

HPS SUCCESS - SEM



Impact of the HPS approach - Evidence & Indicators

HPS **performance** measured by:

- HPS School Survey
 - Quality/performance of the HPS facilitator
- Performance on the HPS health and wellbeing rubric
 - Quality/performance of the HPS school
 - Whānau engagement with schools
 - HPS level of inquiry
- ERO cycle
 - Performance of schools based on their return cycle

Impact of the HPS approach - Evidence & Indicators

Three groups in the HPS database were compared:

1. HPS schools that had completed the rubric
2. HPS schools that had not completed the rubric, but had identified a health and wellbeing priority
3. Schools not engaged with HPS

Impact of the HPS approach - Evidence & Indicators

HPS **impact** measured by:

- Attendance
- Stand-downs
- Suspensions
- Academic achievement in reading, writing, and mathematics (National Standards)

Impact of the HPS approach - Findings

Sample comparisons:

- HPS schools who were participating in the HPS approach (with inquiry Levels 2 or 3) had the greatest impact on the targeted student outcomes
- HPS schools who had health and wellbeing as a priority and were participating in health and promotion initiatives *but were not engaged* the HPS approach (and guided by the rubric) had little to no impact on the targeted student outcomes
- Non-HPS schools also had little to no impact on the targeted student outcomes

Impact of the HPS approach - Findings

Effective involvement in HPS can explain:

- 60% of the increases in attendance
- 42% of the decreases in stand-downs and suspensions
- 29% of the improvements in reading performance





