



Improving  
Guidance and Counselling →  
for Students in  
Secondary Schools

**December 2013**

## Foreword

The Education Review Office (ERO) is an independent government department that reviews the performance of New Zealand's schools and early childhood services, and reports publicly on what it finds.

The whakataukī of ERO demonstrates the importance we place on the educational achievement of our children and young people:

Ko te Tamaiti te Pūtake o te Kaupapa  
The Child – the Heart of the Matter

In our daily work we have the privilege of going into early childhood services and schools, giving us a current picture of what is happening throughout the country. We collate and analyse this information so that it can be used to benefit the education sector and, therefore, the children in our education system. ERO's reports contribute sound information for work undertaken to support the Government's policies.

This report is part of ERO's contribution to the Prime Minister's Youth Mental Health Project. The report documents the findings of the second phase of a two-part evaluation that focused on guidance and counselling in schools. The evaluation recognises the influence guidance and counselling can have on promoting positive mental health outcomes for the children of New Zealand. It also highlights the need for a coordinated response across the education, health and social sectors.

As evident in this report, there is a growing demand for guidance and counselling in schools and the issues are increasingly complex. This report includes a number of recommendations for the Ministry of Education and schools to help them address some of the challenges and ensure that effective guidance and counselling services are in place.

Successful delivery in education relies on many people and organisations across the community working together for the benefit of children and young people. We trust the information in ERO's evaluations will help them in their work.

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## Overview

In April 2012, the Government announced measures to improve the mental health of young people aged 12 to 19 years with, or at risk of, mild to moderate mental health problems. These initiatives comprise the Prime Minister's Youth Mental Health Project.

One of the initiatives agreed to by the Government included a national evaluation of the current provision of guidance and counselling in schools.

The evaluation focused on the wider guidance and counselling provision in schools, of which guidance counsellors are a part. The Education Review Office (ERO) evaluated how well each school/wharekura provided guidance and counselling for students.

This report presents the findings from phase two of a two-phase evaluation. The phase one report, based on the findings from surveys of school leaders, guidance counsellors and students was released in July 2013.<sup>1</sup> This second phase included visits to 49 school/wharekura in Terms 2 and 3, 2013, and a survey of 671 students at these schools.

## Key findings

ERO found that the schools and wharekura were providing guidance and counselling for students who presented with many different problems. These problems were apparent in all types, deciles and locations of schools. The major problems facing schools in terms of student wellbeing arose from household poverty, poor mental health, family dysfunction, bullying, relationships, and drugs and alcohol.

As well as addressing these problems through their guidance and counselling provision, schools also worked with a variety of external agencies. In schools with good guidance and counselling provision, relationships with some external agencies were well developed. However, almost all schools in this evaluation identified challenges in working with external agencies. These challenges were mostly related to students and families feeling there was a stigma with accessing support, and the more complex referral pathways to already overwhelmed services.

### *How well did schools provide guidance and counselling?*

ERO found that in 30 of the 49 schools/wharekura, the guidance and counselling provision was serving students well, with 14 of these schools/wharekura doing this very well. In the remaining 19 schools/wharekura, the provision of guidance and counselling was not as effective. In three of these schools and one wharekura, ERO was concerned about the lack of guidance and counselling support for students.

In the group of schools/wharekura where students were very well supported, it was the strong ethos of care and shared understanding about the approach to guidance and counselling that underpinned provision. The features of guidance and counselling provision in these schools/wharekura included:

- strong leadership
- strategic resourcing of people, time and space

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<sup>1</sup> See [www.ero.govt.nz/National-Reports/Guidance-and-Counselling-in-Schools-Survey-Findings-July-2013](http://www.ero.govt.nz/National-Reports/Guidance-and-Counselling-in-Schools-Survey-Findings-July-2013) for a copy of the report.

- people with the professional capacity to help students manage their problems or refer them to expert help
- clear expectations around practice
- good relationships and communication both internal and external to the school/wharekura.

### *What needed to improve?*

In all the schools in this evaluation, there were growing numbers of students seeking help and the severity of their needs was increasingly complex. ERO had concerns about the capacity of guidance and counselling staff to effectively manage an increasing workload and address the complex nature of some of these problems. This was apparent even in the schools where students were well served but it became more of a concern as the quality of a school's guidance and counselling lessened.

In some of the schools and wharekura, ERO identified issues related to a lack of strategic direction for guidance and counselling through relevant planning, policies and procedures. Issues associated with resourcing of time, people and space impacted negatively on guidance and counselling provision.

In the schools where there was a lack of an integrated approach to, and shared understanding about, guidance and counselling students were not well served. In some schools, ERO found that professional practice was compromised by a lack of professional learning and development and appropriate appraisal. Poor relationships and communications, both within the school and with the community and external agencies, also contributed to the poor quality provision of guidance and counselling for students.

Many schools undertook little or no self review of their guidance and counselling provision. Subsequently, school leaders and trustees did not know if their guidance and counselling provision, including preventative programmes targeted at particular groups of students, was meeting the needs of their students.

### *What did students say?*

Overall, students were positive about guidance and counselling in their school and most had someone they could talk to for support. Many students commented that guidance counsellors were able to help them and provided practical and useful advice and guidance. Over two-thirds of students surveyed said it was socially acceptable at their school to see someone about guidance and counselling, but commented that assurances about confidentiality and privacy, and ease of access made it easier to seek help.

The findings from the student survey showed students were most likely to seek help first from a parent or caregiver, and then from a guidance counsellor. Deans or friends/other students were the next most likely. Over half of students said they were not asked to give feedback about guidance and counselling at their school.

The survey findings support what ERO found in schools and wharekura regarding the need for a variety of appropriate people in guidance and counselling roles for students to approach, and improved self review of guidance and counselling provision.

## *Valuing guidance and counselling provision*

ERO found that in many of the schools and wharekura that provided guidance and counselling very well or well, school leaders placed high value on guidance and counselling and its importance for student wellbeing and student learning. This 'value' was reflected in strategic resourcing decisions which ensured that guidance and counselling provision matched identified needs. Consideration was given to non-classroom contact time, management units, a diversity of roles in the guidance and counselling provision, communication protocols, and appropriate physical spaces within the school. In some schools/wharekura this strategic resourcing went over and above that provided through the Guidance Staffing Entitlement.<sup>2</sup>

Not all schools placed such a high value on guidance and counselling. In some schools, the Guidance Staffing Entitlement was not additionally resourced through other sources of funding. There was little or no recognition of the impact of guidance and counselling on student wellbeing and student learning. Subsequently, in the schools where provision was the poorest, there was a lack of accountability about the use of the Guidance Staffing Entitlement.

Generally, it was not the amount of Guidance Staffing Entitlement which schools received that determined the effectiveness of their provision. Rather it was the priority given to ensuring students were well served through the strategic decision-making processes about how the funding available was used with other resources that supported the approach taken. ERO is concerned that the formulas being used to calculate the Guidance Staffing Entitlement create anomalies that impact on the level of provision for students. For example, the maximum Guidance Staffing Entitlement of 2.3 FTTEs (full time teaching equivalents) applied equally to schools in this sample that had roll sizes ranging from small (215 students) to very large (1948 students).<sup>3</sup> ERO's findings highlight issues in some schools, particularly those with large or very large rolls, where guidance and counselling staff were dealing with high caseload levels.

## *Guidance and counselling – beyond the school*

Guidance and counselling staff in schools and wharekura are faced with increasing complex problems that students bring with them to school. Often these problems originate outside the school and relate to wider issues in society. ERO found that in many schools and wharekura in this sample, the guidance and counselling staff had the professional capacity to either resolve these problems or refer students to external help. However, in some schools, staff were not supported by strong leadership, strategic resourcing and robust systems within their school. Almost all schools stated they were not always well supported by external agencies.

In relation to student wellbeing and youth mental health, schools and wharekura are important sites of implementation and transformation. However, ultimately schools operate within a wider network of educational, community and external supports. The improved wellbeing of students, in particular their mental health, requires a coordinated response across the education, health and social sectors.

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<sup>2</sup> Eligible schools include secondary, composite, restricted composite and special schools with students in Years 9 to 13. More information can be found at [www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/ResourcingHandbook/Chapter2/GuidanceStaffing.aspx](http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/ResourcingHandbook/Chapter2/GuidanceStaffing.aspx)

<sup>3</sup> See Appendix Three for more information about roll sizes.

## Next steps

### *For the Ministry of Education*

ERO recommends that the Ministry of Education:

- reviews the formula used to calculate the Guidance Staffing Entitlement to ensure this funding better aligns with roll size
- considers ways to support schools and wharekura to appropriately use the Guidance Staffing Entitlement to suit their particular approach and school context
- provides guidelines/expectations for schools and wharekura about the provision of guidance and counselling
- provides targeted professional learning and development (PLD) for school leaders and people working in guidance and counselling roles
- encourages schools and wharekura to include goals and approaches related to student wellbeing and/or guidance and counselling in charters, and in annual and strategic planning, and to report on these
- ensures schools have appropriate and sufficient access to external agencies and support services to meet the wellbeing needs of students, including the Ministry working with other government departments in the health and social sectors to facilitate this.

### *For schools and wharekura*

ERO recommends that schools and wharekura review the extent to which they are using their Guidance Staffing FTTE component to provide guidance and counselling that takes account of their students and their school context.

ERO also recommends that schools and wharekura review the effectiveness of their provision of guidance and counselling by asking and responding to questions such as:

- What priority, as a school, do we place on promoting the wellbeing of our students?
- What are the key problems facing our students?
- How well have we documented and integrated a shared understanding of our school's approach to guidance and counselling, and student wellbeing?
- How well do we resource, or can we access, the appropriate people and roles, PLD, resources, and programmes to respond to students' needs?
- How well do our internal and external communications and relationships foster a shared understanding about guidance and counselling and place students at the centre?
- How will we know that our guidance and counselling is promoting positive wellbeing outcomes for our students?
- How meaningful are the measures we use to determine the effectiveness of our provision of guidance and counselling, and do they include student and parent/whānau voice and links to teacher appraisal?

## Introduction

This evaluation is part of the Prime Minister's Youth Mental Health Project (YMH Project). The evaluation focuses on the current provision of guidance and counselling in schools with students in Years 9 to 13 and was undertaken in two phases. The first phase involved surveys of school leaders, guidance counsellors and students.<sup>4</sup> This report presents the findings from phase two of the evaluation, undertaken in Term 2, 2013. This phase involved visits to 49 schools and wharekura to evaluate their provision of guidance and counselling, and an online survey of 671 students at these schools and wharekura.

The evaluation contributes to an evidence base for the Ministry of Education's policy and programme development. It is focused on improving the quality of guidance and counselling for young people in schools, including:

- how the current school guidance system is operating, such as schools' perception of pastoral care, the role of the guidance counsellor, and the quality, coverage and management of guidance and counselling in secondary schools
- which practices best support youth wellbeing
- better equipping schools to identify and deal with mental health issues
- enhancing the quality, coverage and management of this resource in secondary schools.

## The Youth Mental Health Project

The Prime Minister's YMH Project is made up of 26 initiatives spanning the health and social sector, communities, schools and online. It is designed to help young people who have, or may develop, mild to moderate mental health issues. In a media statement the Prime Minister said that "One in five of our young people will experience some form of mental health problem during the crucial time they are transitioning to become an adult."<sup>5</sup>

This evaluation recognises the influence of guidance and counselling in schools in promoting positive mental health outcomes for youth. International research (discussed later in this report) shows the link between the enhancement of student wellbeing (through guidance and counselling), student learning, and the prevention of youth mental health problems such as depression, suicide, self harm, bullying, violence, and substance abuse.<sup>6</sup>

## What is student wellbeing and why is it important?

ERO has been tasked with two initiatives of the YMH Project: the evaluation of guidance and counselling in schools; and the development of *Evaluation Indicators for Student Wellbeing*

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<sup>4</sup> See [www.ero.govt.nz/National-Reports/Guidance-and-Counselling-in-Schools-Survey-Findings-July-2013](http://www.ero.govt.nz/National-Reports/Guidance-and-Counselling-in-Schools-Survey-Findings-July-2013) for a copy of the phase one report.

<sup>5</sup> Key, J. (29 October 2013) . *PM's Youth Mental Health Project helping thousands*.

Retrieved from [www.beehive.govt.nz/release/pm%E2%80%99s-youth-mental-health-project-helping-thousands](http://www.beehive.govt.nz/release/pm%E2%80%99s-youth-mental-health-project-helping-thousands)

<sup>6</sup> Noble, T. & Wyatt, T. (2008) *Scoping study into approaches to student wellbeing. Final Report*. Canberra. Department of Education, Employment and Workplace Relations.



in Primary and Secondary Schools.<sup>7</sup> ERO's draft indicators use the definition of wellbeing developed in an Australian scoping report and synthesis of international wellbeing literature.<sup>8</sup>

*Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state characterised by predominantly positive feelings and attitude, positive relationships at school, self-optimisation and a high level of satisfaction with learning experience. (p.30)*

The Australian report concludes that international research shows that student wellbeing has a direct impact on student learning, and states that:

*The enhancement of student wellbeing is emerging as an important approach to the development of student's social, emotional and academic competence and a significant contribution to the ongoing battle to prevent youth depression, suicide, self harm, anti-social behaviour (including bullying and violence) and substance abuse. (p.5)*

Schools are well placed to improve the wellbeing and, in turn, mental health of young people. One way is through the guidance and counselling they provide to students. Overall student wellbeing has an impact on mental health and student learning.

## Child wellbeing in New Zealand

There are several New Zealand and international papers that report on child wellbeing in New Zealand and make international comparisons. These papers are discussed more fully in ERO's phase one report, *Guidance and Counselling in Schools: Survey Findings (July 2013)*<sup>9</sup>. Some of the findings in these papers include:

- youth suicide rates in New Zealand are the highest in the OECD<sup>10</sup> and the leading cause of death among young people, as well as being an indicator of mental health in the youth population<sup>11</sup>
- young people from the most deprived areas are 1.5 times more likely to be hospitalised because of intentional self harm<sup>12</sup>
- loneliness can contribute to poor outcomes such as stress, anxiety or depression; in New Zealand it is most prevalent in 15-24 year old females<sup>13</sup>
- while most young people in New Zealand have good mental health and wellbeing, suicide behaviours and deliberate self harm were not uncommon.<sup>14</sup> Groups who were at

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<sup>7</sup> See [www.ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators-for-ERO-Reviews/Wellbeing-Indicators-for-Schools](http://www.ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators-for-ERO-Reviews/Wellbeing-Indicators-for-Schools)

<sup>8</sup> Noble, T. & Wyatt, T. (2008) *Scoping study into approaches to student wellbeing. Final Report*. Canberra. Department of Education, Employment and Workplace Relations.

<sup>9</sup> Education Review Office (2013) *Guidance and Counselling in Schools: Survey Findings* Wellington: Education Review Office

<sup>10</sup> Organisation for Economic Cooperation and Development (2009) *Doing Better For Children*. OECD.

<sup>11</sup> Ministry of Social Development (2008) *Children and Young People: Indicators of Wellbeing in New Zealand*. Wellington: Ministry of Social Development, p 59.

<sup>12</sup> Ministry of Social Development (2008) *Children and Young People: Indicators of Wellbeing in New Zealand*. Wellington: Ministry of Social Development.

<sup>13</sup> Ministry of Social Development (2010) *The Social Report 2010*. Wellington: Ministry of Social Development.

greater risk included young people from low socio-economic communities, those who abuse drugs or alcohol, those who are attracted to members of the same sex or both sexes, or those who have depression or mental health disorders.

- in the Youth 12 study students were more likely to report (than in 2001 and 2007) that they liked school and that they felt that adults at their schools cared about them. However, more students reported troubles with parents worrying about having enough money for food, inadequate access to a family doctor, and less participation in part-time employment. Also of concern was the persistence of substantial numbers of students reporting significant depressive symptoms, and trouble with bullying.<sup>15</sup>

Data from these studies show that child wellbeing, in particular youth mental health, is of concern in New Zealand, with risk-taking behaviours, loneliness, bullying, and poor relationships being some of the indicators of mental health problems, self-harm and suicide.

## What is guidance and counselling?

The Ministry of Education does not provide any definitions of guidance and counselling, nor how it differs from pastoral care. Indeed, ERO found that ‘guidance and counselling’ and ‘pastoral care’ were sometimes differentiated within a school, and sometimes not. In some schools, they were seen as the same concept.

Best et al<sup>16</sup> define pastoral care as the structures, systems, relationships, quality of teaching, monitoring arrangements, extra-curricular activities, and ethos within a school. They say pastoral care includes guiding, counselling, meeting parents, disciplining, and negotiating; that it is seen in the caring quality of relationships between people. Guidance and counselling is seen as a specific set of activities in which teachers engage with students as part of wider pastoral care.

Manitoba Education, Citizenship and Youth suggests a ‘circle of care’ approach that places the student at the centre surrounded by layers of care – of which a guidance and counselling team is only one layer. Figure 1 shows this idea, adapted for New Zealand schools.

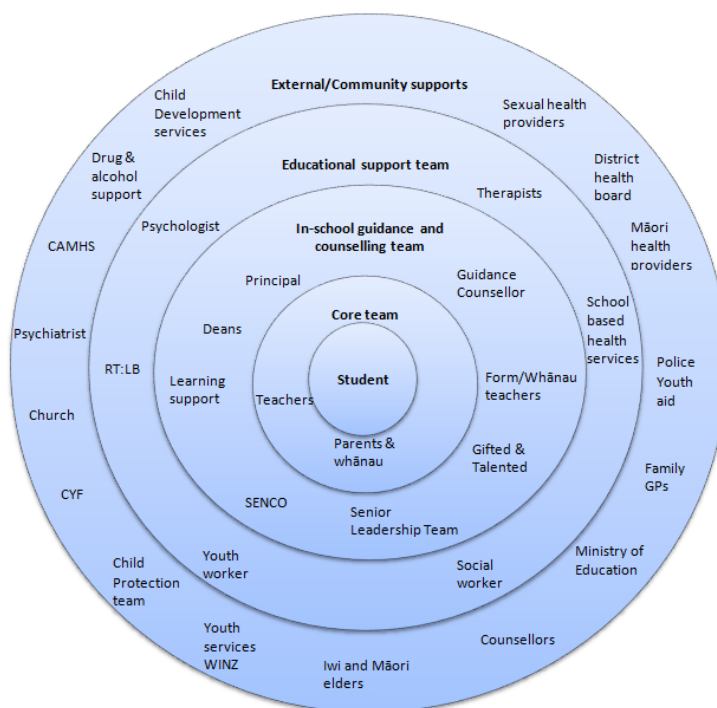
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<sup>14</sup> Fortune, S. et al. (2010) *Youth’07: The Health and Wellbeing of Secondary School Students in New Zealand. Suicide Behaviours and Mental Health in 2001 and 2007*. Auckland: The University of Auckland.

<sup>15</sup> Clark, T. et al. (2013). *Youth’12 Overview: The Health and Wellbeing of New Zealand Secondary School Students in 2012*. Auckland: The University of Auckland, p. 3.

<sup>16</sup> Best, R. (2000) Concepts in pastoral care and PSE. Best, R., Lang, P., Lodge, C. & Watkins, C. (Eds) *Pastoral Care and Personal-Social Education. Entitlement and Provision*. London: Continuum: pp3-18.

**Figure 1: Circle of care<sup>17</sup>**



Manitoba Education states that:

*Guidance and counselling are a shared responsibility of all staff. A team approach should be employed, wherein all staff members have specified roles of play. School counsellors play a key role in planning and implementing programs and services.*<sup>18</sup>

## Guidance and counselling in New Zealand schools

The school guidance and counselling system plays a part in how schools fulfil certain legal requirements, including:

- Section 77 of the Education Act 1989 which requires that the principal ensures students *get good guidance and counselling*
- Section 17A of the Education Act 1989 that requires the principal to take reasonable steps to ensure that a student who is stood-down or suspended has guidance and counselling
- National Education Goal 2 that requires boards remove barriers to achievement
- National Administration Guideline 5 that requires boards to provide a safe physical and emotional environment for students.

Schools are also guided by the achievement objectives of the Health and Physical Education Curriculum and the key competencies in *The New Zealand Curriculum*, in particular, managing self, relating to others, and participating and contributing.<sup>19</sup>

<sup>17</sup> Adapted from 'Circle of Care' in Manitoba Education, Citizenship and Youth (2007) *Manitoba Sourcebook for School Guidance and Counselling Service. A Comprehensive and Developmental Approach*. Manitoba: Author, p 47.

<sup>18</sup> Manitoba Education, Citizenship and Youth (2007) *Manitoba Sourcebook for School Guidance and Counselling Service. A Comprehensive and Developmental Approach*. Manitoba: Author: p xiii.

Guidance and counselling in secondary schools was formally established and funded by the state in the 1960s. In 2001, a Guidance Staffing FTTE (full-time teaching equivalent) component was added to eligible schools' total staffing resource. This component is roll-based but not weighted for decile. The way the formula is calculated is based on two scenarios. Schools that have equal to or less than 200 Year 9 to 13 students receive less than the full entitlement, while schools that have greater than 200 Year 9 to 13 students receive the full entitlement. Approximately 853.6 FTTEs were provided to schools under this component in 2012, totalling over \$57 million. A school or wharekura can decide how they use this staffing resource and do not necessarily need to provide a qualified guidance counsellor. In this evaluation, six of the 40 schools/wharekura did not have a guidance counsellor.

The Ministry of Education does not provide national guidelines or standards to schools about the provision of guidance and counselling.<sup>20</sup> The New Zealand Post Primary Teachers' Association (PPTA) includes information about guidance counselling on its website, and provides guidelines to principals, boards, teachers and guidance counsellors.<sup>21</sup> The New Zealand Association of Counsellors (NZAC) provides a code of ethics and (in conjunction with the PPTA) a school guidance counsellor appointment kit.<sup>22</sup>

In 2001, the Mental Health Foundation of New Zealand produced a set of *Guidelines for Mentally Healthy Schools*.<sup>23</sup> The guidelines include criteria for the implementation of mental health promotion initiatives in secondary schools that focus on:

- student and staff empowerment
- cooperation, participation and collaboration
- the dynamic influence of school climate and ethos on mental and emotional wellbeing
- the acknowledgement of schools as appropriate and valuable settings for mental health promotion.

In 2004, the PPTA surveyed guidance counsellors.<sup>24</sup> The survey found that most guidance counsellors were registered teachers with additional counselling qualifications. Most of these counsellors also had teaching responsibilities. The survey report concluded that guidance counsellors often felt isolated from their colleagues, and that their role was not fully understood by their schools.<sup>25</sup> Recent research about guidance and counselling in New Zealand schools supports these ideas of isolation and a lack of understanding of the role.<sup>26</sup>

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<sup>19</sup> Ministry of Education (2007) *The New Zealand Curriculum for English-medium teaching and learning in years 1-13*. Wellington: Learning Media Limited.

<sup>20</sup> Payne, W. & Lang, S. (2009) National survey of school guidance counsellors and their professional supervision. *New Zealand Journal of Counselling*: 44-60: p58. And also Agee, M. & Dickinson, P. (2008) It's not an "either/or": pastoral care and academic achievement in secondary schools. Rubie-Davies, C. & Rawlison, C. (Eds) *Challenging Thinking about Teaching and Learning*. Nova Science Publishers. New York: 357-370: p360.

<sup>21</sup> See [www.ppta.org.nz/index.php/communities/guidance](http://www.ppta.org.nz/index.php/communities/guidance)

<sup>22</sup> See [www.nzac.org.nz/home.cfm](http://www.nzac.org.nz/home.cfm)

<sup>23</sup> See [www.mentalhealth.org.nz/resourcefinder/index.php?c=listings&m=results&topic=47](http://www.mentalhealth.org.nz/resourcefinder/index.php?c=listings&m=results&topic=47)

<sup>24</sup> A similar survey was undertaken in early 2013, but no findings have been released.

<sup>25</sup> The survey report and the Code of Ethics are available at [www.ppta.org.nz/index.php/communities/guidance](http://www.ppta.org.nz/index.php/communities/guidance)

<sup>26</sup> See Payne M. & Lang S. (2009) "National survey of school guidance counsellors and their professional supervision" *New Zealand Journal of Counselling*, Vol 29, No.2: pp44-60. And Agee, M. & Dickinson, P. (2008)

## ERO's phase one findings

The first phase of ERO's evaluation included three online surveys of school leaders, guidance counsellors and students, undertaken in Term 1, 2013. ERO asked respondents questions about what makes guidance and counselling in schools work well. School leaders, guidance counsellors and students all agreed that having the right people in guidance and counselling roles is what makes guidance and counselling in schools effective. For school leaders and guidance counsellors this meant staff having appropriate professional knowledge. For students this meant the people responsible for guidance and counselling should be supportive and understanding, ensure confidentiality, be good listeners, and be non-judgemental. This focus on confidentiality and trust, along with accessibility, was reflected in guidance counsellors' comments and in school leaders' comments about knowing students and the community.

School leaders considered a school culture that valued a collegial approach to student wellbeing also underpinned effective guidance and counselling. For guidance counsellors this was reflected in supportive relationships with school leaders and teaching staff. For students, it was important that the people responsible for guidance and counselling found a solution and took action.

ERO's surveys identified challenges to providing good guidance and counselling including:

- the increasing and diverse workload in guidance and counselling
- increasingly complex mental health needs of students and the wider community, particularly in low income communities
- not being able to be as proactive as school leaders and guidance counsellors would like due to increased reactive counselling and crisis management
- poor and limited access to, and response from, external agencies and support services
- the stigma attached to mental health that inhibited young people from seeking appropriate help.

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It's not an "either/or": pastoral care and academic achievement in secondary schools. Rubie-Davies, C. & Rawlison, C. (Eds) *Challenging Thinking about Teaching and Learning*. Nova Science Publishers. New York: 357-370: p358.

## Findings

The findings from the 49 school and wharekura visits and the student survey are presented in six sections. The first section identifies the student problems faced by schools. ERO's findings on how well schools in the sample were providing guidance and counselling for students are presented next. This is followed by a section on how schools are working with external agencies. Comments from the ERO review teams are included in italics. Finally, the results of the student survey, including a comparison with phase one findings, are presented.

The methodology for this evaluation is included in Appendix 1. The evaluation framework, including questions and indicators are included in Appendix 2. Appendix 3 includes information about the schools and wharekura in the sample. Appendix 4 includes student survey findings.

### 1. What student problems are schools dealing with?

ERO found that the schools and wharekura were providing guidance and counselling for students who presented with many different problems. These problems were apparent in all types, deciles and locations of schools. Guidance and counselling staff were asked about the major problems facing their school in terms of student wellbeing. The main problems students faced included those arising from household poverty, poor mental health, family dysfunction, bullying, relationships, and drugs and alcohol.

Table 1 shows the types of problems identified by staff at schools. This list is by no means exhaustive and many of the lesser identified problems (for example sexual health, gaming or computer addiction) are most likely present in many of the other schools in the sample where this was not explicitly mentioned to ERO.

**Table 1: Problems schools address through guidance and counselling**

Problem identified by school	Percentage of schools identifying these problems
Household poverty related, including poor housing, parent/s working long hours, transience caused by poverty, condoned absenteeism due to family responsibilities (such as caring for younger siblings), students working inappropriate jobs/long hours	78%
Poor mental health, including anger, anxiety, body image, eating disorders, depression, self harm, stress, psychosis, ideas about suicide	61%
Family dysfunction, including family breakdown, domestic violence, intergenerational problems, transience caused by family breakdown, condoned absenteeism	57%
Bullying, including social media and cyber bullying	55%
Relationships	47%
Drugs and alcohol	45%
Violence, crime and gang related	35%
Sexual health, including pregnancy	27%
Death and grief	27%

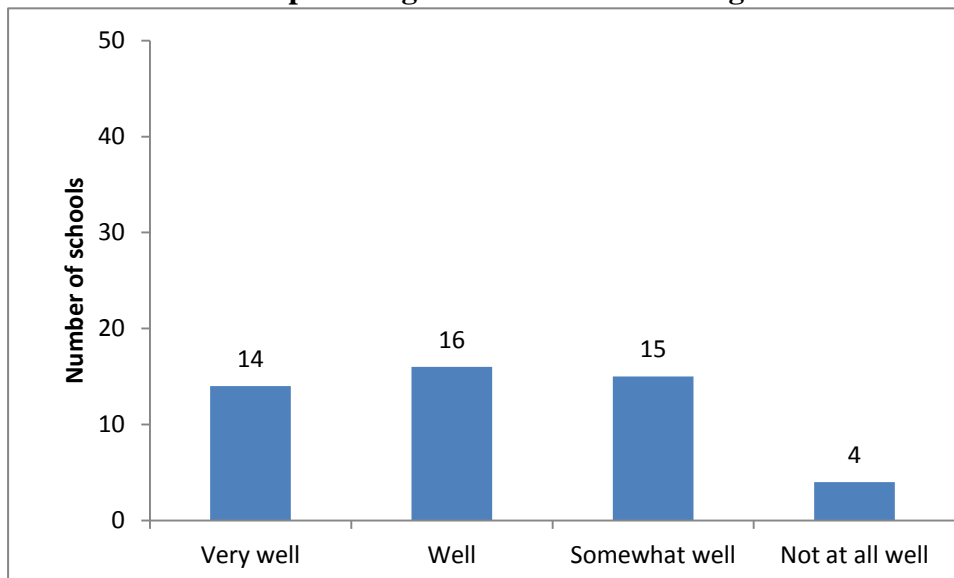
Physical health problems	20%
Gaming and computer addiction	12%
Sexuality	8%

## 2. How well do schools provide guidance and counselling?

ERO evaluated how well each school in this sample provided guidance and counselling to students. Just under two-thirds of schools were doing this well, while just over one-third needed to improve their guidance and counselling provision.

As shown in Figure 2, ERO found that in 30 of 49 schools/wharekura, the guidance and counselling provision was serving students well, with 14 of these schools/wharekura doing this very well. In the remaining 19 schools/wharekura, the provision of guidance and counselling did not serve students well. In four of these schools/wharekura, ERO was concerned about the lack of guidance and counselling support for students.

**Figure 2: How well schools provide guidance and counselling to students**



ERO tested these judgements to see if certain school characteristics made any difference to how well schools provided guidance and counselling. ERO found that:

- school type, roll size, decile group, and the number of guidance counsellors in a school made no statistically significant difference to the overall judgement
- as roll size increased so too did the likelihood of a school being rated ‘very well’. However, this finding was not quite statistically significant.<sup>27</sup>
- schools in major and secondary urban areas were more likely to be rated ‘very well’ than schools in minor urban and rural areas. The implications of this finding are discussed later in the report.

<sup>27</sup> Differences in ratings between the types of schools were checked for statistical significance using a Kruskal-Wallis H test, as were the differences between roll size, decile group, the number of guidance counsellors and location. The level of statistical significance for all statistical tests in this report was  $p < 0.05$ .



In the phase one survey findings, guidance counsellors considered their position was well managed and appraised. However, in many of the 49 schools and wharekura visited by ERO this was identified as an area of concern. Often guidance counsellors were appraised by someone with little understanding of their role, or only against the Registered Teachers Criteria. School leaders rarely appraised deans for their guidance and counselling role.

### 3. What does good guidance and counselling provision look like?

ERO found that the provision of guidance and counselling in 14 schools was serving students very well. This section looks at the context of these schools, the approach they took to guidance and counselling, the implementation of their approach, and their review of its effectiveness. Table 2 includes contextual information about the 14 schools in this group.

**Table 2: Contextual information for schools doing very well**

School type	mostly Year 9 to 13 secondary schools, however the two wharekura were Year 1 to 15 composites
Decile	spread from low to high deciles, with most being medium decile (4-7)
Location	across New Zealand, with almost all in major urban areas
Roll size	over half with large or very large rolls, but also including schools with small and medium-sized rolls <sup>28</sup>
Roll aspects	nine had substantial Māori rolls, and two had substantial Pacific rolls <sup>29</sup>
Funding	almost all received the maximum 2.3 Guidance FTTE <sup>30</sup> Staffing Entitlement; the two wharekura received 1 FTTE or less
Guidance counsellors	most had one or two guidance counsellors, but two very large-sized schools had three guidance counsellors, and one large-sized school had four; the two wharekura did not have a guidance counsellor
Programmes <sup>31</sup>	none had school-based health services, <sup>32</sup> MASSiS, <sup>33</sup> SWiS <sup>34</sup> or Ministry of Social Development (MSD) Youth Workers <sup>35</sup>

### Approach

The approach to guidance and counselling in these schools was based on a strong ethos of care, a commitment to the holistic wellbeing of students, and an understanding that student wellbeing is critical to learning and achievement. Leadership was strong and proactive. A shared understanding of guidance and counselling was strongly evident and there were close connections between each school's strategic vision and goals and their actual practice. The values or kaupapa guiding each school were clear, well articulated, practised and visible in the school.

<sup>28</sup> See Appendix Three for more information about decile groups and roll sizes.

<sup>29</sup> The two wharekura had 100 percent Māori rolls and at the other seven schools, the Māori roll ranged from 20 percent to 75 percent. Two schools had Pacific rolls of 39 percent and 50 percent.

<sup>30</sup> FTTE: Fulltime Teaching Equivalent.

<sup>31</sup> As identified from Ministry of Education-provided data.

<sup>32</sup> See [www.familiescommission.org.nz/news/2013/new-school-based-health-services](http://www.familiescommission.org.nz/news/2013/new-school-based-health-services)

<sup>33</sup> Multi-Agency Support Services in Secondary Schools – see [www.msd.govt.nz/about-msd-and-our-work/newsroom/factsheets/budget/2007/multi-agency-support-services-in-secondary-schools-massis.html](http://www.msd.govt.nz/about-msd-and-our-work/newsroom/factsheets/budget/2007/multi-agency-support-services-in-secondary-schools-massis.html)

<sup>34</sup> Social Workers in Schools – see [www.cyf.govt.nz/working-with-others/swis-services/](http://www.cyf.govt.nz/working-with-others/swis-services/)

<sup>35</sup> See [www.msd.govt.nz/about-msd-and-our-work/publications-resources/service-guidelines/youth-workers-schools.html](http://www.msd.govt.nz/about-msd-and-our-work/publications-resources/service-guidelines/youth-workers-schools.html)



The following comments provide examples of how school leaders' expectations, and the development of a shared approach to guidance and counselling were crucial to student wellbeing.

*The wharekura whakataukī and mātāpono set clear expectations and protocols for student wellbeing, care and learning. The model focuses on a whole wharekura approach where the responsibility for the care of all students is a collective and collaborative one. The principal has a critical role in guiding and promoting an inclusive and empowering kaupapa Māori approach. (Wharekura)*

*The underpinning values are those of a traditional boys' school. There is a strong focus on positive behaviour, respect, uniform. What makes this school different is the use of the word 'love' as one of the core values. This is seen to be the caring concern that a parent would have for a child and is the expectation for all staff. This philosophy comes from the top, but there is a very consistent articulation of it across all levels of staff. (Single sex school - boys)*

*The approach is driven by an overarching goal- Heart, Mind, and Body – that was initiated by staff, and well led by the principal. Further goals have been developed from this:*

- *Heart – positive engagement and positive relationships*
- *Mind – raising involvement and lifting achievement*
- *Body – safe environment to help student learning improve. (Co-ed school)*

The approaches taken by this group of schools were similar to ERO's findings in the phase one report. In their survey responses, school leaders and guidance counsellors identified that having a shared understanding about guidance and counselling, and an ethos of care and respect throughout the school, was critical to effective guidance and counselling. Guidance counsellors said that this helped ensure students received the same message about the importance and normality of guidance and counselling.

## Implementation

Most of the schools in this group had guidance and counselling models that used deans, guidance counsellors, form/tutor/whānau teachers and oversight by a member of the senior leadership team (SLT). Other staff involved in guidance and counselling included careers counsellors, learning/academic mentors, SENCOs,<sup>36</sup> RTLBs,<sup>37</sup> attendance officers, school nurses, social workers and youth workers.<sup>38</sup> This inclusion of a wide variety of roles is reflective of the practice promoted in the 'circle of care' concept. The comments highlight the role of deans and form teachers in this model.

*The deans' team supports the pastoral care needs of the girls and is the first point of call for parents with concerns about their daughter. Deans take responsibility for the progress and welfare of girls. Deans say they have moved from a model where the focus is purely discipline to a more holistic support role: "We separate the behaviour from the student." Form teachers have vertical form classes and are responsible for the day-to-day care of students. Form teachers know their students well. They are enthusiastic about their role and have built positive relationships with students who are in their forms for their whole time at school. They are the key people in the pastoral care*

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<sup>36</sup> Special Education Needs Coordinator

<sup>37</sup> Resource Teacher: Learning and Behaviour

<sup>38</sup> In these schools, youth workers were not MSD funded. They were most often funded by church groups.

*of students and are expected to encourage the students to make the best of their time at school. (Single sex school - girls)*

In the two wharekura there was no designated team as such. Rather, all staff were responsible for guidance and counselling and the principal had oversight.

*The principal is adamant that the wharekura will maintain and sustain a whole wharekura whānau approach rather than delegating the responsibility for formal guidance and counselling to one or two individuals. (Wharekura)*

In almost all of these schools, guidance and counselling staff were housed in appropriate spaces that facilitated communication and made it comfortable for students to seek help.<sup>39</sup> In one school:

*All aspects of pastoral support are gathered together in a one-stop-shop all-under-one-roof approach to combine all students' services in one building; and include:*

- *guidance counsellors*
- *social workers*
- *nurses*
- *attendance administration staff*
- *careers staff*
- *year level deans*
- *spaces for visiting external agency specialists.*

*This student services building is centrally located in the heart of the school. It is not linked to the 'official' public front of the school where the main office and SLT offices are attached to the staffroom. (Co-ed school)*

## **Leadership**

Strong leadership was a factor in the success of guidance and counselling in these schools, with strategic and annual-plan goals clearly related to the school's approach/kaupapa and practice. Leaders provided clear guidelines and expectations about roles. Guidance and counselling systems were effective and well aligned with practice. The three comments below show the importance of leadership for guidance and counselling.

*There is a strong culture of all staff members knowing well what their individual roles are in a complex mechanism for providing a very busy service for a wide range of very complex needs. The new head of department has an excellent understanding of what the needs are, how they are meeting them, and how to get the best of many excellent people currently providing these services. (Co-ed school)*

*There is strong involvement by the principal and other senior leaders in pastoral care. The principal articulates a clear philosophy and expectations for pastoral care and expects to be informed and involved. She attends tutor and faculty meetings, and receives appropriate information on individual students from the guidance counsellors on a weekly basis. (Single sex school - boys)*

*Te Whakaruruhau is a special group of kuia and kaumātua who provide valued support on a variety of matters to the wharekura. The care and wellbeing of students, whānau*

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<sup>39</sup> The two wharekura had no strategic resourcing for people, space or time relating to guidance and counselling.

*and staff is a priority for the elders. They are guardians of the wairua (spiritual wellbeing) of the wharekura, and of all those who are a part of the wharekura community. (Wharekura)*

## Programmes

Schools in this group offered a good variety of preventative programmes that focused on the needs of the students at the school. Most provided academic and peer mentoring, transitions and lifeskills programmes, and programmes that were gender or ethnicity specific. Programmes also focused on wider social and mental health problems such as bullying, drugs and alcohol, sexuality, self esteem, and gaming addiction. School-wide programmes involving both staff and students were also in place, such as restorative practices and programmes based on school values. Table 3 includes some examples of preventative programmes offered at this group of schools.

**Table 3: Examples of preventative programmes**

Name of programme	Comment about programme
SMILE	Support for Years 9 and 10 girls transitioning into school, connecting them with Year 11 girls. (Girls' school)
Y's Girls	Targeted programme for a group of Year 10 girls with self esteem and confidence issues – to help them communicate more effectively. (Girls' school)
Folau Alofa	Individual mentoring for Years 9 and 10 Pacific students. (Co-ed school)
Year 9 Mentor Teachers	24 Mentor Teachers provided with mentoring training to work with all Year 9 students. (Co-ed school)
Boys to Men	Year-long focus for all Year 9 boys. Focuses on feelings, friends, orientation, how I think, feel and learn, success, confidence, persistence, organisation, getting along, emotional resilience. (Boys' school)
Wonderful Wahine	Full day at local marae for Years 9 and 10 Māori girls, focusing on nurturing and identifying as Māori. (Co-ed school)
NAGS	Proactive support group valuing and fostering a culture of acceptance of diversity and tolerance of others. (Co-ed school)
Te Paepae Arahi	Focused on developing resilience, friendship and lifeskills for selected Years 9 and 10 girls. (Co-ed school)
Te Whānau o te Kakano	Whānau class for Years 9 to 13 Māori students. Students apply to be in the class. Provides a Māori pathway for students and their whānau, and helps them to draw from their strengths and identity to achieve their academic potential. Embraces tikanga and te reo Māori. (Co-ed school)
Te Aka Tautoko Akonga	Peer support programme for Māori students. (Co-ed school)
Shine and Toolshed	Nurturing programmes for girls (Shine) and boys (Toolshed) that builds resilience in individuals and focuses on valuing self. (Co-ed school)
Undercover Action Teams	Anti-bullying initiative where the guidance counsellor guides a small group of students in a class, where bullying has occurred, through a process to resolve the situation. The group involves the student being bullied and the person bullying (not identified) and five other selected classmates. (Co-ed school)
Lifeskills Coach	The Lifeskills Coach is a Māori staff member who works mainly with Māori and Pacific students as a coach/mentor. He sees his role as “building strong character through opening up the heart and then nurturing it.” He has expectations about behavioural and academic work standards. Students self refer and are also referred. (Co-ed school)

While these schools had appropriate preventative programmes in place, they also had good procedures to respond to critical incidents. They had good practices around seeking external help when new problems presented, such as gaming addiction.

## Referrals

Students at these schools were aware of the guidance and counselling services available to them, and made good use of these services. Self-referral rates by students were high at all of these schools. Staff also felt confident to refer students. The guidance counsellors were seen as competent, confidential and welcoming. In some of these schools, parents and peers also made guidance and counselling referrals. However, while referral systems appeared to be working in these schools, in some, better use of technology, rather than paper-based and runner systems could help to reduce stigma and ensure privacy. The comments below show ways in which referrals worked well at two schools:

*Student awareness of guidance and counselling was helped by:*

- *student involvement in a variety of peer-support programmes linked to the guidance and counselling provision*
- *the guidance counsellor and nurse's involvement in year-level assemblies and in bullying awareness programmes taught as part of the health curriculum*
- *frequent reference in school notices and newsletters to the services provided*
- *the integrated nature of guidance and counselling across the school, and staff readiness to support individual students and to refer as necessary.*  
*(Co-ed school)*

*Documented referral processes are known and used with some flexibility by all members of the team, or as well as possible, when situations are urgent, hectic or confused. A front-of-house receptionist in Students' Services interacts with students regarding attendance and lateness, and directs some students to the key person in the building who might be the best first port of call. Students can and do self refer or other students refer their friends if they see the need. (Co-ed school)*

## Relationships and communication

Among the key aspects of the success of guidance and counselling provision in these schools were positive and trusting relationships and good communication. Guidance and counselling teams met regularly and were focused on outcomes for students. Smaller teams within the wider guidance and counselling team in the school met regularly. Communication was good between these different teams. Staff involved in guidance and counselling knew who was responsible for what, and staff shared information about students appropriately.

Students knew what to expect around confidentiality and privacy, and what the guidelines were for sharing information with parents and whānau, and with external agencies. Guidance and counselling staff were accessible to parents, and parents were well informed about the school's approach to guidance and counselling.

While the two wharekura in this group did not have the same roles and structures in place as the other schools, they also worked hard to make sure relationships and communication were effective.

*The size and uniqueness of the wharekura allow for close connections and support systems to develop and strengthen. The kaumātua and kuia help to keep staff safe, grounded and confident in the approach and framework. (Wharekura)*

## Professional practice: findings for the schools doing very well

- Guidance counsellors usually received one management unit<sup>40</sup> and had, for the most part, no classroom teaching responsibilities.
- Deans generally received one or two management units and about four hours of non-classroom contact time per week for guidance and counselling/pastoral care.
- Most guidance counsellors accessed regular and school-funded professional learning and development (PLD), with two schools saying that geographic isolation limited their PLD opportunities.
- Other staff involved in guidance and counselling accessed externally-provided PLD, but very few guidance counsellors provided PLD for staff at their school.
- Some guidance counsellors used interns<sup>41</sup> to ease their workload and to provide counsellors of a different gender or ethnicity from themselves. Other schools in this group said that interns were too much of a time commitment.
- Almost all guidance counsellors had a counselling qualification and most also had a teaching qualification. Others had relevant qualifications, such as social work or psychiatry.
- All guidance counsellors received regular professional supervision from an external supervisor paid for by the school.
- Most guidance counsellors had a job description and were appraised for their guidance and counselling roles.
- Deans and form teachers in some schools had guidance and counselling responsibilities noted in their job description, but only the deans had any appraisal related to these aspects of their role.
- All guidance counsellors followed an appropriate code of ethics. In most cases, this was the NZAC code of ethics.<sup>42</sup> Staff at the two wharekura also had an appropriate understanding of ethics and confidentiality.

## Challenges to implementation

ERO identified some challenges in the 14 schools that were serving students very well. The main challenges were workload tensions created by an increased demand for counselling time. Guidance counsellors in particular found this affected their involvement in extra-curricular activities, which they saw as developing their profile in the school and their relationships with students.

Some guidance counsellors were also spending more time reacting to critical incidents rather than developing proactive and preventative programmes to meet student needs and continuing to work with students they were already seeing. These findings are reflective of ERO's phase one findings in the report published in July 2013.

<sup>40</sup> See

[www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/ResourcingHandbook/Chapter2/SalaryUnitsSeniorMiddleManagementAllowances.aspx](http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/ResourcingHandbook/Chapter2/SalaryUnitsSeniorMiddleManagementAllowances.aspx)

<sup>41</sup> As part of their qualification, prospective counsellors are usually required to undertake a practicum/internship with a suitable community-based counselling service, school or mental health service.

<sup>42</sup> New Zealand Association of Counsellors. See [www.nzac.org.nz/code\\_of\\_ethics.cfm](http://www.nzac.org.nz/code_of_ethics.cfm)

## Self review

Most of the 14 schools in this group were undertaking self review about the effectiveness of their guidance and counselling. Self review included school-wide surveys of the students, staff and parents and whānau, reviews of pastoral care goals, and student feedback specifically about their recent experience of guidance and counselling. The results of surveys were shared at board meetings. All the schools also made decisions about their guidance and counselling based on informal or anecdotal information, and other statistical information they felt was reflective of the effectiveness of guidance and counselling. This information included:

- a reduction in stand-downs and suspensions
- an increase in student engagement, particularly for Māori and Pacific students
- improved attendance and retention
- a reduction in significant incidents
- improved student achievement and progress
- increased self and peer referral.

Boards received reports about guidance and counselling and, in some cases, the nature of the reporting was very comprehensive. In most of these schools, the board members engaged with the data and acknowledged a positive influence of guidance and counselling on student achievement. The comments below highlight how self review was undertaken in three of the 14 schools in this group.

*The guidance counselling department reports to the board annually. The report includes comment on developments, roles, supervision, and PLD; a statistical summary; and makes recommendations. The statistical summary includes the number of student contacts to the guidance counsellor and interns by year level, gender, ethnicity and types of issues. A commentary includes consideration of patterns and trends and the apparent impact of programmes introduced. The board also receives regular presentations on specific initiatives such as PB4L,<sup>43</sup> and academic counselling. These reports help the board and SLT to consider trends and patterns in student use of the guidance counsellors and inform their decision-making. (Co-ed school)*

*The strategic and annual plans contain specific objectives related to pastoral care for deans, senior leaders and teachers. The school uses a variety of approaches to review the effectiveness of its pastoral support for students:*

- *deans conduct bullying surveys within year groups and take action based on these*
- *surveys at the end of each year of the mentors and mentees (Māori and Pacific mentoring programme)*
- *regular review against the pastoral goals in the strategic and action plan is carried out by a special committee for each goal, and feedback on goals is provided to each faculty*
- *intermittent parent surveys are analysed and reported*
- *an end of year deans' self-review meeting results in an area of focus for the next year. (Single sex school - boys)*

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<sup>43</sup> Positive Behaviour for Learning – see <http://pb4l.tki.org.nz>



*Weekly meetings occur across a variety of pastoral care/guidance and counselling levels. These have a strong focus on individual students. The accumulation of this information provides data for aspects of review that happen at weekly meetings and in reports to senior leaders and the board. The guidance counsellor provides review information to the director of student support who collates this and other review material from other pastorally-related departments to report to the board. Student surveys form part of the school's review process. The reports to the board are comprehensive and comment on progress, strengths and concerns. These are solidly based on self review and the gathering of data over time so that trends and patterns are clearly evident. (Co-ed school)*

## 4. What did the other schools need to improve?

This section looks at ERO's findings about the provision of guidance and counselling in the remaining 35 schools - the 16 schools where the provision of guidance and counselling was serving students well, the 15 schools where guidance and counselling provision was not serving students well, and the four schools where significant improvement was needed.

### What needed to improve in the schools that were providing well for students?

ERO found that guidance and counselling was well provided in 16 schools. Table 4 provides contextual information about this group of schools.

**Table 4: Contextual information for schools doing well**

School type	mostly Year 9 to 13 secondary schools, included one wharekura, three single sex schools (two girls', one boys'), and four state-integrated schools
Decile	spread from low to high, they were mostly medium decile (4-7)
Location	across New Zealand, mostly in major urban areas
Roll size	mostly small or medium rolls, but also large and very large rolls
Roll aspects	ten schools had substantial Māori rolls, three had reasonably high Pacific rolls, and about one-third of the schools were dealing with high transience among students <sup>44</sup>
Funding	almost all received the maximum 2.3 Guidance FTTE Staffing Entitlement; two composite schools received 1.5 FTTE or less
Guidance counsellors	about two-thirds of the schools had one guidance counsellor, with two counsellors in about one-third of schools
Programmes	five schools had school-based health services (all in upper North Island); and none had MASSiS, SWiS, or MSD Youth Workers in the school

### Approach and implementation

The approach to, and implementation of, guidance and counselling in schools that were serving students well was very similar to that of the schools that provided very well for students. There was no one reason why these schools were not serving students as well, but across the schools a variety of improvements were needed.<sup>45</sup>

<sup>44</sup> The wharekura in this group had a 100 percent Māori roll. Nine schools had Māori rolls ranging from 20 percent to 51 percent. Pacific students made up 15 percent of the roll at three schools.

<sup>45</sup> Note, not all improvements were needed in each school.

## *Strategic recognition*

In many of these schools, the underpinning philosophy informing guidance and counselling needed to be clearly reflected in strategic and annual planning; and links needed to be made with PLD, job descriptions and appraisal.

Some schools needed to review their strategic resourcing of guidance and counselling, as their guidance and counselling staff were dealing with high caseload levels. This was particularly apparent in schools with large or very large rolls and with only one guidance counsellor.<sup>46</sup>

## *Professional practice*

ERO identified that some schools in this group needed to:

- consider the qualifications and knowledge of their guidance counsellors. At a few schools the guidance counsellors were not trained and, in one case, the person responsible for guidance and counselling was paid as a teacher aide
- review policies and procedures relating to guidance and counselling to ensure they are up to date and reflect current practice
- review the relevance of preventative programmes and how well they reflect the student population, in particular for Māori and Pacific students
- ensure guidance counsellors' workloads allow them to attend school-funded PLD
- provide appropriate PLD for guidance and counselling staff (other than the guidance counsellors) relating to their role (an issue in half these schools)
- review job descriptions to ensure reference to guidance and counselling where appropriate, and ensure relevant staff are aware of their job description
- implement relevant and robust appraisal of guidance counsellors that is not based solely on the Registered Teacher Criteria.<sup>47</sup>

## *Relationships and communications*

Some schools in this group needed to strengthen relationships and communications with parents. ERO found that:

- a few schools only 'brought in' parents when students were having difficulties
- some schools were struggling to connect with Māori whānau and Pacific families
- some schools acknowledged it was hard to build deeper relationships with some parents, particularly those working shifts or who had multiple jobs.

## **Self review**

Many of the schools in this group relied on anecdotal information to determine the effectiveness of their guidance and counselling provision. Six of these schools undertook no self review at all. In other schools, self review was limited and often lacked rigour, with few formal ways to take account of student perspectives. To improve their self review, these schools needed to:

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<sup>46</sup> In this group of schools (apart from the wharekura) the dean and form/whānau teacher structures were similar to that which occurred in the schools doing very well.

<sup>47</sup> See [www.teacherscouncil.govt.nz/rtc](http://www.teacherscouncil.govt.nz/rtc)



- undertake student surveys that relate to the effectiveness of guidance and counselling, rather than focusing only on bullying and student safety
- use information about guidance and counselling provision to inform strategic decisions
- gather specific information from students, parents and teachers about the effectiveness of guidance and counselling provision, rather than only relying on indicators that guidance and counselling is working, such as:
  - the school philosophy supports student wellbeing
  - attendance and retention rates have improved
  - student achievement has improved
  - stand-downs and suspensions have lowered
  - the tone of the school has improved
  - the school is the one of choice in the community.

### ERO's concerns about these schools

In many of these 16 schools, ERO found increasing numbers of students were seeking help and the severity of their needs was also increasing. ERO questioned the capacity of guidance and counselling staff to effectively manage an increasing workload, and the capability of some staff, such as deans and form teachers, to address these problems with little or no PLD opportunities.

Many of these schools, while providing responsive guidance and counselling for most students, were struggling to be culturally responsive to their Māori and Pacific students. This is of concern as the majority of schools in this group had high Māori and/or Pacific rolls.

### What needed to improve in the schools that were not providing adequate guidance and counselling for students?

ERO found that guidance and counselling provision needed considerable improvement in 19 of the 49 schools. This section outlines the significant improvements needed in these schools. They were judged as doing 'somewhat well' or 'not at all well'. Table 5 provides contextual information for these two groups of schools.

**Table 5: Contextual information for schools doing somewhat well or not at all well**

	'Somewhat well'	'Not at all well'
School type	most were Year 9 to 13 secondary schools, and included two state-integrated schools, five single sex schools (one girls'/four boys') and one wharekura.	two were Year 9 to 13 secondary schools, two were Year 1 to 13 schools; and two of the four schools were state integrated, one was a state school and one was a wharekura
Decile	spread across decile groupings	all decile 1-4
Location	spread across New Zealand, located mostly in major urban areas, however four of these schools were geographically isolated	all located in the upper North Island; three in minor urban areas, and one in a major urban area
Roll size	most had medium to large rolls, but also a few with small rolls	all had small rolls

Roll aspects	seven schools had a substantial Māori roll, and three had high numbers of Pacific students <sup>48</sup>	all of the schools had either a substantial Māori or Pacific roll <sup>49</sup>
Funding	almost all received the maximum 2.3 Guidance FTTE Staffing Entitlement; one composite school received less than 1 FTTE	two received the maximum 2.3 Guidance FTTE Staffing Entitlement; and the two composite schools received 1.1 FTTE or less
Guidance counsellors	most had one guidance counsellor	two of these schools had a guidance counsellor, and they had only recently been appointed at the time of ERO's visit
Programmes	almost half had school-based health services in the school, but most did not have a SWiS and none had an MSD Youth Worker	one of these schools (based in a major urban area) had school-based health services and MASSiS
Other factors	three-quarters of these schools stated there were serious socio-economic problems in their communities	two of the schools noted that they had serious problems relating to poverty and family dysfunction in the community

## Approach and Implementation

Many of the schools in these two groups provided a guidance and counselling system based on a guidance counsellor, deans and form teachers. However, in each school various issues were evident that meant that guidance and counselling was not effectively provided.

The 15 schools providing guidance and counselling 'somewhat well' for students needed to improve in one or more of the following areas.

- Develop an integrated approach to guidance and counselling, rather than seeing guidance and counselling provision as a series of actions, with staff working in isolation.
- Develop a shared understanding of what guidance and counselling means, rather than relying solely on an underpinning philosophy relating to their special character as a panacea for student wellbeing.
- Give priority to guidance and counselling. In about half of these schools, there was poor strategic resourcing additional to the Guidance Staffing Entitlement (non-classroom contact time and management units) for guidance and counselling.
- Review the workload of guidance counsellors. In one-third of these schools, guidance counsellors had a classroom teaching role or other responsibilities such as careers, international students, supervising beginning teachers, or managing health centres within the school, which ERO evidenced as impacting on their capacity to work effectively as a guidance counsellor.

<sup>48</sup> The wharekura in this group of schools had 100 percent Māori on their roll. The other six schools had a Māori roll of between 20 and 69 percent. Three schools had a Pacific roll ranging from 50 to 81 percent.

<sup>49</sup> The wharekura in this group of schools had 100 percent Māori in their roll. Two schools had Māori rolls of 53 and 66 percent. The remaining school had a Pacific roll of 92 percent.

- Put in place strategies to reduce the perceived stigma surrounding guidance and counselling that some guidance counsellors considered was lowering student self-referrals.
- Reduce other barriers to students' self-referring, such as guidance counsellors' lack of visibility in the school, lack of promotion of guidance counselling services, and the screening of who gets access to counselling by teachers and support staff.
- Review the provision of preventative programmes to reflect the needs of students, especially particular groups of students, for example, Māori, Pacific, boys, girls, GLBT.<sup>50</sup>
- Review guidance and counselling policies and procedures so they are up to date, reflect practice and/or current legislation,<sup>51</sup> and do not potentially put students at risk.
- Develop protocols to guide practice, in particular the confidentiality of student information.
- Improve professional practice by providing appropriate PLD for deans and guidance counsellors, encouraging guidance counsellors to become qualified, ensuring professional supervision, reviewing job descriptions, and undertaking robust appraisal of deans and guidance counsellors regarding their guidance role.
- Develop effective relationships with students, so they are not reluctant to seek help.
- Develop effective partnerships with Māori parents, so Māori whānau are not only 'brought into school' when their children are in trouble.
- Move from a reactive/punitive model to a preventative/pastoral model, and resolve, particularly in the boys' schools, the conflict between discipline and guidance and counselling roles for staff, as shown in the comment below about a single sex school (boys).

*Academic achievement is seen as important and the focus is on getting students to achieve. Student wellbeing is seen as something to respond to when things go wrong. Staff have a limited role to play in the nurturing, care and wellbeing of students. Discipline and behaviour issues far outweigh the more pressing issues teenagers face growing up.*

Improvements were needed to develop effective structures and make better use of staffing in the four schools where ERO identified significant concerns about their lack of guidance and counselling provision. ERO found:

- two schools with part-time guidance counsellors (0.4 and 0.6 FTTEs) who were both new and struggling with a lack of policies, procedures and clear lines of communication
- a lack of time allowances for other guidance and counselling staff to work effectively in their roles
- people not employed by the school working in two state-integrated schools with no memorandum of understanding, which meant the school had little control over how and with whom these people worked
- school leaders unable to fund extra time for guidance and counselling staff, even when receiving the maximum 2.3 FTTE Guidance Staffing Entitlement.

<sup>50</sup> GLBT: Students who identify as gay, lesbian, bisexual or transgender.

<sup>51</sup> Including, but not limited to: Education Act 1989, in particular Section 77, Section 17A, and Section 60B (refers to health curriculum) and National Administration Guideline 5; and appropriate provisions of the Children, Young Persons and Their Families Act 1989.

These four schools needed to provide staff with orientation to their guidance and counselling role or the role of guidance and counselling in the school, including providing PLD, developing job descriptions, and undertaking appraisal that related to their guidance and counselling roles. Specific policies and procedures needed to be developed to guide staff in their work and help them to improve practices. Improvement included ensuring protocols for referrals and confidentiality were understood, and information about students shared appropriately, particularly when students were at risk.

ERO identified issues in these four schools related to the provision of preventative programmes that targeted known student problems and were based on effective strategies. ERO found that:

- in one school there were no preventative programmes
- in another school hauora was taught poorly and reluctantly as part of the health curriculum
- one school had a programme provided by an external agency operating in the school, but knew little of its impact
- in the remaining school, the most effective strategies were embedded in academy programmes, but these were limited to a certain population of the school and were not operating at the time of ERO's visit.

These four schools also needed to:

- improve communication from school leaders to staff, students, and parents and whānau about guidance and counselling provision
- improve relationships and communication, such as providing clear guidelines about meetings, in particular, meetings that involved discussions about students' problems
- report to the board and seek more board involvement in strategic guidance and counselling decisions.

## Self review

Self review was not a feature of the schools in this group. Only five of the 19 schools where guidance and counselling provision was judged 'somewhat well' or 'not at all well' had undertaken any self review about the effectiveness of their provision. To improve their self review, these schools needed to:

- decrease their reliance on perceived indicators that guidance and counselling was working well. These schools relied solely on
  - the school being one of choice in the community
  - improved attendance, stand-downs and suspension
  - engagement in co-curricular activities
  - improved external achievement results.
- reconsider their views that the school's special character was enough to ensure guidance and counselling provision was effective, as was the case with leaders in three of the schools in the 'not at all well' group
- seek the views of students and parents and whānau about guidance and counselling provision
- improve their reporting to the board about guidance and counselling provision and clearly note any actions resulting from this reporting.

## **ERO's concerns about these schools**

ERO's main concerns about schools in these two groups were:

- the workloads placed on guidance and counselling staff
- the lack of resources dedicated to guidance and counselling provision
- the lack of support from external agencies.

Also apparent was a lack of shared understanding between guidance counsellors and their senior leadership team in some of the schools where provision was rated 'somewhat well'. Poor curriculum practices, limited preventative programmes, and a lack of formal counselling were evident in two of the schools where provision was the poorest. In one school, the level and severity of needs among students was so great, that ERO considered the school did not have the capacity and capability to meet these needs.

Sixteen of the 19 schools in these two groups received the maximum 2.3 FTTE Guidance Staffing Entitlement, yet in many of the schools there was a lack of resources dedicated to guidance and counselling; be that staffing, non-classroom contact time, support for good quality professional practice, or preventative programmes. ERO is concerned about the lack of accountability for the use of the Guidance Staffing Entitlement in just over half of these schools. Schools and wharekura need to consider if sufficient resources are being directed to guidance and counselling so they can effectively respond to student needs.

## **5. Working with external agencies**

Almost all schools were dealing with a variety of external agencies, working both in the school and externally with students. Most schools liaised with Child Youth and Family (CYF), regional child and adolescent mental health service providers (CAMHS), drug and alcohol counsellors/therapists, medical staff (mainly doctors and nurses) and the Police for either referrals or preventative programmes.

Many schools also dealt with external counsellors and therapists, sexual health providers and had church-funded youth workers in the school. A few schools used the services of Māori health providers and/or liaised with local iwi.

Very few schools in the sample had access to social workers, and a small number of them indicated to ERO that they would like to have social workers onsite to help staff meet student wellbeing needs more effectively. In two schools external support had been declined because it did not match the school's philosophy or kaupapa.

ERO found that the guidance and counselling staff who had the knowledge and experience to make good links and network with external agencies were better able to access support for students. In the schools that were doing well or very well, staff had mostly positive relationships with external agencies and there were good referral processes. However, protocols to guide these relationships were lacking in most of these schools.

Schools identified challenges working with external agencies regardless of the success of their provision of guidance and counselling. Many identified a stigma among students and their families about accessing support in the community, although this was seen as more of a problem in schools where provision of guidance and counselling was poorer overall.

Almost all schools identified problems working with CYF and CAMHS. Most stated it was hard to develop ongoing relationships with staff at these agencies and that their responsiveness was person dependent. School staff said that there was limited feedback from these agencies within confidentiality protocols and they did not know what was happening for students referred to these agencies when they returned to school. School staff dealing with CAMHS noted increasingly complex referral pathways, stating that they would only refer the most complex cases as waiting times were commonly one to two months. One guidance counsellor highlighted what this meant for student wellbeing:

*“Schools hold many young people who are in quite vulnerable states for longer and longer periods of time.”*

Almost all schools identified the effect of staffing cutbacks to external agencies, and stated that student referrals were impacted negatively by the uncertainty around many non-government/community-based services’ survival due to the nature of contestable funding.

ERO’s findings from the school visits regarding working with external agencies are very similar to the phase one survey findings, which included:

- poor or limited access to, and response from, external agencies and support services
- referrals to these agencies coming with long wait times, fees and inaccessibility due to transport issues and geographical isolation
- high thresholds for referrals.

During the school visits, ERO found that these challenges were, for the most part, associated with CYF and CAMHS, and that schools that were doing very well or well had strategies to lessen the impact of these challenges. These strategies included having good protocols for seeking external help, and developing and maintaining good relationships with external agencies.

## 6. Student survey: what are students telling us about guidance and counselling?

These findings are based on the responses to an online survey from 671 students. The students are from 18 of the 49 schools/wharekura visited in phase two of this evaluation. School leaders were asked to invite students to complete the survey in the lead up to ERO's visit. Detailed comparisons between the phase one and phase two student survey findings are in Appendix 4.

### Who do students see for help?

ERO asked students to indicate who they would talk to in relation to a variety of problems. Students were able to choose more than one person for each issue. Table 6 shows the most common people students said they would talk with. Numbers of responses are given in parentheses.

**Table 6: Who do students see for particular problems?**

<b>Learning issues</b>	<b>Goal setting</b>	<b>Mental health issues</b>
form teacher (409) dean (297) parent/caregiver (271) friends/other students (228)	form teacher (368) dean (257) parent/caregiver (257) careers advisor (177)	guidance counsellor (378) parent/caregiver (233) doctor (198) school nurse (188)
<b>Physical health issues</b>	<b>Sexual health issues</b>	<b>Sexuality issues</b>
doctor (358) school nurse (315) parent/caregiver (225)	doctor (301) school nurse (288) parent/caregiver (186)	guidance counsellor (213) parent/caregiver (193) no one (162)
<b>Boy/girl friend issues</b>	<b>Family stuff</b>	<b>Drug and alcohol issues</b>
friends/other students (343) guidance counsellor (252) parent/caregiver (241)	guidance counsellor (345) friends/other students (221) parent/caregiver (205)	guidance counsellor (312) parent/caregiver (235) friends/other students (166)
<b>Careers and further education and training</b>	<b>Learning at school</b>	<b>Issues with teachers</b>
careers advisor (467) parent/caregiver (250) dean (216) form teacher (191)	dean (369) form teacher (335) parent/caregiver (310)	dean (415) parent/caregiver (371) guidance counsellor (183)
<b>Issues with friends</b>	<b>Bullying</b>	<b>Financial issues</b>
parent/caregiver (310) guidance counsellor (293) friends/other students (216)	dean (323) guidance counsellor (322) parent/caregiver (320) form teacher (228)	parent/caregiver (357) guidance counsellor (184)
<b>Racism</b>	<b>Sexual harassment</b>	<b>Grief</b>
guidance counsellor (277) parent/caregiver (267) dean (259)	guidance counsellor (315) parent/caregiver (307) dean (207)	guidance counsellor (338) parent/caregiver (275) friends/other students (171)
<b>Family violence</b>	<b>Self harming</b>	<b>Body image</b>
guidance counsellor (393) friends/other students (170)	guidance counsellor (358) parent/caregiver (193)	guidance counsellor (255) parent/caregiver (203)

Across all of the problems ERO asked about, students were most likely to talk to their parents or caregivers, followed by guidance counsellors. Deans and friends or other students were the next most likely. More specialised personnel like careers advisors and school nurses were mostly seen only for matters within their specific area of practice. This is similar to the phase one findings.

Table 6 shows that students saw guidance counsellors most commonly for:

- mental health issues
- sexuality issues
- family stuff
- drug and alcohol issues
- racism
- sexual harassment
- grief
- family violence
- self harming
- body image.

The matters that students were least likely to see guidance counsellors for were:

- learning at school
- physical health
- careers and further education or training
- goal setting.

Students indicated that they had a variety of other people they talk to including

- a subject teacher (not the form teacher)
- other family members
- police
- principal, or other school leader
- sports coach or personal trainer
- church people (pastor, youth group leader).<sup>52</sup>

## **Guidance and counselling available at their schools**

Ninety-seven percent of students responding said that they had a guidance counsellor at their school. When asked whether anyone else at the school provided guidance and counselling, 63 percent of students said yes. Deans, form teachers and classroom teachers were the most commonly identified people who provided guidance and counselling, other than guidance counsellors.

### *What do students look for in a guidance counsellor?*

Students wanted guidance counsellors who were able to offer practical and useful advice that would help them with what was troubling them. Students identified certain characteristics of the guidance counsellor as important; that they were supportive and comforting, good at listening, trustworthy, empathetic, friendly and non-judgemental.

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<sup>52</sup> These 'other people' were identified by students themselves, and were not included in a pre-determined list in the survey.



Confidentiality was another key theme. It was important for students that their discussions remained private. Eighty-eight percent of respondents agreed with the statement ‘confidentiality is really important’, while less than two percent disagreed.

### *Social acceptability of guidance and counselling*

Seventy percent of students indicated that it was ‘very acceptable’ or ‘acceptable depending on what it is about’ to see someone for guidance and counselling at their school. Only three percent said it was ‘not acceptable’. However, a quarter of students did not respond to this question or responded that they did not know.

Students also reported that the social acceptability of seeing someone for guidance and counselling varied depending on factors like “who you are,” and expressed that different groups of students within the school would perceive it differently.

The perceived social acceptability of seeing someone for guidance and counselling was reasonably consistent between ERO’s phase one and phase two surveys.

### **Strengths of guidance and counselling**

Overwhelmingly, the most commonly cited positive aspect, representing around 60 percent of responses, was that guidance counsellors were able to help and provided practical and useful advice and guidance. Where students were more specific, they wrote about guidance counsellors providing encouragement, giving a new perspective, and stopping bullying or keeping students safe.

Other students cited guidance counsellor characteristics – most commonly that they were friendly but also understanding, trustworthy, approachable, accepting, supportive, easy to talk to, willing to listen, willing to help and caring about students.

Positive aspects of the way guidance and counselling was provided at the school included:

- availability of guidance and counselling staff
- that counselling could take place at school
- that guidance and counselling was free
- that students knew where to go
- that students could either make appointments at any time, or drop in on a more casual basis.

### *What makes it easier to access guidance and counselling?*

Students cited aspects of provision that make it easier to access guidance and counselling, including:

- being able to access guidance and counselling in privacy
- exchanging information before the visit
- flexibility - being able to make appointments, but being able to see someone without an appointment as well
- having guidance counsellors approach students
- having a specific timetable period to go to the guidance counsellor
- being able to see someone outside of school hours.

There was some overlap between responses to this question and positive aspects that students had listed, particularly with respect to the characteristics of guidance counsellors. Students thought it was easier to access guidance and counselling from people who were friendly, trustworthy and approachable. Being non-judgemental, and being close to the students in terms of age, gender and ethnicity were also desired characteristics for small numbers of students.

Many students said that having support from another person could make it easier to access guidance and counselling. Most commonly, this involved being accompanied to make or attend an appointment by a trusted friend or, less often, a family member. A similar number of students said that it was easier if they knew the guidance counsellor before approaching them for guidance.

## **Challenges related to guidance and counselling**

ERO asked whether students thought there were negative aspects of guidance and counselling at their school. Eleven percent of students reported that there were. Despite the low overall number of students saying that seeing someone about guidance and counselling was definitely not acceptable, social stigma and fear of being judged was cited by more than a quarter of those students who identified negative aspects of guidance and counselling at their schools. Just under a quarter of these students cited either privacy or confidentiality concerns – privacy relating to being seen to be going to the guidance counsellor, and confidentiality relating to the counsellor passing on information that the student did not want shared (e.g. with parents, or others at the school).

A few students identified other negative aspects, including:

- the character of the guidance counsellor (judgemental and biased, difficult to relate to, untrustworthy, hypocritical)
- the guidance counsellor being unable to help
- having to take time out of class
- other people using the counselling service for what the students see as trivial issues.

### *What makes it harder to access guidance and counselling?*

Responses to this question were similar to those about the negative aspects of guidance and counselling. Most commonly, students said that they were worried about being judged by their peers for seeking guidance and counselling, or being bullied and talked about negatively. Other factors associated with the school environment were:

- privacy matters (i.e. the office being in a public area)
- not having time to go
- not knowing who the guidance counsellor was
- not knowing how to make an appointment
- the guidance counsellor being busy or otherwise unavailable.

The second most commonly cited barrier was embarrassment or shyness on the part of the students. This was sometimes due to the nature of their problem. If the problem was personal, serious, or complicated, it was more difficult for students to discuss. A few students said it was particularly hard to talk about mistakes that they had made, in case the guidance counsellor or their peers judged them. A few students also said that they would find

it hard to trust someone with their problems. Additionally, a few students found it intimidating to seek guidance and counselling by themselves.

Other barriers were relational. Some students said that it was more difficult to openly share information when they did not have an existing relationship with the guidance counsellor. A few students reported that they were unable to relate to the guidance counsellor, because of differences in age, ethnicity or gender.

### *What would students change?*

By far the most common response to this question was that students would make no changes (42 percent of responses). The next most common response was “I don’t know” or similar (19 percent of responses).

Where students said they would make changes, these included:

- making the guidance and counselling service easier to access – e.g. available at all times including after school or during lunchtimes
- having more guidance counsellors
- raising the profile of the guidance counsellor within the school
- moving the guidance counsellor’s office to allow for more privacy
- making it more socially acceptable to see someone for guidance and counselling
- having guidance counsellors that the students could relate to more easily.

## Conclusion

ERO found growing numbers of students seeking guidance and counselling support. The provision of good guidance and counselling in schools and wharekura requires a shared understanding and a strong whole school ethos of care that values positive and caring relationships as an essential foundation.

ERO's findings suggest that current guidance and counselling provision can, and in many schools and wharekura does, work well. However, in just over one-third of schools and wharekura in this sample, guidance and counselling was not well provided.

The varying importance schools and wharekura place on the role of guidance and counselling in promoting student wellbeing, and student achievement, contributes to the variable quality of provision highlighted in this report. The findings signal the need for a stronger focus on guidance and counselling roles in appraisal and the provision of relevant PLD for those involved in guidance and counselling roles. Schools need to give priority to the provision of guidance and counselling for students through their strategic planning and associated self review. Consideration also needs to be given to how the Guidance Staffing Entitlement funding is used as part of a strategic approach to guidance and counselling that responds to students' needs and takes into account both the approach to such provision and the wider school context.

ERO's findings raise concern about the lack of accountability for the use of the Guidance Staffing Entitlement funding in some of the schools and wharekura. Although some were adding considerable additional resources to provide guidance and counselling for students, others were not able to account for how they spent the funding they received. This lack of accountability was often coupled with concerns from staff in these schools and wharekura about not having sufficient resources to meet the growing demand for guidance and counselling support.

The capacity of just over one-third of schools and wharekura to effectively provide good guidance and counselling for students was compromised through a lack of strong leadership and understanding of the importance of student wellbeing on achievement. Shared understandings, or indeed special character, must be supported by appropriate structures, practices, relationships and self review.

Guidance and counselling staff in schools and wharekura are faced with the increasing complexity and interconnectedness of the problems facing students. The main student problems schools and wharekura were facing were those arising from household poverty, poor mental health, family dysfunction, bullying, relationships, and drugs and alcohol. The nature of many of these student problems suggests that the 'circle of care' around a student extends well beyond that of the guidance and counselling team at a school or wharekura. Students highlighted the importance of them knowing how to access guidance and counselling support in their school along with having assurances about confidentiality.

In many of the schools and wharekura in this evaluation, guidance and counselling staff have the professional capacity to either resolve these problems or refer students to external help in the outer layers of the 'circle of care'. ERO identified the challenges most of the schools were facing in working with external agencies, in particular CYF and CAMHS. Although the approach of each school or wharekura is important, the response to student wellbeing and

ultimately youth mental health problems requires a coordinated response across the education, health and social sectors.

## Next steps

### *For the Ministry of Education*

ERO recommends that the Ministry of Education:

- reviews the formula used to calculate the Guidance Staffing Entitlement to ensure this funding better aligns with roll size
- considers ways to support schools and wharekura to appropriately use the Guidance Staffing Entitlement to suit their particular approach and school context
- provides guidelines/expectations for schools and wharekura about the provision of guidance and counselling
- provides targeted professional learning and development (PLD) for school leaders and people working in guidance and counselling roles
- encourages schools and wharekura to include goals and approaches related to student wellbeing and/or guidance and counselling in charters, and annual and strategic planning, and to report on these
- ensures schools have appropriate and sufficient access to external agencies and support services to meet the wellbeing needs of students, including the Ministry working with other government departments in the health and social sectors to facilitate this.

### *For schools and wharekura*

ERO recommends that schools and wharekura review the extent to which they are using their Guidance Staffing FTTE component to provide guidance and counselling that takes account of their students and their school context.

ERO also recommends that schools and wharekura review the effectiveness of their provision of guidance and counselling, by asking and responding to questions such as:

- What priority, as a school, do we place on promoting the wellbeing of our students?
- What are the key problems facing our students?
- How well have we documented and integrated a shared understanding of our school's approach to guidance and counselling, and student wellbeing?
- How well do we resource, or can we access, the appropriate people and roles, PLD, resources, and programmes to respond to students' needs?
- How well do our internal and external communications and relationships foster a shared understanding about guidance and counselling and place students at the centre?
- How will we know that our guidance and counselling is promoting positive wellbeing outcomes for our students?
- How meaningful are the measures we use to determine the effectiveness of our provision of guidance and counselling, and do they include student and parent and whānau voices and links to teacher appraisal?

## Appendix 1: Methodology

ERO gathered information for phase two of this evaluation from 44 schools and five wharekura across New Zealand during Term 2, 2013. ERO review officers talked with school personnel, including school leaders, board chairpersons, guidance counsellors, staff involved in guidance and counselling, and adults working in schools but employed by external agencies.

### Evaluation framework

The framework for phase two of this evaluation was developed by ERO's internal reference group of specialist review officers, in conjunction with the Ministry of Education personnel and an External Reference Group.<sup>53</sup> A specialist team of review officers collected information related to the following questions:

1. What are the important aspects of the school/wharekura and its community that have an impact on the need for, and provision of, guidance and counselling?
2. What is the school's/wharekura's overall approach to providing guidance and counselling?
3. How does the school/wharekura implement its approach?
4. What does the school/wharekura do to promote and maintain the ongoing professional practice and development of those providing guidance and counselling?
5. How does the school/wharekura manage their relationships both internally and externally for the benefit of the students?
6. What does the school/wharekura know about the effectiveness and/or impact of its guidance and counselling?
7. How well does the school/wharekura provide guidance and counselling to students? (overall judgement)

Review officers made a final overall judgement about how well each school provided guidance and counselling to students. They were supported in their judgements by a set of indicators developed by ERO and the External Reference Group. These indicators are included in Appendix 2.

### Sample of schools

The 49 schools and wharekura in this evaluation were selected from 438 schools receiving the Guidance Staffing Entitlement in 2012.<sup>54</sup> Schools that were scheduled to have an ERO review in 2013 were, for the most part, excluded, as were those who had recently participated in ERO national evaluations about Careers Education and Appointments and Appraisals, or were participating in other school-based YMH Project initiatives.

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<sup>53</sup> The External Reference Group included representatives from the secondary schooling sector, associations representing counsellors, and universities providing counselling qualifications.

<sup>54</sup> A guidance staffing entitlement of 0.08 to 0.45 FTE is provided for each year level taught from Year 9 to Year 13, where the number of students at each of these year levels is greater than zero. For more information see

[www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/ResourcingHandbook/Chapter2/EntitlementStaffingOverview.aspx](http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/ResourcingHandbook/Chapter2/EntitlementStaffingOverview.aspx)

Schools were selected to best represent decile, school type, state or state integrated authority, and the geographical location of these 438 schools.

The sample was also selected to include schools that had a variety of government school-based initiatives.<sup>55</sup> A sample of 44 schools and six wharekura were originally chosen to best represent these factors.<sup>56</sup> Some schools originally selected subsequently declined to participate, and one wharekura was unable to be replaced. Appendix 3 provides more detail about the schools in the sample.

## Student survey

Students at each of the 49 schools/wharekura were invited to complete an online student survey in either English or Te Reo Māori. The questions in the survey were the same as those used in the phase one student survey. The survey for students was developed in conjunction with the Ministry of Youth Development and focused on:

- characteristics of good guidance and counselling
- models of practice – what works well and what does not work as well in schools
- access to, and approachability of, guidance and counselling staff
- suggested changes to improve guidance and counselling in schools.

School leaders were asked to invite students to complete the survey in the lead up to ERO's visit. Students from 18 schools completed the online survey, with a final sample size of 671 students.<sup>57</sup> There were no responses from students at wharekura. The responses from students included those from schools in all four groups discussed in the findings from the school/wharekura visits (judged as doing 'very well', 'well', 'somewhat well' and 'not at all well').<sup>58</sup>

### *Limitations of the student survey*

Because the invitations to complete the survey were made by school leaders and not directly by ERO, there was variation across schools in terms of how many students completed the survey and ERO was not able to directly influence the make-up of the sample.

Both Year 12 students and male students were significantly over-represented in the survey sample. Percentages of Māori and Pacific students were in line with the population of schools receiving guidance and counselling funding. The results below should be considered in light of these demographics.

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<sup>55</sup> These initiatives are highlighted in the findings section where relevant.

<sup>56</sup> Wharekura make up 11 percent of the 438 schools receiving the Guidance FTTE Staffing Entitlement, and are eight percent of this sample. Originally six wharekura were selected (12 percent of the sample) based on perceived accessibility.

<sup>57</sup> Originally, 795 students completed the survey, but after responses that were largely uncompleted were deleted, the final size of 671 was analysed.

<sup>58</sup> Responses from students were analysed by year level and there were no statistically significant differences between responses by year level. Differences between year levels were tested using a Kruskal-Wallis H test. The level of statistical significance for all statistical tests in this report was  $p < 0.05$ .



Appendix 4 includes the quantitative results of the survey, as well as the phase one student survey findings. It also includes a comparison of student demographic data with the rolls of schools that receive funding for guidance and counselling provision.<sup>59</sup>

## Appendix 2: Evaluation Framework and Indicators

### Context and Approach

**Q1. What are the important aspects of the school and its community that have an impact on the need for, and provision of, guidance and counselling?**

**Q2. What is the school's overall approach to providing guidance and counselling?**

#### *Indicators*

- There are clear delineations of roles and boundaries between behaviour management, counselling, academic guidance and pastoral care.
- The school culture reflects a proactive, early intervention approach.
- There is consensus across the school about services offered.
- Guidance counsellors are included in significant student welfare decisions and planning.
- There are clear partnerships with Māori / mana whenua around access to culturally responsive services / choice.
- It is not a closed system – there is openness and appropriate communication with other relevant agencies, with a demonstration of real relationships over a period of time.
- The school is known (by external reference points) for counselling / pastoral care strengths.
- Students' help-seeking behaviour is normalised, and attendance at counselling is seen as normal.
- Leadership of the guidance team is clearly defined, with agreed protocols, good communication, and shared values.
- Information from the guidance and counselling team informs annual and strategic planning.
- School leadership understands counselling ethics.
- There is a whole school ethos around ensuring that every student matters, is listened to, has people they can go to.
- Guidance structures meet the identified needs of students.
- The school prioritises the role of guidance and counselling and recognises possible conflicts of interest with a teaching role.
- There is a specialist guidance counsellor with post-grad qualifications in counselling.
- Guidance and counselling is seen as preventative rather than reactive.
- There is sensitivity to different cultural groups.
- Students participate fully in the life of the school – inclusive.

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<sup>59</sup> Chi-squared tests were run to compare the year level, gender and ethnicity demographics of the sample with the population of schools who receive the Guidance FTTE Staffing Entitlement. The level of statistical significance was ( $p < .05$ ).



## Implementation

### Q3. How does the school implement its approach?

#### Indicators

- Students and community accept that counselling is a healthy intervention.
- There is a clear management structure regarding guidance activities.
- There are high levels of self referral to guidance counsellors and referrals by deans, teachers etc. to counselling.
- Guidance and counselling is guided by clear school-wide and specific policies and procedures.
- There is effective public communication about guidance and counselling services, and clear access pathways.
- There is community access to guidance and counselling services and there are responsive community relationships.
- Guidance and counselling is inclusive of various ethnic communities and parents and there is GLTB support operating, and this is demonstrated by observable participation and positive feedback.
- All involved have a shared understanding of risk management, protocols and referrals to appropriate agencies.
- There are good referral pathways to mental health services, CYFs, Police, truancy, community agencies.
- Every teacher knows what to do with information from students and how to support students.
- Parents say:
  - Their children know where to go if they have a problem.
  - They trust the services offered by the school, and accept the need for confidentiality except when there is serious risk of harm.
- There are clear and effective organisational structures for guidance and counselling.
- Guidance and counselling systems meet identified needs of students.
- School management provides adequate staffing resources for guidance and counselling.
- School management provides adequate physical resources for guidance and counselling.
- There is appropriate record-keeping for guidance and counselling.
- Guidance and counselling staff effectively assess student needs – individual crisis management (response).
- Guidance counsellors, deans etc. are busy in their guidance and counselling roles.
- There is effective public communication of guidance and counselling services and clear access pathways.

## Professional practice

### Q4. What does the school do to promote and maintain the ongoing professional practice and development of those providing guidance and counselling?

#### Indicators

- Professional supervision is robust, well resourced, external (accessible).
- Guidance counsellors are included in significant student welfare decisions and

planning.

- There is community access to services and responsive community relationships.
- Guidance meetings, pastoral care and planning meetings around students are positive and constructive.
- Guidance counsellors and others in similar roles have current and relevant job description.
- School management provides adequate professional development resources for the guidance and counselling team, and to develop a school-wide shared understanding, including at induction of new staff.
- The guidance and counselling team are able to network and meet with other professionals in a similar role.
- The guidance and counselling team is qualified.
- There are appropriate appointments and appraisal processes.
- All staff understand and respect each other's roles and collaborate.
- All teachers understand the role of the guidance team and there are trusting relationships.
- There is a shared understanding of guidance and counselling in the school.
- Every teacher knows what to do with information from students and how to support students.
- Intern guidance counsellors are utilised and monitored appropriately.

## **Relationships and Communications**

**Q5. How does the school manage its relationships both internally and externally for the benefit of the students?**

### **Indicators**

- The guidance counsellor is seen as approachable and there are clear pathways for students to seek help.
- The community has access to services and there are responsive community relationships.
- The guidance and counselling system is not a closed system – there is openness and appropriate communication with other relevant agencies, demonstrated by real relationships over a period of time.
- There are good referral pathways to mental health providers, CYFs, Police, truancy, and community agencies.

## **Self Review**

**Q6. What does the school know about the effectiveness and/or impact of its guidance and counselling?**

### **Indicators**

- The school has low or improved rates of stand-downs and exclusions.
- The school regularly self reviews at a school-wide level.
- The guidance and counselling team regularly reviews the quality of other provision.
- The school makes changes in response to self review.
- The school has robust guidance and counselling data.
- The data protects student confidentiality about their uptake of, and participation in,

guidance and counselling.

- The data includes ethnicity, gender, year level, presenting issues, referrer.
- This data is shared with staff and board for feedback and transparency, but confidentiality is maintained.

## Student perspective – consider across all questions

### Indicators

- Students know about the services guidance and counselling provided – part of induction process, and ongoing.
- The guidance and counselling service has a high user-rate – it is well used.
- There are high student self-referrals.
- Every student believes:
  - They have access to the support they need.
  - That all the teachers are on the same page.
  - That there are other students who will provide support.
  - That their safety is paramount (within and outside school).
- Confidential surveys confirm the above and are done regularly.

## Overall Judgement

### Q7. How well does the school provide guidance and counselling to students?

- Very well
- Well
- Somewhat well
- Not at all well

## Appendix 3: Characteristics of schools and wharekura in this evaluation

Data for this evaluation was gathered from 49 schools and wharekura. These schools were selected from 438 schools receiving the Guidance Staffing Entitlement in 2012.

Table 1 shows the types of schools in this sample.

**Table 1: School types**

School type	Number	Percentage of sample	National percentage <sup>60</sup>
Years 1 to 13 composite	9	19	26
Years 7 to 13 secondary	6	12	22
Years 9 to 13 secondary	34	69	52
<b>Total</b>	<b>49</b>	<b>100</b>	<b>100</b>

The sample for this evaluation (for school type) is not representative of national figures and the differences are statistically significant.<sup>61</sup> Composite schools are over-represented and

<sup>60</sup> The national percentage of each characteristic is based on the total population of schools receiving the Guidance Staffing Entitlement in 2012.

<sup>61</sup> The differences between observed and expected values in Tables 1 to 5 were tested using a Chi square test.

Years 7 to 13 secondary schools are under-represented. All five wharekura in this sample were composite schools.

Table 2 shows the decile groups of schools in this sample.

**Table 2: School decile group**

Decile group	Number	Percentage of sample	National percentage
Low	14	29	34
Medium	23	47	42
High	12	24	24
<b>Total</b>	<b>49</b>	<b>100</b>	<b>100</b>

The sample for this evaluation (by decile group) is representative of national figures.

Table 3 shows how many schools in this sample were state or state integrated.

**Table 3: State or state integrated (authority)**

State or state integrated	Number	Percentage of sample	National percentage
State	39	80	79
State integrated	10	20	21
<b>Total</b>	<b>49</b>	<b>100</b>	<b>100</b>

The sample for this evaluation (by authority) is representative of national figures.

Table 4 shows the geographical location of schools in this sample.

**Table 4: Geographical location**

Geographical location	Number	Percentage of sample	National percentage
Auckland region	9	19	20
Bay of Plenty region	4	8	8
Canterbury/West Coast region	6	13	13
Gisborne region	2	4	3
Hawke's Bay region	1	2	5
Manawatu-Wanganui region	2	4	6
Nelson/Marlborough/Tasman region	2	4	3
Northland region	4	8	8
Otago region	2	4	6
Southland region	1	2	3
Taranaki region	2	4	3
Waikato region	7	14	12
Wellington region	7	14	10
<b>Total</b>	<b>49</b>	<b>100</b>	<b>100</b>

The sample for this evaluation (by geographical location) is representative of national figures.

Table 5 shows the roll size of schools in this sample.

**Table 5: School roll size**

Roll size	Number	Percentage of sample	National percentage
Very small (1-100)	0	0	8
Small (101-400)	13	26	33
Medium (401-800)	16	33	27
Large (801-1500)	15	31	23
Very large (1500+)	5	10	9
<b>Total</b>	<b>49</b>	<b>100</b>	<b>100</b>

The sample for this evaluation (by roll size) is not representative of national figures and the differences are statistically significant. Very small schools are under-represented. Half of these schools were wharekura and ERO does not have a memorandum of understanding to undertake national evaluations in wharekura. Three of these schools were new schools resulting from mergers.

## Appendix 4: Student Survey Findings

Phase one and phase two information is included in this appendix for comparison.

**Table 1a: Year level at school (Phase 1)**

	Year 9	Year 10	Year 11	Year 12	Year 13	No Response	Total
Current year level at school	3	3	15	17	21	2	61
Left school - last year level at school	-	-	-	3	26	1	30
<b>Total</b>	<b>3</b>	<b>3</b>	<b>15</b>	<b>20</b>	<b>47</b>	<b>3</b>	<b>91</b>

**Table 1b: Year level at school (Phase 2)<sup>62</sup>**

	Year 9	Year 10	Year 11	Year 12	Year 13	No Response	Total
Current year level at school	123	132	133	167	108	8	<b>671</b>

**Table 2a: Gender and ethnicity (Phase 1)**

	Asian	European/ Pākehā	Māori	Pacific	Did not wish to answer	Total (by gender)
Male	2	15	9	2	1	<b>26</b>
Female	12	47	8	5	0	<b>65</b>
<b>Total (by ethnicity)</b>	<b>14</b>	<b>62</b>	<b>17</b>	<b>7</b>	<b>1</b>	

Note: Totals do not add up to 91 as some students chose more than one ethnicity.

**Table 2b: Gender and ethnicity (Phase 2)**

	Asian	European/ Pākehā	Māori	Pacific	South African	Other	Did not wish to answer	Total (by gender)
Male	19	268	86	34	8	4	13	<b>382</b>
Female	15	180	79	43	2	0	8	<b>281</b>
Other	1	3	0	0	0	0	4	<b>8</b>
<b>Total (by ethnicity)</b>	<b>35</b>	<b>451</b>	<b>165</b>	<b>77</b>	<b>10</b>	<b>4</b>	<b>25</b>	

Note: Totals do not add up to 671 as some students chose more than one ethnicity.

<sup>62</sup> The phase 2 student survey was limited to students still enrolled at a secondary school.

**Table 3: Who would you see about learning at school?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Form teacher	60	61
Dean	49	44
Parent/caregiver	53	40
Friends/other students	62	34
Careers advisor	27	16
Guidance counsellor	4	13
Someone else	13	8
No one	0	5
School nurse	0	2
Doctor	1	1

**Table 4: Who would you see about goal setting?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Form teacher	52	55
Parent/caregiver	53	38
Dean	27	38
Careers advisor	36	26
Guidance counsellor	16	18
Friends/other students	26	14
No one	8	8
Someone else	9	4
Doctor	1	1
School nurse	0	1

**Table 5: Who would you see about mental health?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Guidance counsellor	52	56
Parent/caregiver	41	35
Doctor	38	30
School nurse	22	28
Friends/other students	37	21
Dean	11	10
No one	8	9
Form teacher	7	7
Someone else	13	4
Careers advisor	0	1

**Table 6: Who would you see about physical health?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Doctor	67	53
School nurse	44	47
Parent/caregiver	44	34
Friends/other students	23	13
Guidance counsellor	11	11
Form teacher	4	8
No one	4	7
Dean	4	5
Someone else	1	5
Careers advisor	0	1

**Table 7: Who would you see about sexual health?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Doctor	51	45
School nurse	31	43
Parent/caregiver	24	28
Guidance counsellor	20	20
No one	15	13
Friends/other students	20	11
Form teacher	2	4
Someone else	5	3
Dean	4	2
Careers advisor	0	0

**Table 8: Who would you see about sexuality or gender identity?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Guidance counsellor	34	32
Parent/caregiver	29	29
No one	22	24
School nurse	12	22
Doctor	14	20
Friends/other students	32	14
Someone else	12	4
Form teacher	4	3
Dean	8	2
Careers advisor	0	0



**Table 9: Who would you see about issues with your boy/girlfriend?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Friends/other students	71	51
Guidance counsellor	31	38
Parent/caregiver	32	36
No one	7	14
Someone else	7	7
School nurse	3	6
Dean	3	5
Doctor	1	4
Form teacher	3	3
Careers advisor	0	1

**Table 10: Who would you see about family stuff?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Guidance counsellor	38	51
Friends/other students	56	33
Parent/caregiver	26	31
No one	12	14
Dean	18	12
Form teacher	19	9
Someone else	13	6
Doctor	2	3
School nurse	2	3
Careers advisor	0	1

**Table 11: Who would you see about drug and alcohol issues?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Guidance counsellor	38	46
Parent/caregiver	37	35
Friends/other students	44	25
School nurse	18	18
Doctor	23	17
No one	10	15
Dean	12	12
Form teacher	8	7
Someone else	9	4
Careers advisor	0	1

**Table 12: Who would you see about careers and further education and training?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Careers advisor	84	70
Parent/caregiver	52	37
Dean	37	32
Form teacher	38	28
Friends/other students	31	17
Guidance counsellor	13	16
Someone else	15	6
No one	1	5
Doctor	0	1
School nurse	0	1

**Table 13: Who would you see about concerns with studies/learning at school?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Dean	60	55
Form teacher	58	50
Parent/caregiver	57	46
Guidance counsellor	19	23
Friends/other students	38	20
Careers advisor	27	15
Someone else	9	7
No one	1	7
Doctor	2	2
School nurse	2	1

**Table 14: Who would you see about issues with teachers?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Dean	64	62
Parent/caregiver	66	55
Guidance counsellor	22	27
Friends/other students	44	23
Form teacher	26	21
No one	1	5
Someone else	8	4
Careers advisor	0	1
School nurse	0	1
Doctor	0	0

**Table 15: Who would you see about issues with friends?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Parent/caregiver	47	46
Guidance counsellor	36	44
Friends/other students	49	32
Dean	27	23
Form teacher	21	16
No one	5	11
Someone else	16	4
School nurse	1	1
Doctor	1	0
Careers advisor	0	0

**Table 16: Who would you see about bullying?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Dean	54	48
Parent/caregiver	46	48
Guidance counsellor	40	48
Form teacher	40	34
Friends/other students	52	32
Someone else	11	5
School nurse	3	2
Doctor	3	1
Careers advisor	0	1
No one	11	0

**Table 17: Who would you see about financial issues?**

Person/Role	Percentage of Respondents (Phase 2)	Percentage of Respondents (Phase 2)
Parent/caregiver	55	53
Guidance counsellor	22	27
Dean	25	16
No one	15	16
Friends/other students	11	11
Careers advisor	9	8
Form teacher	20	7
Someone else	10	5
Doctor	0	1
School nurse	0	1

**Table 18: Who would you see about racism?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Guidance counsellor	34	41
Parent/caregiver	46	40
Dean	48	39
Friends/other students	41	23
Form teacher	36	22
No one	11	16
Someone else	13	4
School nurse	1	2
Doctor	1	1
Careers advisor	0	1

**Table 19: Who would you see about sexual harassment?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Guidance counsellor	38	47
Parent/caregiver	43	46
Dean	38	31
Friends/other students	34	21
Form teacher	30	15
School nurse	12	13
No one	9	13
Doctor	11	8
Someone else	14	7
Careers advisor	0	1

**Table 20: Who would you see about grief?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Guidance counsellor	47	50
Parent/caregiver	35	41
Friends/other students	53	25
Dean	16	17
No one	0	14
Form teacher	19	10
Doctor	2	5
Someone else	16	4
School nurse	4	4
Careers advisor	0	1

**Table 21: Who would you see about family violence?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Guidance counsellor	46	59
Friends/other students	36	25
Dean	22	18
No one	12	15
Parent/caregiver	22	14
Form teacher	14	11
Someone else	20	7
Doctor	11	6
School nurse	9	6
Careers advisor	0	1

**Table 22: Who would you see about self harming?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Guidance counsellor	42	53
Parent/caregiver	24	29
Friends/other students	38	21
No one	20	20
Doctor	19	14
School nurse	15	12
Dean	8	10
Form teacher	9	7
Someone else	16	3
Careers advisor	0	1

**Table 23: Who would you see about body image?**

Person/Role	Percentage of Respondents (Phase 1)	Percentage of Respondents (Phase 2)
Guidance counsellor	33	38
Parent/caregiver	33	30
No one	23	24
Friends/other students	47	22
Doctor	14	12
School nurse	13	12
Dean	8	8
Someone else	14	4
Form teacher	9	4
Careers advisor	0	1

**Table 24: Guidance counsellor at school**

Guidance counsellor at school	Number of responses (Phase 1)	Number of responses (Phase 2)
Yes	82	651
No	7	16
No response	2	4
<b>Total</b>	<b>91</b>	<b>671</b>

**Table 25a: Other people providing guidance and counselling (Phase 1)**

	Principal	Deputy Principal	Dean	Careers Advisor	Youth Worker	School Nurse	Form Teacher	Class Teacher	Other	No one else
At schools with GC	6	7	30	11	15	17	19	8	10	28
At schools without GC	0	0	0	0	1	0	2	1	1	3
<b>Total</b>	<b>6</b>	<b>7</b>	<b>30</b>	<b>11</b>	<b>16</b>	<b>17</b>	<b>21</b>	<b>9</b>	<b>11</b>	<b>31</b>

**Table 25b: Other people providing guidance and counselling (Phase 2)**

	Principal	Deputy Principal	Dean	Careers Advisor	Youth Worker	School Nurse	Form Teacher	Class Teacher	Other	No one else
At schools with GC	72	57	199	62	82	73	142	103	70	226
At schools without GC	3	2	3	3	2	0	4	4	2	9
No response to GC question	0	0	1	0	1	1	0	0	0	0
<b>Total</b>	<b>75</b>	<b>59</b>	<b>203</b>	<b>65</b>	<b>85</b>	<b>74</b>	<b>146</b>	<b>107</b>	<b>72</b>	<b>235</b>

‘Other’ included:

- Family
- Friends
- Church-based people
- Other teachers
- Social workers
- Peer mediators or learning mentors.

**Table 26: Social acceptance of seeing someone about guidance and counselling**

Level of Acceptance	Number of responses (Phase 1)	Number of responses (Phase 2)
Very acceptable	25	226
Acceptable depending on what it is about	34	243
Not very acceptable	1	0
Not acceptable	8	20
Don't know	11	122
No response	12	45
Other	0	15
<b>Total</b>	<b>91</b>	<b>671</b>

Students who answered 'Other' reported factors like "Who you are," and expressed that different groups of people in the school would perceive it differently.

**Table 27: Negative aspects about guidance and counselling at school**

Negative aspects at school	Phase 1 Number of responses	Phase 2 Number of responses
Yes	32	72
No	38	511
No response	21	88
<b>Total</b>	<b>91</b>	<b>671</b>



**Table 28a: Statements about guidance and counselling (Phase 1)<sup>63</sup>**

How much do you agree with the following statements?	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Blank/ No response	Rating average <sup>64</sup>
Students at my school get to give feedback about guidance and counselling.	2	11	23	25	15	15	2.47
Confidentiality is really important.	61	11	3	1	0	15	4.74
Having a guidance counsellor in every secondary school is a good way to help students.	51	19	5	1	2	13	4.49
It is better when the guidance counsellor is not also teaching.	48	14	13	0	3	13	4.33
I have been to a guidance counsellor and they helped me.	13	8	7	7	5	51	3.43

<sup>63</sup> Note that the items differed slightly between phase one and phase two.

<sup>64</sup> The closer the rating average is to 5, the more strongly students agreed with the statement.

**Table 28b: Statements about guidance and counselling (Phase 2)**

How much do you agree with the following statements?	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Blank/ No response	Rating average <sup>65</sup>
Students at my school get to give feedback about guidance and counselling.	91	201	238	42	25	74	3.49
Confidentiality is really important.	379	148	60	3	10	71	4.47
Having a guidance counsellor in every secondary school is a good way to help students.	323	185	80	4	11	68	4.33
It is better when the guidance counsellor is not also teaching.	257	175	140	19	10	70	4.08
I have been to a guidance counsellor and they helped me. (leave blank if you haven't)	101	80	60	14	14	402	3.89
When I was at primary or intermediate, it would have been good to have a guidance counsellor to help my friends or me.	133	159	218	55	23	83	3.55

<sup>65</sup> The closer the rating average is to 5, the more strongly students agreed with the statement.

**Table 29: Year level of students in sample**

Year Level	Number <sup>66</sup>	Percentage of sample	National percentage <sup>67</sup>
Year 9	123	19	21
Year 10	132	20	22
Year 11	133	20	21
Year 12	167	25	20
Year 13	108	16	16
<b>Total</b>	<b>663</b>	<b>100</b>	<b>100</b>

Table 29 shows that students from Years 9, 10, 11 and 13 were under-represented in the sample while students from Year 12 were over-represented, compared to national percentages. These differences were statistically significant.<sup>68</sup> Note that eight students did not indicate their year level.

**Table 30: Gender of students in sample**

Gender	Number <sup>69</sup>	Percentage of sample	National percentage
Male	382	58	51
Female	281	42	49
<b>Total</b>	<b>663</b>	<b>100</b>	<b>100</b>

Table 30 shows that female students were under-represented in the sample while male students were over-represented, compared to national percentages. This difference was statistically significant. Of the 18 schools from which students responded, three were boys' schools, and the remainder were co-ed. This may explain the over-representation of males in the sample. Note that eight students recorded 'other' for their gender.

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<sup>66</sup> This number and the percentage of sample in Table 29 exclude eight responses where this question was not answered.

<sup>67</sup> The national percentage of each characteristic is based on the total population of schools receiving the Guidance Staffing Entitlement in 2012.

<sup>68</sup> The differences between observed and expected values in Tables 29 to 31 were tested using a Chi square test.

<sup>69</sup> This number and the percentage of sample in Table 30 exclude eight responses where this question was not answered.

**Table 31: Ethnicity of students in sample**

Ethnicity	Number	Percentage of sample	National percentage
European/Pākehā	379	56	56
NZ Māori	165	25	21
Pasifika	60	9	10
Asian	30	4	10
Other	12	2	3
Do not wish to answer	25	4	-
<b>Total</b>	<b>671<sup>70</sup></b>	<b>100</b>	<b>100</b>

Table 31 shows that Asian students were under-represented in the sample and Māori were slightly over-represented. This difference for Asian students was statistically significant.

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<sup>70</sup> Students could choose up to three ethnicities. Students' first choice was used as their ethnicity for these purposes.