

# **WINDLEY SCHOOL**

**Wellington** (Porirua)

**Full Primary** (Years 1-8)

**Decile:** 1A

**Roll:** 380

**Ethnicity:** Pakeha 11%; Maori 33%; other Pacific groups 53%

**Deputy Principal:** Tony Birch

## **History**

Action on values at Windley School grew out of a perceived need. The staff felt that more could be done to assist students to get along better together, and that more than the current regime was required. The Deputy Principal attended a course that was led by Pat Lynch at about the same time and was very impressed by what seemed to be good ideas and an inspirational approach that was taken to the concept of values in school. He took the message back to the staff and community who gave him the mandate to develop and implement a values programme suitable for Windley.

The earliest steps were taken with ideas gleaned from the Virtues Project. While this gave them a start, it was decided that modifications were needed to make the programme work for Windley School, particularly for students and their families who did not have a good understanding of English. Simplification and a shorter list of virtues seemed appropriate. After some consultation and discussion within the school community seven virtues were chosen which the school still has as the cornerstones of its programme.

## **Method and Systems**

- Windley School aims to engender a feeling of whanau and of pride in school and themselves by emphasising what it means to be “a Windley kid”. The most important element in this concept is the idea of getting along with others, and reflecting on how they behave together.
- Two virtues from their list are highlighted each term. Assemblies and newsletters provide the main opportunities for acknowledgement. Students who are caught in the act of modelling the virtues are provided with “Goodie Slips” These certificates of good behaviour are couched in values terms.
- Students are learning to use the language of the virtues in their everyday activities, helped by the fact that the virtues list is translated into Maori and Samoan. Some children still find working with these words difficult, however. Language remains a barrier for many students at Windley.

- There is a poster competition at the beginning of every term which centres on a depiction of the virtue for the term. There are examples of these posters on the wall of the Administration block.
- The weekly newsletter provides information about the current virtue and activities associated with it for parents.
- Staff are encouraged to handle inappropriate behaviour by linking the behaviours to missing values and by using values language in discussing behavioural matters with students. The staff overall are enthusiastic about the values programme.
- A staff contract is in place in which staff commit to adherence to and acknowledgement of the values of the school.

## **Results**

The Deputy Principal, when asked to comment on anything he believed to be a direct result of implementing the values programme, said, “The school has been quite calm in recent years.” He said that the most important element in the implementation for them was consistency.

The overall tone of the school is quietly busy, and the students present as friendly, open and keen to be helpful. In the most recent ERO report the school environment is described as “warm, welcoming and friendly....Classrooms are respectful and settled environments where learning can happen without unnecessary interruption. Positive student behaviour is fostered through a schoolwide programme that publicly affirms those ‘caught being good’.”

The staff enthusiasm for and belief in the values programme may be reflected in the fact that the school has enjoyed stability in staffing for a number of years.

## **Key Features**

- Windley School has specific challenges and needs. The staff and management have recognised this and taken ideas from published programmes which they have modified to suit their school.
- The programme is very simple. It is clearly understood by all students and is achieving good results.
- Windley School’s experience highlights the crucial role played by the Deputy Principal in supporting the vision of the Principal in the successful implementation of a values programme.