



# Kiwi Can

Te Puke Intermediate, 2018

## KEY SUMMARY POINTS

### Students



### Kiwi Can and me



**81% said Kiwi Can taught them to try hard in school**

### How much students like Kiwi Can



**91% like Kiwi Can quite a lot/very much**

### Coming to school



**83% try to come to school when it is a Kiwi Can day**

### Kiwi Can and my class



**82% look forward to Kiwi Can each week**

### Kiwi Can leaders



**84% agreed that the leaders are good teachers**

### What the students learnt

- **Developing team skills**
- **Fostering positive relationships**
- **Caring for others**
- **Helping others**

### What the teaches said

- **Students have new skills**
- **Improved student attitude**
- **Improved classroom behaviour**

Cover photo: Te Puke Intermediate fence painting

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Photo: Te Puke Intermediate students with Police Officer

## EXECUTIVE SUMMARY

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Feedback from students and teachers at Te Puke Intermediate was overwhelmingly positive. All students said that they like Kiwi Can and most said that they look forward to Kiwi Can each week and try to come to school when it is a Kiwi Can day.

Students enjoy the things they do in Kiwi Can, they particularly enjoy the energisers and games, especially when they involve playing outside. Whilst all student enjoy Kiwi Can, a small minority indicated that it could sometimes be repetitive. Students expressed a desire to have a say in which activities they do each week. Involving students in certain aspects of Kiwi Can lesson planning may help to maintain a high level of engagement and enjoyment.

Whilst many students indicated that they enjoyed mat time/discussion time, this components of the class can be a challenge for some. Limiting time on the mat and frequently breaking for active games and energisers may help to keep all students engaged.

Students at Te Puke Intermediate enjoy learning and value the things that they learn in Kiwi Can. Students reported learning about integrity and how to act with integrity; feedback emphasised the importance of leadership and of role-modelling the 'right thing to do'. Students also reported learning about positive relationships and respect. High importance was placed on being kind and caring, on helping others and in having good team skills.

Student feedback shows that Kiwi Can is having a positive impact at a class level, particularly in terms of building team skills and fostering a sense of caring amongst peers. Similarly findings suggest that the programme is benefitting individuals in terms of their engagement in learning and ability to connect with their peers.

Te Puke Intermediate students enjoy spending time with the Kiwi Can leaders. Students respect the leaders and report that the Kiwi Can classroom is a fun, inclusive learning environment where students feel cared for and safe.

Awarding rewards and points is an extremely effective strategy for encouraging students to engage with a programme. However, there is a risk that rewards can be perceived as prizes to be won and consequently some students may 'perform' in order to gain a prize. Where possible prizes should be awarded to students who demonstrate Kiwi Can values throughout the school week as well as during Kiwi Can classes.

Feedback from Te Puke Intermediate teachers shows that Kiwi Can is making a valuable contribution to students' learning. Teachers support the values-based programme and integrate Kiwi Can messages and themes into their classroom teaching programme. Teachers report that students have gained new skills and self-confidence through participating in Kiwi Can. Teachers felt that students knew the Kiwi Can values and generally were able to implement them in the classroom and in other school activities.

*"I like how kiiwi can pushes you to do the best at work, home, and like how they teach you new things and its bringing us together to be a team."*

*"I like the games because everyone gets involved and it allows others to show their own potential."*

*"I like how they include everyone and give them a try. Is always positive when watching."*

*"I like how if you fail nobody puts you down."*

*"I like how they encourage kids to express themslefs and also I also like how the kiwi can leaders show leadership and teach us about different things."*





## THE KIWI CAN PROGRAMME

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Kiwi Can is a values and life skills programme for year 1 to Year 8 students (5-12 year olds) in primary and intermediate schools throughout New Zealand. Trained Kiwi Can leaders deliver high-energy, fun, safe and interactive lessons that align with the schools' goals, curriculum and include a range of physical, mental and creative challenges.

Kiwi Can themes include: positive relationships; integrity; resilience and respect, The Kiwi Can programme is delivered to the whole school, with every child attending a Kiwi Can lesson every week of the school year.

The programme aims to equip young New Zealanders with:

- A sense of self-worth and self-confidence
- The ability to take responsibility and be accountable for actions
- Valuable life skills
- A 'can do' attitude to the challenges of life

Kiwi Can supports positive youth development, more cohesive school communities, and stronger communities at large by:

- Promoting pride in and respect for other people, property and the community
- Reducing anti-social behaviour such as bullying, bad language and graffiti
- Encouraging the next generation to have pride in themselves, their environment and their nation

### Te Puke Intermediate

Te Puke Intermediate is a co-educational, decile 3 school with a total role of 330 students<sup>1</sup> Kiwi Can has been running in Te Puke Intermediate for 7 years.



Photo: Visit to Kohanga Reo

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<sup>1</sup> <https://www.educationcounts.govt.nz/find-school/school/population/year?district=22&region=4&school=2015>, July 2018

## THIS REPORT

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Stakeholders of Kiwi Can, Te Puke Intermediate have requested an evaluation of the programme to support future applications for funding and to report back to Te Puke Intermediate staff and to the board of the Youth Development Trust Western Bay of Plenty.

Feedback was gathered from students and teachers in June 2018, approximately half way through the school year.

### The surveys

#### Student survey

Students completed paper-based, self-report surveys to explore outcomes from participating in Kiwi Can. The surveys were designed to examine students' perceptions of gains from their participation in the programme. The survey asked:

- **How much students like Kiwi Can:**
  - Students rated *'How much do you like Kiwi Can?'*
  - Four open-ended questions asked *'What do you like about Kiwi Can?'* *'Is there anything you don't like about Kiwi Can?'* *'What have you learnt in Kiwi Can this year?'* and *'What do you like/what don't you like about the Kiwi Can activities and games?'*
- **Kiwi Can and my class** – Students rated how much they agreed with four statements about the impact of Kiwi Can on the class.
- **Kiwi Can and me** – Students rated how much Kiwi Can had an effect on their own behaviour and social skills, and on other areas of their lives (e.g. home and school attendance).
- **The Leaders** – Students rated 14 statements about the Kiwi Can leaders and the delivery of Kiwi Can lessons
- **An open question** asked *'Is there anything else you would like to write about Kiwi Can?'*

#### Teacher Survey

Teachers completed paper-based, self-report surveys designed to explore their perceptions of the impact of Kiwi Can in their school. Teachers were asked about gains to student learning and behaviour as a consequence of participation in Kiwi Can, and how these gains had been demonstrated. Teachers were asked how Kiwi Can had supported:

1. Learning new skills and values,
2. Improvements in student attitudes,
3. Positive improvement in student behaviour,
4. Student engagement in learning.

Teachers were also invited to provide any additional feedback.

## Data analysis

Surveys gathered quantitative and qualitative data from evaluation respondents. Descriptive statistics have been calculated for quantitative data with findings reported as frequencies or mean scores. Qualitative data has been analysed thematically to identify key themes. Verbatim quotes have been included to support themes, with spelling that reflects the age of the children.

Responses to two questions were tested to assess whether differences between girls and boys were statistically significant.

## The Participants

### Students

Surveys were returned by 210 students from years 7 and 8, see Table 1. 32% were in year 7 and 68% were in year 8. 45% of students were female and 55% were male.

Of these students, two were withdrawn because two or more complete questions were unanswered. A total of 208 surveys were retained for further analysis.

Students	Number	Percentage	Students	Number	Percentage
Year 7	67	32%	Girls	94	45%
Year 8	141	68%	Boys	113	54%
Unspecified	2	1%	Unspecified	3	1%
Total	210	100%	Total	210	100%

### Teachers

The teacher survey was completed by 7 teachers. Six teachers taught year 8 students and one taught both year 7 and year 8.



## FINDINGS FROM THE STUDENTS

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### What students learnt in Kiwi Can

Students were asked to write about what they had learnt in Kiwi Can. Of 208 students, 90% (n=187) responded to the question and of those, 98% (n=184), said that they had gained new information, knowledge and skills.

Analysis of student feedback showed the following key themes:

**Integrity:** 55% of students (102 out of 184) said that they had learnt what integrity meant and how to show integrity. Students frequently referred to gaining leadership skills and being good role models. They also discussed making good choices and “doing the right thing”.

*“Do the right thing when no one is looking.”*

*“How to be a role model and how to show leadership. Uh I've also learnt that by being a role model you have to show Integrity and initiative.”*

*“To be a leader and show your friend's the right way.”*

*“Show integrity you won't feel bad and will not tell a lie.”*

*“I've learnt to make good choices.”*

**Positive relationships:** 53% of students (98 out of 102) said they had learned about forming positive relationships. Students commented on the importance of being caring, kind and of including others in their games. Team building skills, positive communication and problem resolution were also discussed.

*“I learned how to connect with others, not being shy and learning lots of great things at Kiwi Can.”*

*“How to deal with arguments and other difficult situations.”*

*“That there is more than 1 solution to a problem.”*

*“How to work in a team and do the right thing when no one is looking.”*

*“You need to be fair and nice to all the people around you.”*

*“I've learnt that when people are in trouble or struggling go and help them and don't be shy.”*

*“To work with others that I don't usually work with. Teamwork.”*

**Respect:** 21% (38 out of 102) students wrote about respect and how to show respect.

*"That people are all different and we all like other things and you get to see an other side of people and teachers."*

*"Treating others the way you would like to be treated."*

*"To nice and respecting other even if they don't respect you."*

*"I learn you must always speak respectfully with others even if they've been rude to you."*

Figure 1: Words most frequently used by students in response to the question 'What have you learnt in Kiwi Can this year?' (n=187).



## How much students like Kiwi Can

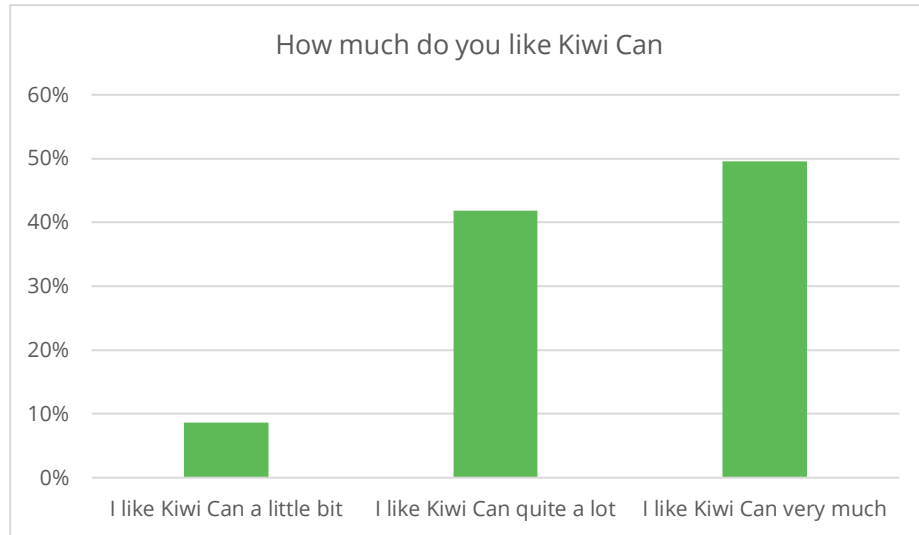
Students were asked to rate how much they liked Kiwi Can using the rating scale: 'I do not like Kiwi Can', 'I like Kiwi Can a little bit', 'I like Kiwi Can quite a lot' and 'I like Kiwi Can very much'.

All students indicated that they like Kiwi Can with 91% (190 out of 208) saying that they like it 'quite a lot' or 'very much', see Graph 1.

**Gender:** Student responses were analysed to examine whether there was a statistically significant difference in how much students like Kiwi Can based on gender.

Findings showed that there was no significant differences between girls and boys.

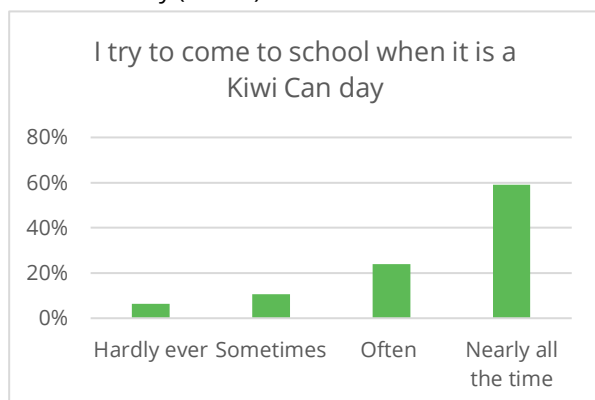
Graph 2: Student responses to the question, 'How much do you like Kiwi Can?' by percentage (number of students = 208).



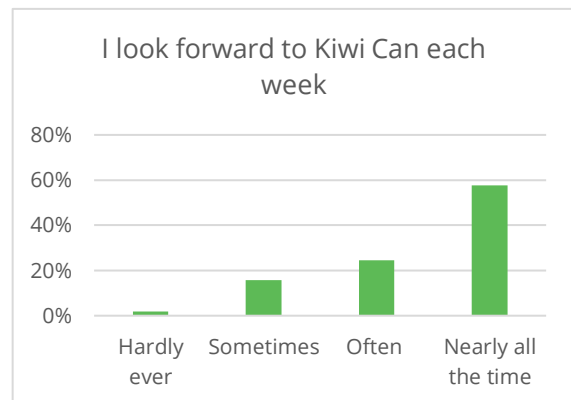
Students were asked to rate 'I try to come to school when it is a Kiwi Can day' and 'I look forward to Kiwi Can each week' using the scale: 'hardly ever', 'sometimes', 'often' and 'nearly all the time'.

When the two highest ratings were combined ('often' and 'nearly all the time'), 83% (173 out of 208) of students indicated 'I try to come to school when it is a Kiwi Can day' and 82% (171 out of 208) indicated 'I look forward to Kiwi Can each week'. This suggests that Kiwi Can may incentivize some students to attend school, see Graphs 3 and 4.

Graph 3: Percentage of students in the question 'I try to come to school when it is a Kiwi Can day' (n=208).



Graph 4: Percentage of students in the question 'I look forward to Kiwi Can each week' (n=208).



Students were asked to write what they like about Kiwi Can. Of 208 students 206 (99%) responded to the question.

Of those who responded, all were able to articulate what they like about Kiwi Can. Analysis of comments showed the following key themes:

**The Kiwi Can games and activities:** 75% of students (154 out of 206) said that they enjoy the things that they do in Kiwi Can. Students particularly like the active components of Kiwi Can, especially when they involve playing outside in the fresh air. Students also said that they like the activities, quizzes and discussions/debates.

*"I like doing activities in groups and energisers are very fun and they warm you up, activities are very well planned and are educational and to do with the school values."*

*"The enigisers pump me up for the day and get my brain working."*

*"The energizers because you learn a lot from them."*

*"The enigisers and the message they are trying to get through to us."*

*"I like the games and lesson. I also like it when you have compitions even if you lose."*

**Fun/enjoyable:** 22% of students ( 45 out of 206) said that they like Kiwi Can because they have fun.

*The activities we do and the energiser are really fun and enjoyable and wish that it could go on 4ever*

*"The teachers are very friendly. We learn a lot. We have lots and lots of fun :)"*

*"I like how the energizers are always fun event though some are challenging but are cool. Also the activiteis are fun."*

*"You get to learn things we can do PE and have some fun."*

*"It makes me feel happy. I learn new things. Its really fun."*

**The things we learn:** 21% (45 out of 206) of students said that they enjoyed Kiwi Can because the like learning and like the things that they learn in Kiwi Can

*"That we learn about the meaning's of new word's. We learn now to build confidence and to be proud about who we are."*

*"We learn so many different games have good conversations about what were learning and always do something new."*

*"That it's very fun at time and everytime we learn something it's always in a fun way!"*

*"Have fun and learn."*

*"The things that we learn also helps us in our daily life."*

*"That you learn more about your peers, the community and how to help out."*

**Values and themes:** 20% of students (42 out of 206) wrote about the Kiwi Can values and themes and skills that students develop in Kiwi Can. Students discussed integrity, respect, personal best, resilience, positive relationships. Leadership, teamwork and building confidence.

*"It is a classroom that helps kids develop relationship and defines the meaning between each of our school values, it's a place that's enjoyable and you can participate without feeling judged or bullied."*

*"I like how kiwi can pushes you to do the best at work, home, and like how they teach you new things and its bringing us together to be a team."*

*"It's cool cause it teaches you about being nice, respectful, helpful and many other thing that us kids should know."*

*"Learning about integrity and what in mean's to be a leader and making positive relationships with one another."*

*"What I like about Kiwi Can is that everyone try's their best and never gives up."*

*"That we learn about the meaning's of new word's. We learn now to build confidence and to be proud about who we are."*

*"I like how it shows us to be leaders, it teachers us about responsibilities, looking after one another and in general it's a nice environment where we can be ourselves."*

*"We learn about team work and I enjoy all the fun games also I love the kiwi can teachers there so friendly."*

**The leaders and the learning environment they create:** 20% of students (42 out of 206) discussed the Kiwi Can leaders. Student like that the leaders include everyone, are always positive and make the students feel safe and happy.

*"I like how the leaders include everyone and encourage positivity. The lessons are well planned and fun."*

*"I like the teachers of kiwi can because they are always positive. How they make the activities fun. Giving people and opportunity to speak even if its not the right answer."*

*"I like how the leaders make everything positive and try to make sure everyone feels safe and happy."*

*"All the games we play and the Kiwican leaders trying to get everyone to join in and work together and everyting else."*

*"The leaders are so kind and they have huge trust in you and they never let anything dampen there day."*

*"I like how it shows us to be leaders, it teachers us about responsibilities, looking after one another and in general it's a nice environment where we can be ourselves."*



Words most frequently used by students are depicted in the Figure 2.

Figure 2: Words most frequently used by students in their response to the question 'Can you write what you like about Kiwi Can?' (n=206).



### What students do not like about Kiwi Can

Students were asked to write about anything they do not like about Kiwi Can. Of 208 students 72% (n=150) responded to the question.

Of students who provided a response, more than half (56% or 84 out of 150) said 'nothing' or indicated that they like everything about Kiwi Can.

The remaining students (44% or 66 out of 150) wrote about something that they do not like. Analysis of comments from these students revealed the following key themes.

**A particular lesson component:** 33% (22 out of 66) of students discussed a particular Kiwi Can game or activity that they do not enjoy.

**Mat time:** 17% of students (11 out of 66) said that they did not like it when they spent too much time sitting and talking rather than playing games and doing other activities.

*"That sometimes we have to do a lot of sitting down."*

*"Sometimes you have to sit down a lot and my bum gets numb."*

*"Sitting down quiet a lot and when the kids are being naughty."*

**Student voice:** 15% of students (10 out of 66) indicated that they would like more input into lesson planning and to have a say in which games and activities they do each week.

*"Sometimes it can get boring and not being able to get in our own groups for activities."*

*"You don't get to choices of energizers."*

*"Maori word of the week, You could make it related to the topic and it would be better."*

**Student behaviour:** 12% of students (8 out of 66) commented on the behaviour of other students; if behaviour is disruptive it can have a negative impact on others in the class.

*"What I don't like about kiwi can is that people sometimes have poor behaviour towards the kiwi can teachers."*

*"There are people that roin the games and make a drama."*

**Repetition:** A small number of students (17% or 11 out of 66) suggested that the programme could be repetitious.

*"I don't like that we sort of do the same game each time. I just want new games."*

*"The activities some times boring and I just am not so pumped for Kiwi Can any more."*

*"Sometimes the questions are repeated every lesson so that kinda gets annoying."*

**Rewards:** Four students raised concerns with the rewards scheme suggesting that the points system encouraged some students to take a competitive approach to challenges. Whilst the view of only a small number of students, this is an important point to note. Kiwi Can rewards are intended to encourage participation and engagement from all students but there can be unintended outcome if care is not taken when allocating points.

*"The point charts because at the end of the week everyone gets competetive and that annoys me."*

*"Its some times a lilil hard to get up pounts for the bord."*

The above feedback provides helpful feedback for how Kiwi Can can be improved. However, comments should not be taken out of context as on the whole they represent the views of a minority.

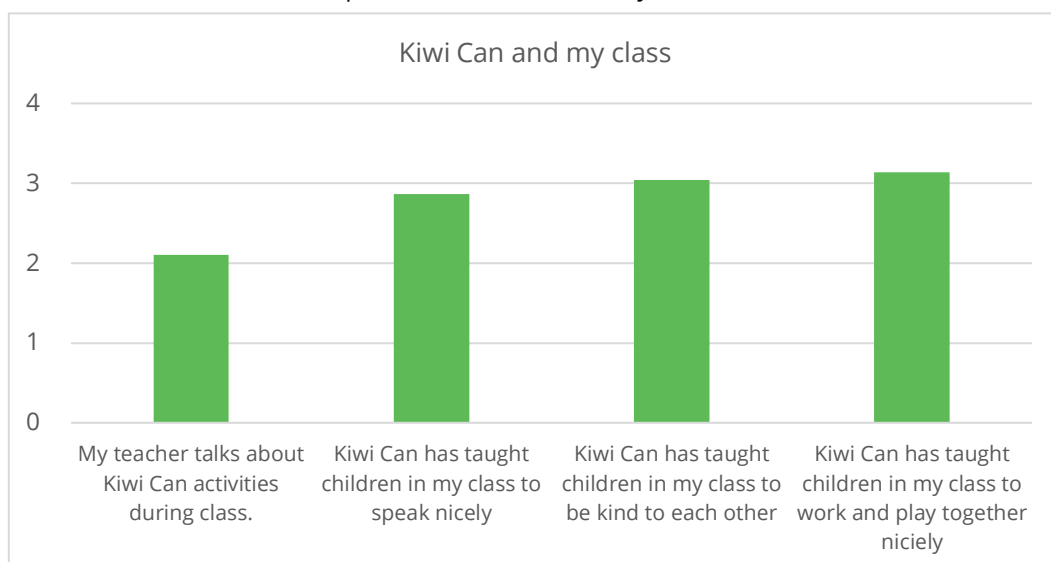
## Kiwi Can and my class

To examine the impact that Kiwi Can had on students' interpersonal skills and ability to interact well with the other children in the class, participants were asked to rate four statements on 'Kiwi Can and my class'. For each statement there were four response categories 'Hardly ever', 'Sometimes', 'Often' and 'Nearly all the time'.

'Kiwi Can has taught children in my class to work and play together nicely' and 'Kiwi Can has taught children in my class to be kind to each other' had the highest mean scores, 3.14 and 3.04 respectively, a rating of 'often'. This finding suggests that students have responded well to programme components that support the development of team skills and caring, see Graph 5.

**Gender:** Analysis of student responses showed that there was no statistically significant difference between boys and girls for any of the Kiwi Can and my class statements.

Graph 5: Mean scores for student responses to 'Kiwi Can and my class' statements (n=208).



## Kiwi Can and me

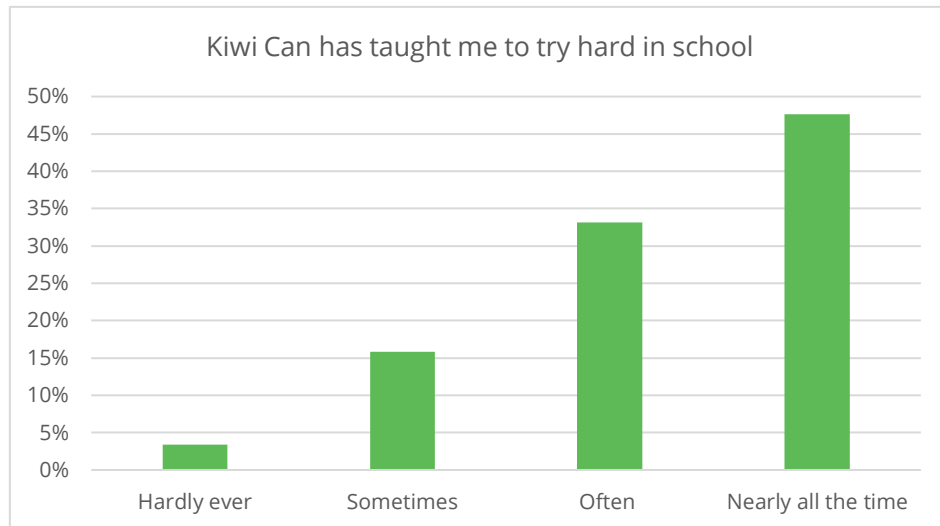
This question examined the effect of Kiwi Can on the individual. Students were asked to rate 9 statements on a scale: 'Hardly ever', 'Sometimes', 'Often' and 'Nearly all the time'.

The nine statements formed two outcome categories; seven statements related to the effect of Kiwi Can on behaviour and social skills, and three related to Kiwi Can outside the Kiwi Can classroom.

### Behaviour and social skills

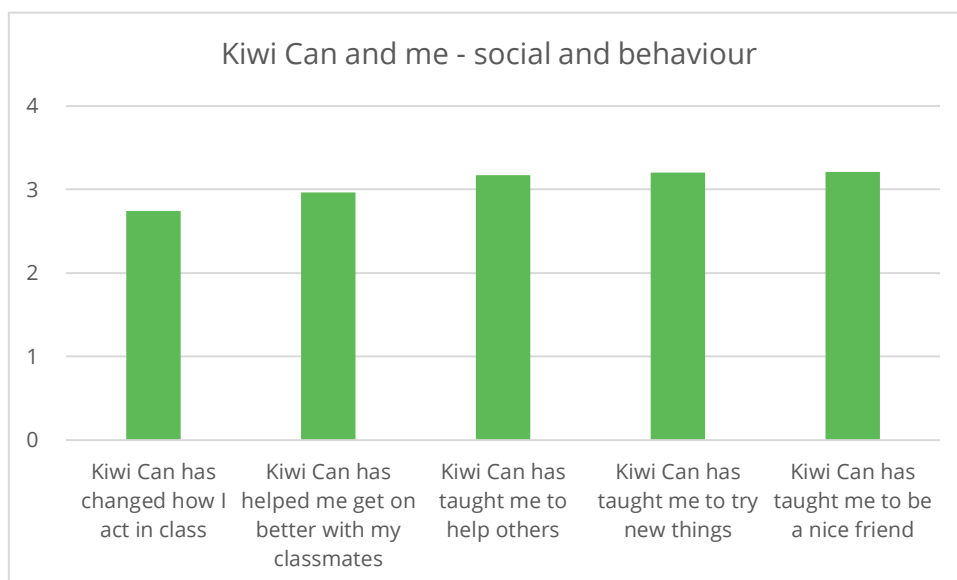
Student responses suggest that Kiwi Can is having a positive influence on student's engagement in learning and school, see Graph 6. When responses for 'often' and 'nearly all the time' were combined, 81% (168 out of 208) of students agreed 'Kiwi Can has taught me to try hard in school'.

Graph 6: Percentage student responses to 'Kiwi Can has taught me to try hard in school' (n=208).



Kiwi Can also appears to be impacting other aspects of students' behaviour and social skills, see Graph 7. Responses indicated that the programme is supporting students to connect and care for one another and to give new things a go. 'Kiwi Can has taught me to be a nice friend', 'Kiwi Can has taught me to try new things' and 'Kiwi Can has taught me to help others' had mean scores above 3, a rating of 'often'.

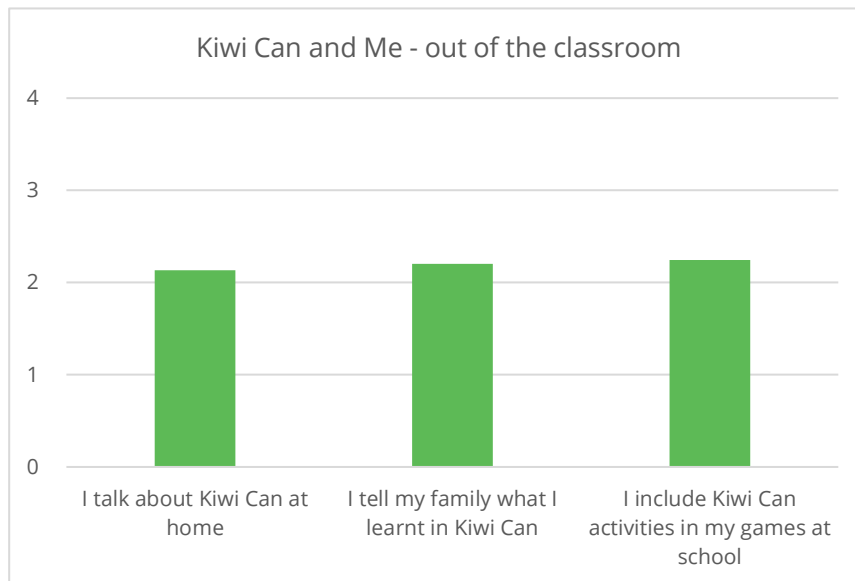
Graph 7: Mean scores for Kiwi Can and me 'social skills and behavior' (n=208)



## Outside the Kiwi Can Classroom

Means scores for 'Outside the Kiwi Can Classroom' were lower than for 'Social skills and behaviour'. However, findings show that students are sharing their Kiwi Can experiences with parents, family and friends and that for many children the reach of Kiwi Can extends beyond the Kiwi Can classroom, see Graph 8

Graph 8: Mean scores for Kiwi Can and me 'outside the Kiwi Can classroom (n=208).



## The Kiwi Can Leaders

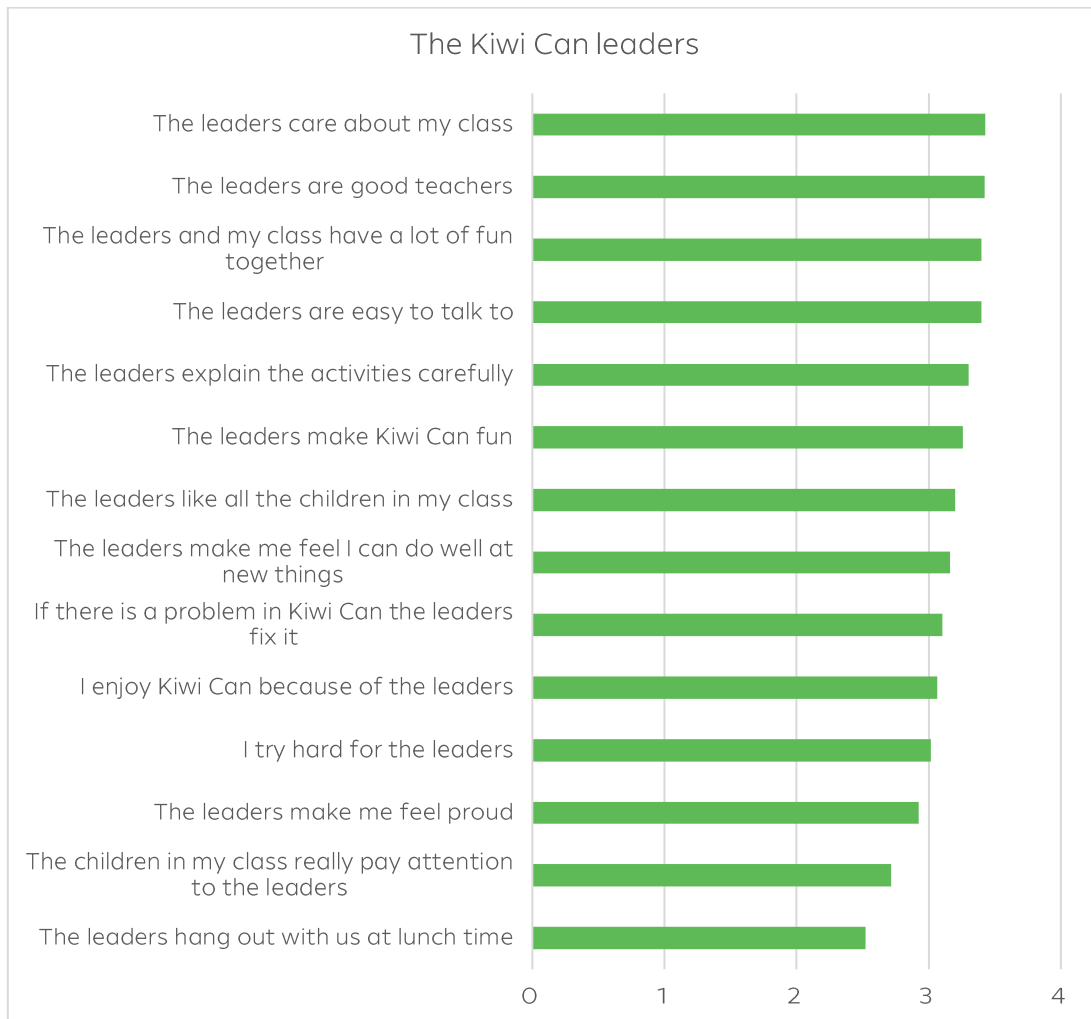
Students were asked to rate 14 statements about the Kiwi Can leaders using the rating scale: 'Hardly ever', 'Sometimes', 'Often' and 'Nearly all the time'. Statements asked students how they felt about the leaders and the delivery of Kiwi Can.

Mean scores were calculated for the statements with 11 of the 14 statements having a mean score between 3 and 4, a rating of 'Often', see Graph 9.

Statements with the highest mean scores related to the leaders being competent, caring and fun.



Graph 9: Mean scores for student responses to statements about the Kiwi Can leaders (n=208)



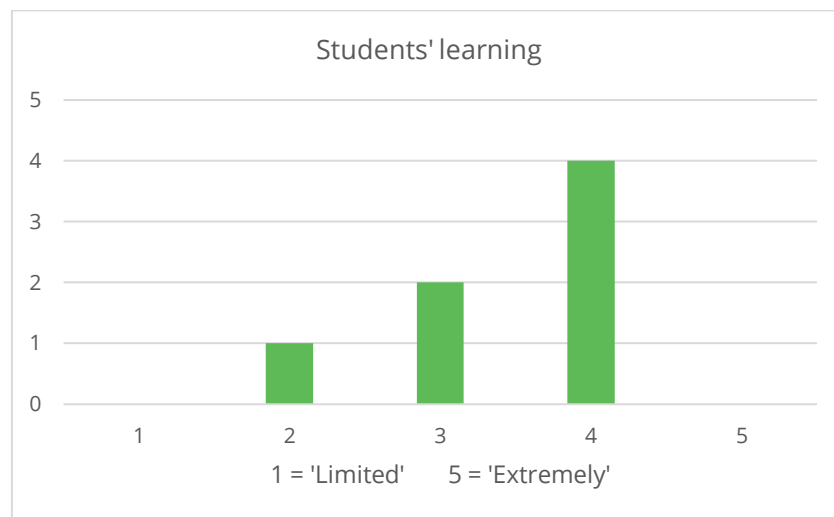
## TEACHER FEEDBACK

### Student learning

Teachers were asked to respond to the question: 'To what extent has Kiwi Can been successful for your students' learning?' Answers were on a rating scale where 1 = 'Limited' and 5 = 'Extremely'

Of 7 teachers, four gave a rating of '4' indicating that they believe that Kiwi Can is making a valuable contribution toward their students' learning, see Graph 10.

Graph 10: Teacher responses to the question 'To what extent has Kiwi Can been successful for your students' learning?' (n=7)



Teachers were asked to comment on their students' learning. Feedback indicates that teachers consider Kiwi Can to be a fun programme that teaches students important skills and values.

*"Makes them think & reflect on their lives and certain situations. Different ways to react & behave are explored."*

*"More comfortable in doing the right thing."*

*"Adds a fun component to the day."*

### New skills, attitude and behaviour

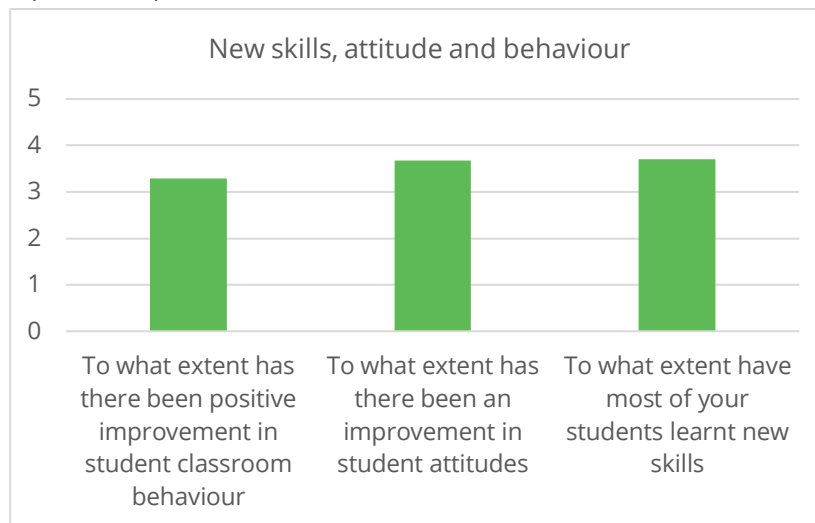
Teachers were asked: 'As a result of participating in Kiwi Can to what extent:

1. Have most of your students learnt new skills?
2. Has there been an improvement in student attitudes?
3. Has there been a positive improvement in student classroom behaviour?

Statements were rated on a five point scale where 1 = 'Very little' and 5 = 'A lot'.

Mean scores were calculated for each statement with results leaning towards the higher end of the rating scale (mean scores ranged from 3.29 to 3.71). Findings show that teachers perceive Kiwi Can to be having a positive impact on students in terms of the new skills they learn, improvements in student attitude and improvements in classroom behaviour, see Graph 11.

Graph 11: Mean scores for how participation in Kiwi Can has supported students to learn new skills (n=7) and to make positive improvements to student attitude (n=6) and classroom behaviour (n=7).



Teachers were asked how new skills, improved attitude and classroom behaviour had been demonstrated by students. Analysis of comments from teachers showed the following key themes:

**Knowledge of Kiwi Can values and themes:** Teachers said that students had displayed an understanding of the Kiwi Can values and themes.

*"[Students] can understand & demonstrate the values taught."*

*"Sharing of values."*

*"Students learning about topics such as positive communication, conflict resolution, integrity."*

**Implementation of Kiwi Can ideas and values:** Teachers indicated that students applied the things they learnt in Kiwi Can when back in the classroom and in other areas of school life.

*"Through knowing the values and expectations and then being able to demonstrate it around the school."*

*"They often remind each other about the Kiwi Can challenge in class."*

*"Taking some aspects back to class."*

**Peer interaction:** Teachers reported that students showed more respect and positivity towards their peers and had better team skills.

*"Interaction with each other and towards myself."*

*"Working as a team. Respecting each other."*

*"The concepts we learn helps students' behaviour. E.g. learning about positive communication- 'put ups, not put downs'."*

Two teachers suggested that for some students, the normalization of Kiwi Can values and themes into their day to day activities was still developing. However, teachers agreed that most students had benefitted from participating in the programme and indicated that they had observed improvements in student learning, attitudes and behaviour.

## Developmental gains

Teachers were asked to rate four about how Kiwi Can has supported students to make developmental gains in four areas:

1. Greater self-confidence
2. Taking responsibility and being accountable for their actions
3. A 'can do' attitude to the challenges of life
4. Respect for themselves and others.

Statements were rated on a scale where 1 = 'Very little' and 5 = 'A lot'.

Of 6 teachers who rated the statement on self-confidence, 5 teachers gave a rating of '4' or '5', indicating that Kiwi Can is helping students to build their self-confidence and to develop a sense of self-worth and self-belief, see Graph 12.

Graph 12: Teacher responses to the statement: 'To what extent do you think Kiwi Can has helped students develop greater self-confidence (n=6)



Mean scores were calculated for teacher responses to the statements about 'responsibility/accountability', 'attitude' and 'respect'. Scores ranged from 3.57 to 3.29 suggesting that Kiwi Can is supporting students developmentally in these key areas, see Graph 14.

Graph 14: Mean scores for teacher responses to statements about responsibility/accountability, attitude towards challenges and respect (n=7)



Teachers were asked whether they incorporate any aspects of Kiwi Can into their classroom teaching/programme. All teachers responded to the question with all saying that they made frequent references to Kiwi Can.

Nearly all teachers discussed the weekly challenge saying that it was linked back to class and integrated into other activities. Teachers regularly referenced the Kiwi Can values and recapped on messages from the week's Kiwi Can lesson.

*"Always talk/refer to our class challenge. Sometimes do a recap. Constantly talking about the values, e.g: respect, role-model, integrity."*

*"Building on core values from a Maori perspective."*

*"Challenges are linked back to what is happening in class."*

*"Talk about the themes. Respect & integrity. Discuss the class challenge."*



## Improvements

Teachers were asked to suggest ways in which Kiwi Can could be improved to enhance student learning. Teachers made a variety of comments including:

- Continued focus on practical activities.
- Measures to support continued implementation of Kiwi Can values and messages once students return to the classroom
- A greater focus on student-led lesson planning.
- More effective use of the rewards scheme
- Kiwi Can workshops for teachers