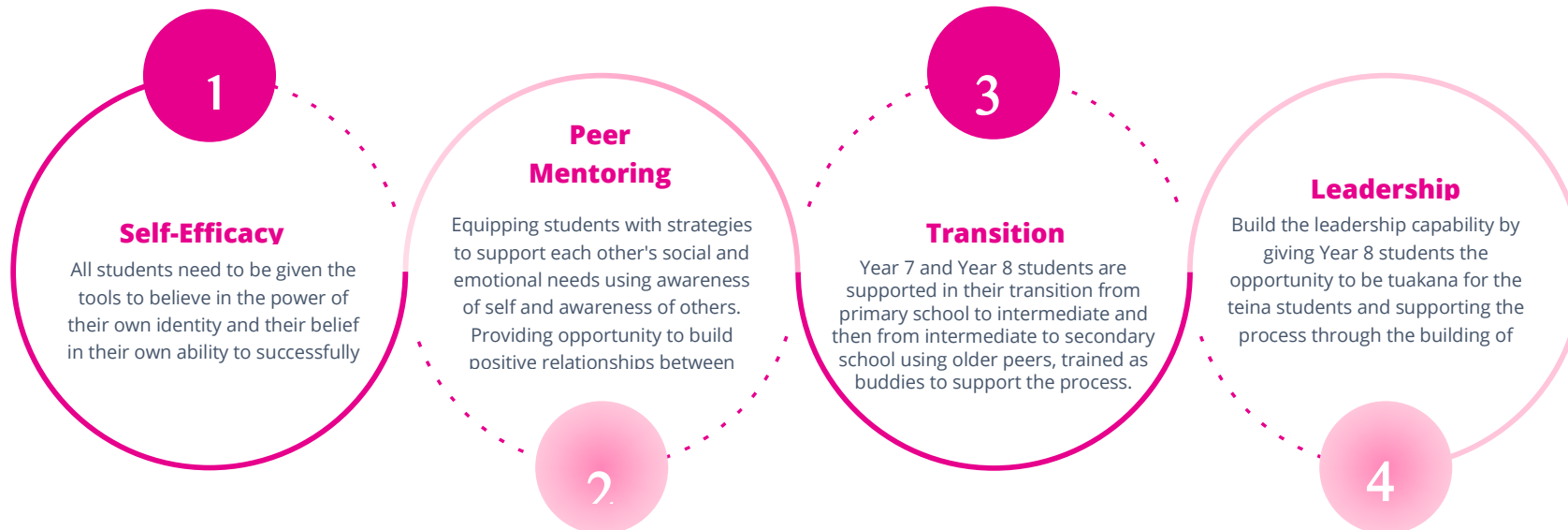


Additional Narrative

The Stars Teina programme is designed to help students make a **successful transition into intermediate and secondary school**. It uses an inquiry-based learning approach to strengthen the sense of community within a school and brings younger and older students together with a 'buddy system'. Stars Teina uses engaging, experiential learning techniques to develop positive relationships by encouraging older students to role model positive behaviour, all while having fun. The programme also **builds student confidence and life-skills that can be transferred to their school and community**.

Stars Teina is an integral link to Graeme Dingle Foundation Waikato's Transformational Journey – a series of sequenced programmes that **reaches over 1,250 tamariki and rangatahi, aged 5-18, in the South Waikato region**. As tamariki move through our Kiwi Can primary school programme, to Stars Teina, then on to Stars in secondary school, they become more confident and resilient, find purpose and direction to achieve success, so they become productive adults that make a positive contribution to their communities. Not only does Stars Teina support the transition from primary to intermediate, **Tokoroa Intermediate students gain connections with Tokoroa High School** students through mentoring.

Stars Teina Programme Aims





Feedback From Stars Teina

Feedback shows Stars Teina supports students and the school community. Fun, experiential activities create opportunities for students to develop their social skills and interact with their peers and younger/older students. Year 8 students get to know the Year 7 students and role model positive behaviours, creating a more friendly, positive environment that eases the transition from primary to intermediate school. As the programme embeds into the school, (and as Year 8 students move to secondary school and return to support the next cohort of Year 8 students), stronger bonds are created between the young people, increasing the sense of community in the school.

"As a classroom teacher, I found that the program aligned with our values that are not only integral to our school but vital for success across our taura. My students enjoyed the vivacity of the leaders, the great energizers and the relevant mahi that was shared. I saw my students take risks within an environment that championed them" - Tokoroa Teacher

"Understand what relationships are, what we can do in life, how to be more supportive for someone, making me feel like my own self."
- Tokoroa Student

"It's helped me keep my fitness up with all the running around and stuff it's helped me understand a lot more and gain and maintain relationships with not only others but also myself" - Tokoroa student



Feedback on our facilitators:

'Students really enjoy the energy that the facilitators bring to the class. On top of this they are seen within the wider community, at school events and often in the playground during breaks in a positive light. They are role-modelling what it means to be a 'good friend' and 'respectful communication'.

- Tokoroa Teacher

Our current facilitators, Santana and Pheyln, have been a credit to your programme with their enthusiasm and genuine concern for the students. Their interactions within the wider school community are positive and respectful, not easy as the staff here range in age from beginning teachers to someone like myself who is well into retirement years! -

Tokoroa Teacher

'I liked stars teina this week because of our new stars teina leader I like him because he's cool sporty a male and I enjoyed playing manu touch too!'

- Tokoroa Student



Meeting South Waikato District Council objectives

Engaged Community

We encourage and support an engaged social community through the provision of our services.

Tokoroa Intermediate Year 8s engaged with their school community by acting as Tuakana, welcoming and supporting Year 7s as they transition into intermediate school. This important social responsibility teaches tamariki to reach beyond their peer groups and classmates and take responsibility for the wellbeing of the wider school community. It provides practical techniques in developing positive relationships that set tamariki up with skills that will help them become engaged members of the community, preparing them to become engaged, contributing members of the South Waikato district.

Cultural Leadership

We support and encourage cultural leadership and capacity building.

In order to create leaders of the future, leadership qualities need to build from a young age. With around 65% of our South Waikato Tamariki and Rangatahi coming from Māori and Pasifika backgrounds, our programmes are helping to build South Waikato's future cultural leaders.

Over the course of the year, our Stars Teina intermediate students develop their leadership qualities through fun, interactives lessons focusing on resilience, integrity and perseverance, teaching practical skills such as positive relationship building, teamwork, managing emotions, self-control and discipline, Year 8 students then put it all into practice by mentoring younger students. Leadership has flourished at Tokoroa Intermediate through the Stars Teina programme, supported by South Waikato District Council. "It helps me with finding a path to be a leader"



Diversity and Inclusion

Celebration of Others: We celebrate the artistic and cultural achievements of our people and the diversity of their cultures.

Inclusion of Others: We create an environment of inclusion of all, across and within our community.

One of the four values we focus on is Respect. In this module, the tamariki at Tokoroa Intermediate learn how people from other cultures may look, act and behave differently to ourselves, helping them understand and counter the negative impacts of stereotyping. The tamariki also explored what it is that makes them unique and reflected on the positive impacts of working with people different from themselves, learning how to empathise with others in a range of contexts, and bridging cross-cultural divides to promote inclusion. This learning is then applied to the school context, working on how to uphold the school values as individuals and demonstrate responsibility by treating others with care and making them feel safe and valued.

Health and safety

We regulate, advocate, create and support improving the health and safety of our community.

In 2021, Stars Teina contributed to the wellbeing of our tamariki, bolstering mental health by facilitating a positive transition to intermediate school for year 7s and, for year 8s by providing opportunities to contribute to their school community, and feel pride in the contribution they have made. Our facilitators work with the tamariki to help them improve resilience, confidence and positive attitudes. Importantly, the programme provides tamariki with the opportunity to connect with and feel responsible for their community, which, when coupled with the values-based and positive behaviour learning, can see reduced truancy and NEET rates, unemployment and crime.



All our frontline staff have First Aid Certificates, and in 2022 our Stars Teina facilitators undertook a Mental Health First Aid Course, providing staff with the confidence to offer initial help for struggling youth and offer guidance towards professional help, enabling early intervention for young people affected by mental health issues, improving wellbeing.

Economy

GROWTH: We support and encourage local business sustainability, new investment and creating economic growth for the Region.

As a result of a stronger youth population, your community benefits to the tune of \$7.80 for every \$1 invested in our programmes, The finding of economic consultancy, Infometrics quantifies benefits as coming from:

- A reduction in the costs associated with crimes, both through costs to victims of crime and the cost of the justice system.
- Young people are entering adulthood with a better education, in better health, and with a greater attachment to society, and therefore are more likely to find better-paying employment
- In addition to the private benefit to young people themselves, there is likely to be a positive spill over for the rest of society. This might materialise, for example, through a lower level of young people depending on benefits.

Promoting Maaori and Iwi

Alignment: We have a strong alignment to and uphold the principles of the Treaty of Waitangi.

Positive Outcomes: We create positive outcomes for the community through the principles of the Treaty of Waitangi.

The Graeme Dingle Foundation is dedicated to incorporating a bicultural ethos into our daily practice. From its inception, the Foundation has been committed to honouring the Te Tiriti o Waitangi and ensuring our programmes are respectful of Māori tikanga, culture and values. Māori tamariki and rangatahi make up around half of our student population in South Waikato. Our staff are employed locally to ensure they reflect the communities they work with and deliver programmes using a culturally inclusive approach.

54% of participants in our programme are tamariki Māori. We are using proven best practice positive youth development models and culturally responsive methods to enhance the lives and futures of young Māori in our programmes

