

Kids as Catalyst

Geelong region – Northern Bay College 2018

Outcomes Evaluation Report

Introduction

This report presents a summative evaluation of the Kids as Catalyst program provided to six grade 6 class groups at the Wexford and Peacock Campuses of Northern Bay College, Geelong.

Kids Thrive received funding from the Victorian Government Department of Education and Training's 'Strategic Schools Partnerships' Program, Federal Department of Social Services 'Inclusive Communities' Fund, Geelong Community Foundation and Give Where you Live Foundation to deliver the Kids as Catalyst program to the Geelong region during 2018.

The Kids as Catalyst Program

Kids as Catalyst is a six-month resilience and creative leadership program. It aims to ignite and skill children to become catalysts for positive change in their local communities. 'Kids as Catalyst' builds children's resilience, educational engagement, community connections and mental wellbeing, whilst engaging literacy, numeracy and teamwork skills. Kids as Catalyst is delivered in upper primary schools, through direct training and self-directed, action-based learning over two school terms.

In 2018, in the first term of delivery, Kids as Catalyst was a weekly program - with direct training delivered by the Kids Thrive team and follow up activities led by the teachers in concert with Kids Thrive facilitators. Students connected with their personal values; researched, identified and engaged local community groups as project partners; conceived, co-designed and budgeted a series of philanthropic projects to benefit their local communities; and wrote persuasive applications for funding.

In the second term of the program, students pitched for funding and project support to a panel of school and community leaders, and then took responsibility for delivering their community projects in partnership with their selected community organisation. They managed project schedules, finances and documentation, supported by schools, community and the Kids Thrive team. The program culminated in a community Showcase at which students shared their project outcomes, challenges and achievements with an audience of family, community and industry members.

The program also delivered professional development for teachers in creative learning, community engagement and project development, supporting a gradual release model of program delivery - establishing the groundwork to enable teachers to share the program delivery role with Kids Thrive in 2019.

Kids as Catalyst engages children in the later years of primary school and the early years of secondary school. This vital time in a child's development - known as the 'middle years' - is characterised by rapid emotional, physical, social and cognitive development. Kids as Catalyst closely matches the needs of children in this age group, which have been summarised as 'to have good self-esteem; belong, feel connected and supported; have increasing independence in a safe environment; be able to achieve, learn and feel competent; and be heard, participate, and

be listened to' (Committee on Children and Young People, 2009: 17). Promotion of resilience is key to supporting mental wellbeing at this time of transition; and factors promoting resilience are central to the program. These include developing individual attributes such as self-efficacy, social competency, and problem-solving skills; and supportive relationships with family, other caregivers, peers, teachers, and members of the broader community (Hunter, 2012; Luthar and Cicchetti, 2000).

A logic model is attached (Appendix 1), describing the theory of change underlying the Kids as Catalyst program. In summary, the intervention comprises an innovative, child-led social change program that empowers children to engage in and take the lead in social change activities. It is delivered by Kids Thrive facilitators in partnership with educators, community agencies and children, and uses arts and creativity as a learning and community engagement strategy. It explicitly:

- Builds links and relationships between children, schools, agencies and their community.
- Develops the skills of teachers and children to investigate and understand themselves, others and their community from a philanthropic/social action perspective.
- Inspires and equips children to lead change at a community level.

Program outputs include partnerships between children, schools and community organisations to co-design and deliver local philanthropic projects. The project logic maps outcomes onto a socio-ecological framework at individual, interpersonal, community and societal levels. Individual level outcomes include increased self-esteem, self-confidence, resilience and expanded social networks for children; interpersonal outcomes include increased connectedness between children, teachers, schools and communities; at a community level, children become active participants in addressing local issues; and at a societal level, we expect to see improved cohesion and wellbeing with children better equipped to be contributing members of society.

The program has been delivered to over 30 Victorian schools since 2011.

This evaluation of Kids as Catalyst 2018 is based on teacher-observed data sets measuring demonstrated change in individual student competencies, plus interviews with teachers, principals, community partners and students. These demonstrate that students respond very positively to the program, with schools noticing key improvements in children's learning, creative thinking, leadership, agency, self-esteem and mental wellbeing. The evaluation also includes a simple pre-and post-test to understand students' community connections emerging from involvement in the program.

Kids as Catalyst aims to increase child and youth confidence and capacity to identify issues of importance to them and their local communities, and to take action to address these issues. It also aims to build students' resilience, self-esteem, social connections and sense of agency by:

- Using the creativity to explore their personal values and to rehearse key social and community development skills
- Promoting social inclusiveness and community connectedness
- Encouraging community cooperation and participation
- Fostering awareness and understanding of community issues
- Enacting alternative, positive pathways for children and communities in environments with few perceived options
- Exploring creative approaches to transforming challenges and obstacles into opportunities for growth.

The Evaluation

This evaluation identifies the impact of the Kids as Catalyst program in Northern Bay College in 2018.

Project Logic

The evaluation has been guided by a project logic. The project logic is included as Appendix 1 at the end of this document. The project logic makes the thinking that underlies the project explicit and exposes the underlying 'hypothesis' on which the program is based. The purpose of the project logic is to be clear about the activities, outputs and expected outcomes of the project so that the correct evaluation questions are identified.

Evaluation Approach

This evaluation uses a summative approach aimed at determining the impact of the Kids as Catalyst program during 2018. Summative evaluation is a method of judging the worth of a program at the end of the program's activities. The focus is on the outcomes achieved, changes observed in participants, and differences that have been demonstrated.

Evaluation Questions

Based on the project logic the following summative evaluation questions have been developed for this evaluation. The questions are based on the project outputs and short-term outcomes identified in the project logic:

1. To what extent have children, teachers and community members participated in Kids as Catalyst?
2. What has Kids as Catalyst delivered?
3. To what extent have children demonstrated growth in positive social and emotional skills?
4. To what extent have children learnt and applied creative learning skills, and improved their educational engagement?
5. To what extent have children learnt and applied leadership and community engagement skills?
6. To what extent has the community had a positive engagement and improved participation with the school?
7. To what extent have children achieved age-appropriate level or higher across all domains?
8. To what extent have students assessed as having lower than age-appropriate capacities at the beginning of the program demonstrated positive change?
9. To what extent have students assessed as having lower than age-appropriate capacities at the beginning of the program achieved age-appropriate level or higher at the end of the program?
10. To what extent have children built their community networks?

These questions form the framework for the presentation of the Evaluation Results in the next section.

Data Collection

Key documents and data sources for this evaluation have included:

- Minutes of meetings with teachers and principals
- Student Progress Reports - detailed reports completed by teachers for each child in their class detailing progress as a result of Kids as Catalyst
- Reflective evaluation activities with students
- Student interviews
- Teacher and Principal Evaluation interviews and surveys

Data has been analysed using a constructivist approach - based on the understanding that the “truth” of a situation is individually and collectively constructed by the people who experience it. In constructivist evaluation, it is assumed that there are many different ways of interpreting or understanding the intent and impact of an activity and that to understand the activity the evaluator must gather together those understandings from a range of sources. For a constructivist evaluator, the truth of the situation is what the people who experience it describe.

Evaluation Results

In this section, each evaluation question is answered based on an analysis of the data. A summary of the results is provided at the end of this section.

1. To what extent have children, teachers and community members participated in *Kids as Catalyst - Geelong*?

Data collected by Kids Thrive indicates that the program directly involved:

- 134 students in grades 5/6
- 2 campuses of 1 multi-campus government school
- 1 community leadership committee representing local agencies, schools, organisations and government departments (Communities That Care)
- 10 teachers
- 1 school principal / 4 campus principals
- 3 Kids Thrive Artist/Facilitators
- 22 local community organisations (see Appendix 2)
- 2480 local community members – 12 community panelists; 23 partnering in delivering students’ community projects; 300 engaged in community events; app. 2145 engaged by and benefiting from students’ community projects.

2. What has *Kids as Catalyst* delivered?

During 2018 Kids as Catalyst delivered:

- 45 workshops with Kids Thrive Artist/Facilitators
- 3 community engagement events (Project Pitch events (2) and Student Showcase)
- 22 community action projects realised by children with community partners

3. To what extent have children demonstrated growth in positive social and emotional skills? (Appendix 3)

Teachers provided Student Progress Reports identifying their perception of the impact of Kids as

Catalyst on each child. The progress reports include four areas of relevance to this evaluation question. The progress reports indicate that:

- 66% of children demonstrated improved self-confidence as a result of their participation in Kids as Catalyst;
- 52% demonstrated improved teamwork;
- 56% demonstrated improved empathy;
- 69% demonstrated improved social awareness.

4. To what extent have children learnt and applied creative learning skills, and improved their educational engagement? (Appendix 3)

Student Progress Reports include five dimensions of relevance to this evaluation question: 'willingness to participate', 'self-directed learning', 'perseverance', 'literacy' and 'numeracy'.

The Student Progress Reports indicate that:

- 60% of children showed improved willingness to participate in class through their involvement in Kids as Catalyst.
- 50% of children demonstrated improvement in self-directed learning;
- 45% demonstrated improved perseverance;
- 53% demonstrated improved in literacy;
- 31% demonstrated improved numeracy.

It is important to note that Kids as Catalyst is not delivered as a literacy and numeracy program. However, Kids Thrive includes this data at the request of schools, who wish to understand the impact of the program on this core curriculum.

5. To what extent have children learnt and applied leadership and community engagement skills? (Appendix 3)

Two dimensions in the Student Progress Reports are relevant to the development and application of 'leadership' and 'community engagement' skills by children.

The Student Progress Reports indicate that:

- 57% of children demonstrated improved understanding and practice of leadership skills;
- 65% demonstrated improved understanding and capacity to participate in community engagement.

6. To what extent have children engaged with their community, and the community had a positive engagement with the school?

Data shows Northern Bay College developed new or stronger links with:

- 22 local community groups
- 22 community members directly
- 300+ family and community participants at celebratory events.
- 1675 community members were engaged by / benefited from student community projects.

Students forged relationships with key members of community groups with whom they partnered.

7. To what extent have students achieved age-appropriate levels or higher across all domains? (Appendix 4)

Many students at Northern Bay College are identified as being at high risk of disengagement, and the developmental and educational capacities of a number of students are approximately two years behind their peers at the beginning of Grade 6. Analysis of data from the Kids as Catalyst Evaluation indicates the percentage of students achieving age-appropriate levels or higher (as assessed by their teachers) across all domains:

	Beginning of prog	End of prog
Social and Emotional Skills		
• Self-confidence	46%	79%
• Social awareness	38%	77%
• Empathy	42%	77%
• Teamwork	53%	80%
Creative Learning Skills		
• Perseverance	45%	66%
• Willingness to participate	55%	84%
• Self-directed learning	49%	77%
• Literacy skills	47%	69%
• Numeracy skills	52%	64%
Leadership		
• Leadership skills	35%	63%
• Community engagement	40%	83%

8. To what extent have students assessed as having lower than age-appropriate capacities at the beginning of the program demonstrated positive change? (Appendix 5)

Social and Emotional Skills

- 83% of these students demonstrated increases in self-confidence
- 88% demonstrated improved social awareness
- 74% revealed increased empathy
- 70% improved their teamwork

Creative Learning Skills

- 61% of these students demonstrated increased perseverance
- 80% improved their willingness to participate (educational engagement)
- 78% improved their self-directed learning
- 64% increased their literacy skills
- 46% improved their numeracy skills

Leadership

- 67% of these students increased their leadership skills

- 90% increased their community engagement

9. To what extent have students assessed as having lower than age-appropriate capacities at the beginning of the program achieved age-appropriate level or higher at the end of the program? (Appendix 6)

Social and Emotional Skills

- 65% of these students demonstrated age-appropriate level or higher in self-confidence
- 64% demonstrated age-appropriate level or higher in social awareness
- 60% demonstrated age-appropriate level or higher in empathy
- 59% demonstrated age-appropriate level or higher in teamwork

Creative Learning Skills

- 42% of these students demonstrated age-appropriate level or higher in perseverance
- 65% demonstrated age-appropriate level or higher in willingness to participate (educational engagement)
- 46% demonstrated age-appropriate level or higher in self-directed learning
- 40% demonstrated age-appropriate level or higher in literacy skills
- 23% demonstrated age-appropriate level or higher in numeracy skills

Leadership

- 43% demonstrated age-appropriate level or higher leadership skills
- 79% demonstrated age-appropriate level or higher in community engagement

10. To what extent have children built their community networks? (Appendix 7)

Children filled in a simple graphic representation of their community support networks both pre- and post-program, responding to the question: ‘How many people can you talk to about things that matter to you?’ The following graph represents a median of their before and after responses, revealing significant increases in children’s perception of and access to community support networks, including:

- 18% increase in positive connections with other students at school
- 92% increase in connections with kids outside school
- 7% increase in trusted connections with adults at school
- 63% increase in trusted connections with adults in the community
- 37% increase in positive family connections.

Summary of Evaluation Results 2018

The following table presents a summary of the Evaluation Results:

Evaluation Question	2018 Result		
1. To what extent have students, teachers, and community members participated in <i>Kids as Catalyst</i> ?	134 students in grade 5/6 participated. 10 teachers 1 school principal / 4 campus principals 22 community organisations 2480 community members engaged as project participants or event participants or were beneficiaries of student projects.		
2. What has Kids as Catalyst delivered?	45 workshop sessions; 3 community engagement events; 22 community projects by children.		
3. To what extent have students demonstrated growth in positive social and emotional skills?	66% increased confidence; 52% show improved teamwork; 56% show improved empathy; 69% demonstrated improved social awareness.		
4. To what extent have students learnt and applied creative learning skills, and improved educational engagement?	60% improved willingness to participate; 50% improved self-directed learning; 45% demonstrated greater persistence; 53% improved literacy; 31% improved numeracy		
5. To what extent have students learnt and applied leadership and community engagement skills?	57% improved leadership skills; 65% improved community engagement.		
6. To what extent has the community had a positive engagement with the school?	NBC developed positive connections with: 22 local community groups 22 local community members directly 300+ family and community members at events 1600+ community members engaged with / benefiting from NBC student projects.		
7. To what extent have students achieved age-appropriate levels across all domains?		Before Program	After Program
	Self-confidence	46%	79%
	Social awareness	38%	77%
	Empathy	42%	77%
	Teamwork	53%	80%
	Perseverance	45%	66%
	Willingness to participate	55%	84%
	Self-directed learning	49%	77%
	Literacy skills	47%	69%
	Numeracy skills	52%	64%
	Leadership skills	35%	63%
	Community engagement	40%	83%
8. To what extent have students assessed with lower than age-	83% of these students demonstrated increases in self-confidence		

appropriate capacities at the beginning of the program <u>demonstrated positive change?</u>	<p>88% demonstrated improved social awareness</p> <p>74% revealed increased empathy</p> <p>70% improved their teamwork</p> <p>61% of these students demonstrated increased perseverance</p> <p>80% improved their willingness to participate</p> <p>78% improved their self-directed learning</p> <p>64% increased their literacy skills</p> <p>46% improved their numeracy skills</p> <p>67% of these students increased their leadership skills</p> <p>90% increased their community engagement</p>
9. To what extent have under-achieving students <u>achieved age-appropriate levels or higher</u> across all domains?	<p>65% of these students achieved age-appropriate level or higher in self-confidence</p> <p>64% social awareness</p> <p>60% empathy</p> <p>59% teamwork</p> <p>42% perseverance</p> <p>65% willingness to participate</p> <p>46% self-directed learning</p> <p>40% literacy skills</p> <p>23% numeracy skills</p> <p>43% leadership skills</p> <p>79% community engagement</p>
10. To what extent have students increased their trusted community networks in 2018?	<p>18% increase in positive connections with other students at school</p> <p>92% increase in connections with kids outside school</p> <p>7% increase in trusted connections with adults at school</p> <p>63% increase in trusted connections with adults in the community</p> <p>37% increase in positive family connections.</p>

Geelong Kids as Catalyst 2018 - COMMUNITY PARTNER RESPONSES

Geelong Kids as Catalyst Community Partners were sent an online survey at the end of the 2018 program requesting responses to questions about their insights and experiences of the program, and their engagement with the students and school. We received responses from 15 of the 22 community partners. The response rate was affected by some community partners being less confident with IT, and the end of year / Xmas pressures. In 2019 Kids Thrive intends to offer community partners both an online survey and a debrief gathering where they can share their insights and experiences with each other as well as with Kids Thrive.

Of those who responded:

20% had not worked with children previously.

87% (13 of 15) felt they received adequate support from Kids Thrive during the program and indicated they would choose to be involved in the program again. Of the two who felt they might not participate again, one was due to a forthcoming change in job, and the other due to clashes with the time commitment involved. All partners provided positive insights into ways to strengthen the engagement and participation of community partners.

93% (14 of 15) of the community partners believed there was a benefit to their organisation or group in being involved in the program and felt a strengthened relationship with the school. The organisation which did not agree indicated distance as the major block – in terms of time, cost and communication.

100% of the responding community partners believed the students gained significant benefits from their involvement in the program, and that the students' community action projects achieved their objectives. They all felt there was personal benefit for themselves in participating in the program; and that other staff and volunteers in their organisation found the partnership with the students very positive.

All respondents indicated they would like to continue their relationship with the students; but only 53% (8 of 15) believe they have the time or capacity to do so.

All would recommend the Kids as Catalyst program to other community groups.

Below is a selection of insights shared by community partners in response to survey questions:

1. Was there a benefit for you in participating in the program?

I was impressed by the passion & enthusiasm of the students. It restored my faith that the next generation of leaders will look after our environment.

group of young people, and gave valuable insight into the school's commitment to the program (and students). Ongoing, I continue to see and speak with students with their families in the community that were part of the program.

I thoroughly enjoyed being able to work directly with the students on the community action, to instruct them and motivate them and to then also watch them use their initiative to undertake tasks that they self-identified.

Young men are a hard to reach demographic and it enabled us to engage with this demographic.

I enjoyed working with the students, learnt a lot about them & their school, saw how community groups can work together.

2. Was there a benefit to your organisation or group in being involved in the program?

It was a good opportunity to get the MFDC message out to the whole school community.

It was an opportunity to present Riverside House and its residents to members of the general community, increasing knowledge and understanding of persons with a disability and acquired brain injury specifically. Importantly, on the day the residents met and were entertained by a motivated, enthusiastic group of young people and had a most enjoyable time.

It provided an important social opportunity for our homework club group – and we received reading and writing resources.

The students made 30 snuffle mats which we are selling to raise funds, and the community action day was a wonderful opportunity to engage young people with our volunteers and elderly clients.

Our participation allowed us to build a new connection with a local school which is of great benefit to our emerging education program. It provided an opportunity to share our work and our organisation with peer groups and young people. The support from the staff and students through the community action was very helpful and allowed us to demonstrate to our partners that we work with our broader community in diverse ways.

3. Did you perceive any benefits for the students involved?

It was an opportunity for students to be experts in their field.

The students learnt communication skills and seemed to grow as we went along.

The girls that participated were thrilled to prepare the baits and set the remote camera in the bushland setting. They gained a knowledge of how the Friends Group cares for the environment. Perhaps we may have had the future Minister for the Environment in this group!

The group I worked with were lovely, committed kids. Over the course of the program I saw their confidence grow both speaking to me and presenting to the bigger group. They really started thinking outside the box too!

I felt that the students benefited from being thrust into a highly social event, they managed both the practicalities of running their community action with the social aspects and personal skills and connections that are required when working in fundraising and donor management.

4. Did you gain any insights from your involvement in the program and with the students?

Students can do great things they just need to be given the opportunity to do so.

I was surprised and impressed by the level of enthusiasm and power that can be generated from having an engaged group, and the level of confidence and ability some of the kids displayed.

We gained an understanding that kids as young as those involved in the program have an empathy for the needs of others and are prepared to support a wide variety of community groups.

The program really highlighted for me the power kids have to action change. The students' projects were all so thoughtful and community-minded. I felt proud to help empower the kids to stand up for something they cared about.

Conceptually I felt the program was great and its purpose very worthy and valid. I found the students quite responsive but also quite malleable which highlights a lot of responsibility for the program and the volunteers.

The kids are such a pleasure to work with and I learnt so much from them. Thank you again for this experience.

5. Did you feel a strengthened relationship with the school?

I am optimistic that I (and the residents) will continue to acknowledge (and be acknowledged) by the students when in the community and look forward to ongoing involvement with the school especially with Kids Thrive.

I was impressed with the teachers' dedication and the openness of the students.

I didn't know anything of the school prior to this but was very impressed by their learning spaces and environment.

Really impressed. And as we sell the snuffle mats, we are sharing the story behind their production with our community.

I found the staff very helpful and was impressed by their commitment, organisation and abilities. I also found the office staff exceptional (especially Karen). NBC college is an excellent school.

6. Did other staff or volunteers in your organisation think the partnership with the students was positive?

Other staff want to be involved next year.

Most definitely – feedback has been exceptionally positive.

All staff were impressed by the students' commitment to the cause.

The whole committee thought the program was excellent and were really grateful to be involved.

Yes, it was very well received by everyone. A great community interaction project.

7. What skills did you see the students using during the project?

Community Partners listed a wide range of skills they observed students using to achieve their community actions:

Negotiating, public speaking, interacting and working with other people – both adults and children;
Communication skills - phone, email & personal;
Motivation, teamwork, empathy;
Leadership, prioritising, taking ownership and responsibility, team development, delegating;
Collaboration, negotiation, inclusion;
Give and take with the aim of everyone being involved and reaching our goal;
Project management, time-management, planning;
Budgeting and money-management;
Computer skills, maths;
Organising, public speaking;
Social skills, presentation skills;
Problem-solving, brain-storming;
People skills, coordination, creative and critical thinking skills;
Event management, scheduling;
Fundraising;
Persistence, commitment, generosity;
Arts and creativity.

8. 100% would recommend the Kids as Catalyst program to other community groups.

Absolutely would - & FFAR Facebook page is planning a shout out to share how valuable we believe this program is both for community partners and most importantly the kids.

I have already spoken with colleagues and passed on information regarding Kids Thrive.

It's a great way to spread the word to the next generation on a cause close to your heart.

I think it's a great way to see what kids have to offer, not just in the future, but now.

9. 87% of community partners would be involved in the program again.

I have already said to the school if they run it again I am keen to stay involved if time commits.

Definitely - I found it to be an amazing program. I actually shed a tear at the final presentation.

10. What would you say are the strengths of the program?

Kids as leaders and decision makers.

It gives kids the chance to put their ideas into practice. It celebrates the involvement of young people and demonstrates positive youth action.

The program develops community awareness in the students. It encourages children to think of the needs of others and hopefully appreciate their own situations. It develops children's self-confidence and their ability to relate to adults.

It is well organised, outcomes driven, has a great structure, fantastic leaders, and is community orientated. It gets the kids thinking about values and the importance of community. It encourages kids to be independent. It's fun and empowering for the kids.

It is an original concept that has a strong, meaningful purpose in that it empowers students at an influential stage in their development to feel capable and responsible for the change that their community needs. It ensures their future by strengthening their community. It makes the work that is required doable.

11. Can you share a moving moment for you?

Observing the interaction between the students and residents of Riverside House and listening to the laughter and observing the enjoyment of every-one.

Our aged care residents trying to take the art works back to their room as they like them so much and staff trying to put the art back on display.

The group presenting the reading material to the Homework Club students and selecting books to sit down and read with them.

When Tomar explained at the presentation what a native environmental weed was. This was more than we thought possible in terms of messaging about weeds.

Seeing the kids at the showcase get up and present so confidently, clear voices, standing tall. They'd blossomed and I just felt so emotional that they'd gained this strong confidence and pride in their achievements in a relatively short time.

There was one student who was very quiet and reserved – but he really opened up with one of our team members at the community action day. That was lovely. He seemed to grow through the process. And there was another young man who barely spoke through the whole project and then presented at the showcase. That was special.

When we first shared the book that the students had written and made - they were extremely proud of themselves. It was an ambitious project and they stepped up and made a commendable effort.

Really enjoyed when the girls came out to Jirrahlinga and put the wheelbarrow together. They were really proud of themselves.

CONCLUSION

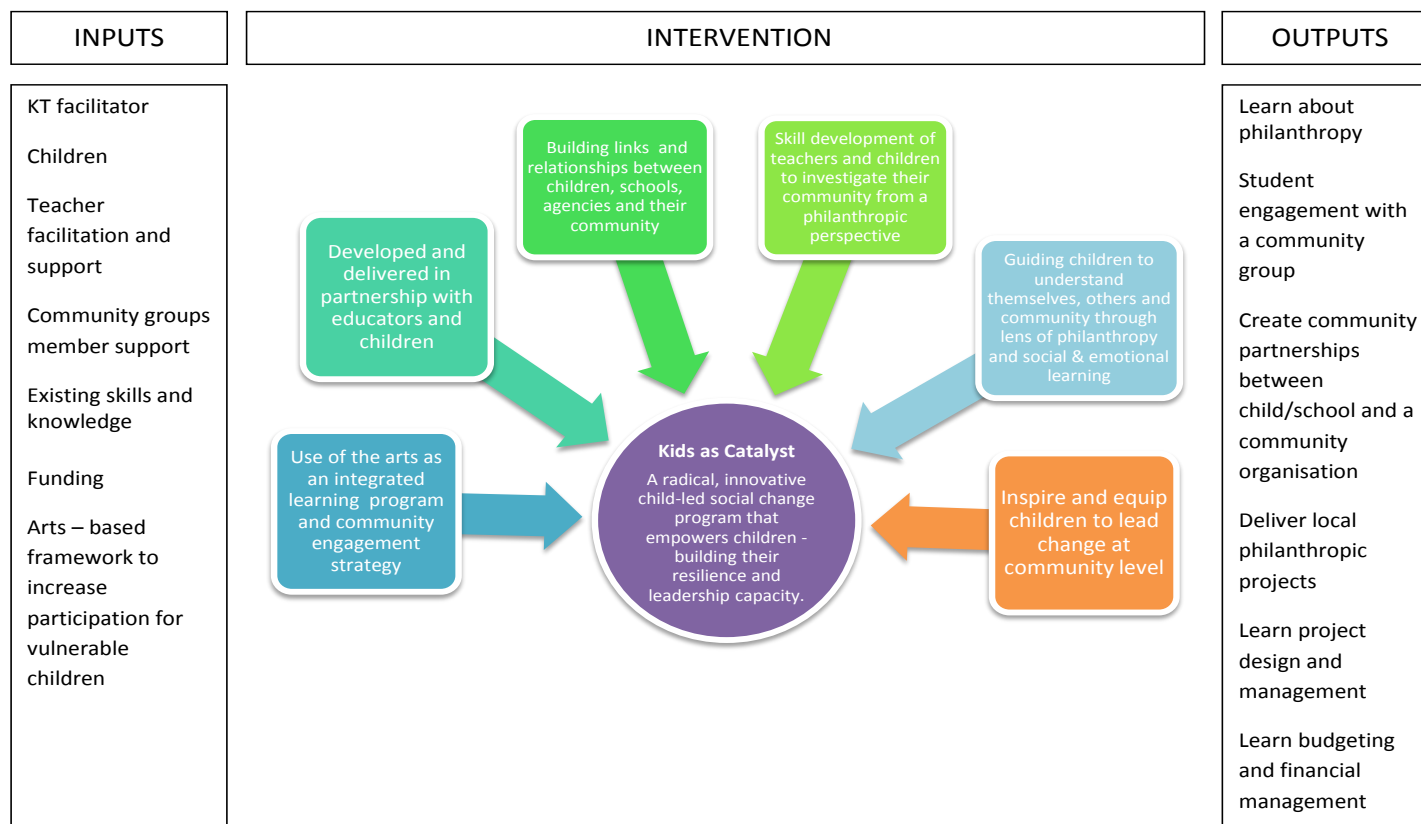
Based on the above results, it is possible to conclude that:

<p>Kids as Catalyst - Geelong builds children's resilience by significantly improving their:</p> <ul style="list-style-type: none">• Self-confidence• Teamwork• Empathy• Social awareness• Self-directed learning• Educational engagement• Perseverance• Literacy and numeracy• Leadership skills• Community engagement	<p>Kids as Catalyst also makes a significant contribution towards improved:</p> <ul style="list-style-type: none">• Engagement of families with schools• Connection between schools and local community groups• Children's safe community networks
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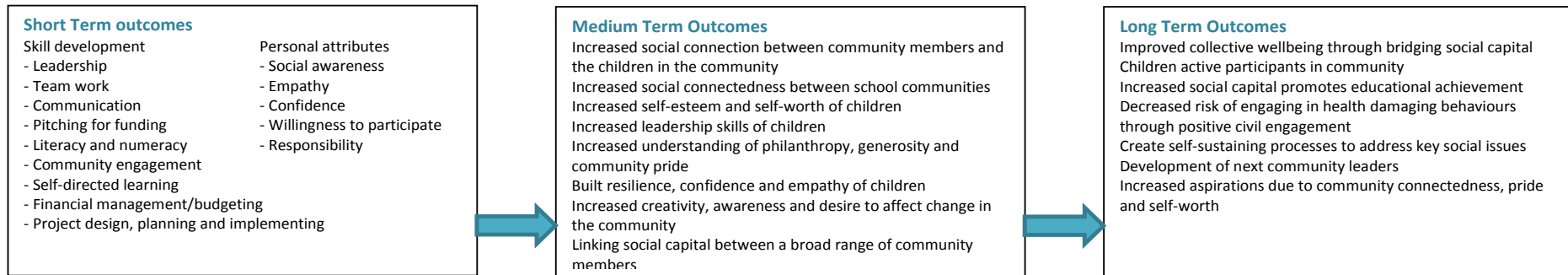
Kids as Catalyst is based on sound evidence of the value of creativity in engaging and educating children. Kids as Catalyst delivered a successful program in this multi-campus primary school in a significantly disadvantaged region of Victoria. The evidence from this evaluation suggests that the program has improved children's learning skills and community capacities, built links between families, schools and community groups, and extended children's safe community networks. From these results, we can draw the conclusion that Kids as Catalyst contributes significantly to building children's resilience and leadership skills.

APPENDIX 1: Kids as Catalyst Project Logic

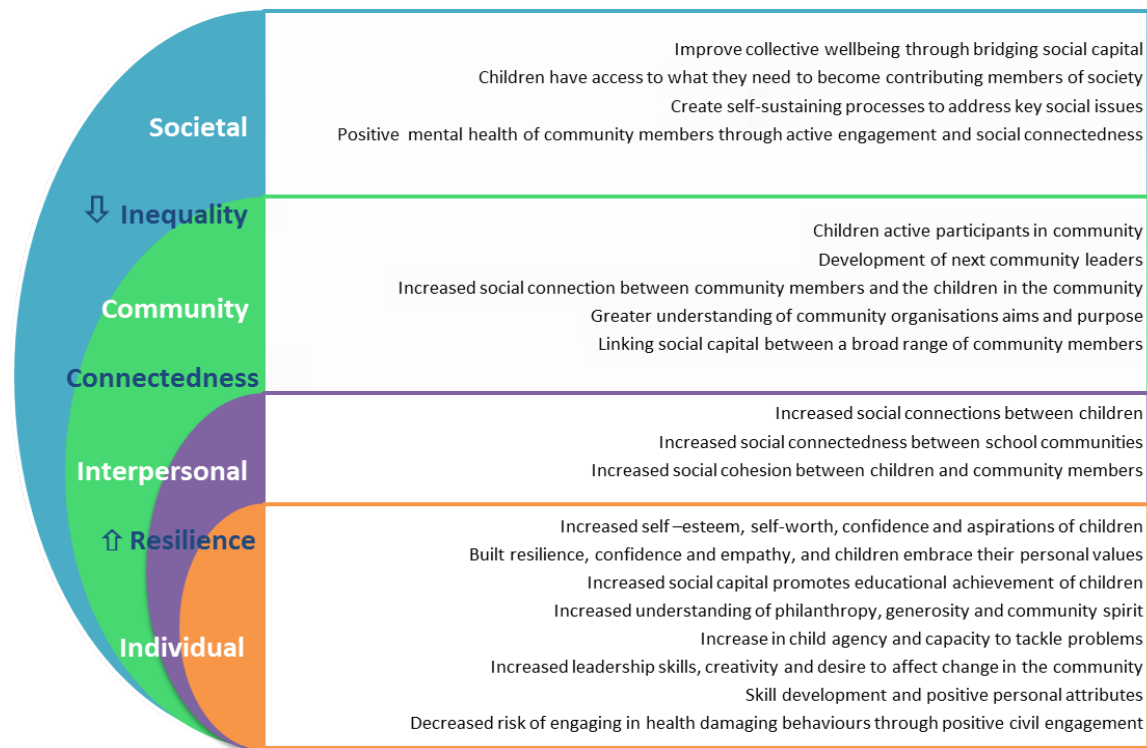
Kids Thrive 'Kids as Catalyst' Program Logic



OUTCOMES



Kids as Catalyst outcomes mapped against the socio-ecological model



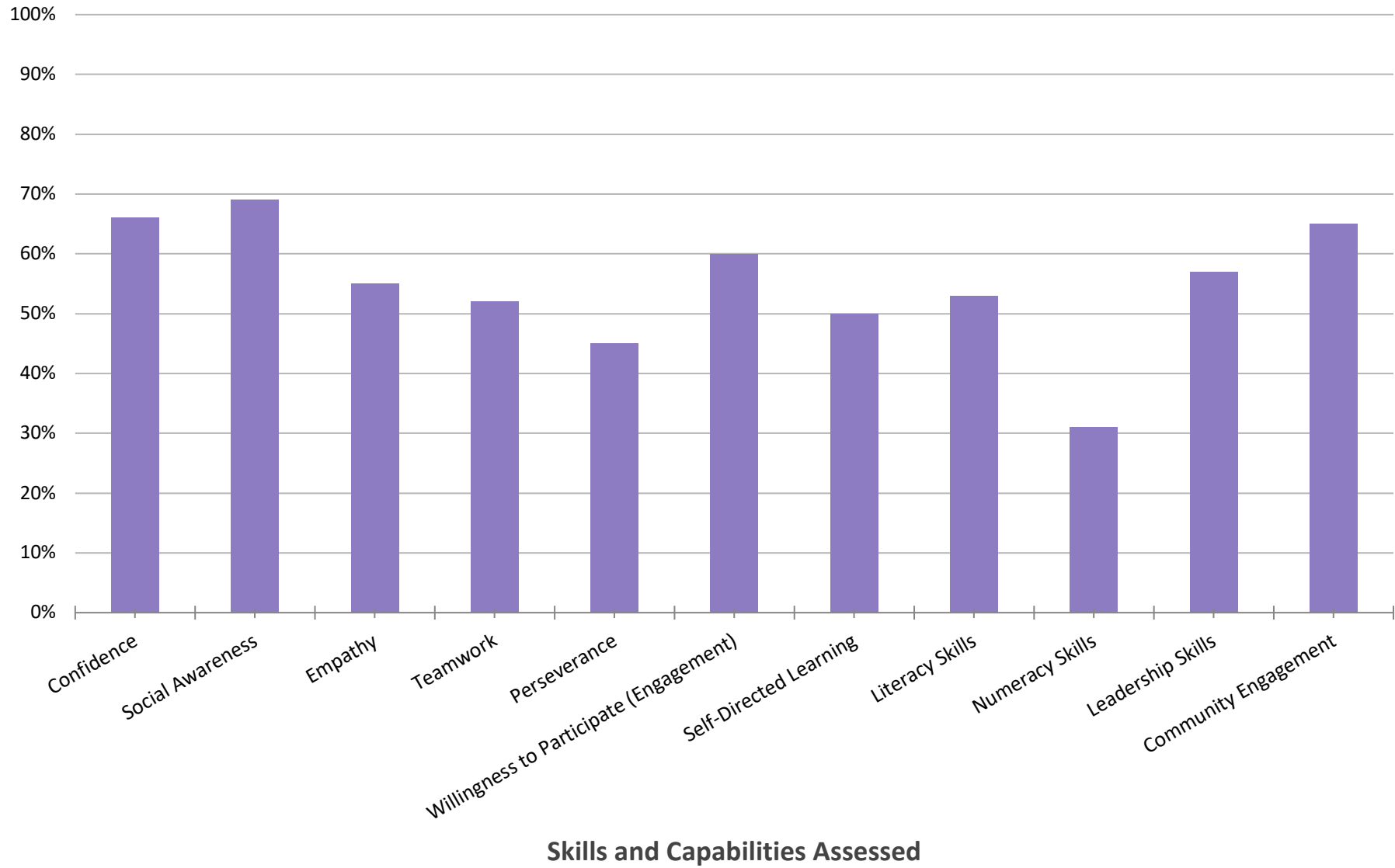
APPENDIX 2: Kids as Catalyst 2018 – Northern Bay College Student Community Projects

Project Name	Community Partner	Project Description	Students' Concerns
Get Around Geelong for New Arrivals	Diversitat Northern Hub	Made books about where useful shops and places are in Geelong – A 'Get around Geelong book' for new arrivals.	Welcoming new arrivals to Geelong and encouraging Cultural diversity.
Snuffle Mats for Cherished Pets	Cherished Pets	Making snuffle mats for pets of the elderly to help keep these pets busy and active.	Making animals' lives better.
Noah & the Queen Bees	Pulse Radio Station Geelong	Noah & the Queen Bees held a cultural day and raised awareness about Pulse Radio which provides a platform for multicultural Geelong to connect with the community.	For all women to feel welcome regardless of their culture.
Girls Participation	Corio Sports Club	Girls Participation – held an expo at the Corio Sports Club to raise awareness of team sports and women leading healthy lifestyles.	Encouraging girls to join more sports teams.
Mental Health for Men/Boys	Headspace Geelong	Raising awareness of mental health in boys and men at school, provided a healthy snack and chat sessions about mental health.	Mental health for men/boys aged 12 to 25 years.
Punch – Party and Lunch	Riverside Community House	Punch – threw a party/lunch for the residents to bring joy and build friendships.	Not wanting the disabled to feel lonely.
Environment Clean-up operation	Geelong Conservation Volunteers	Environment clean-up operation – plant trees and collect rubbish at Cowries Creek Point and Point Lonsdale.	Protecting the environment.
Culture Walking Track	MACS	Cultural Walking Track – Decorate MACS Walking Track for the elderly displaying all cultures that reside at the centre.	Elders' health.

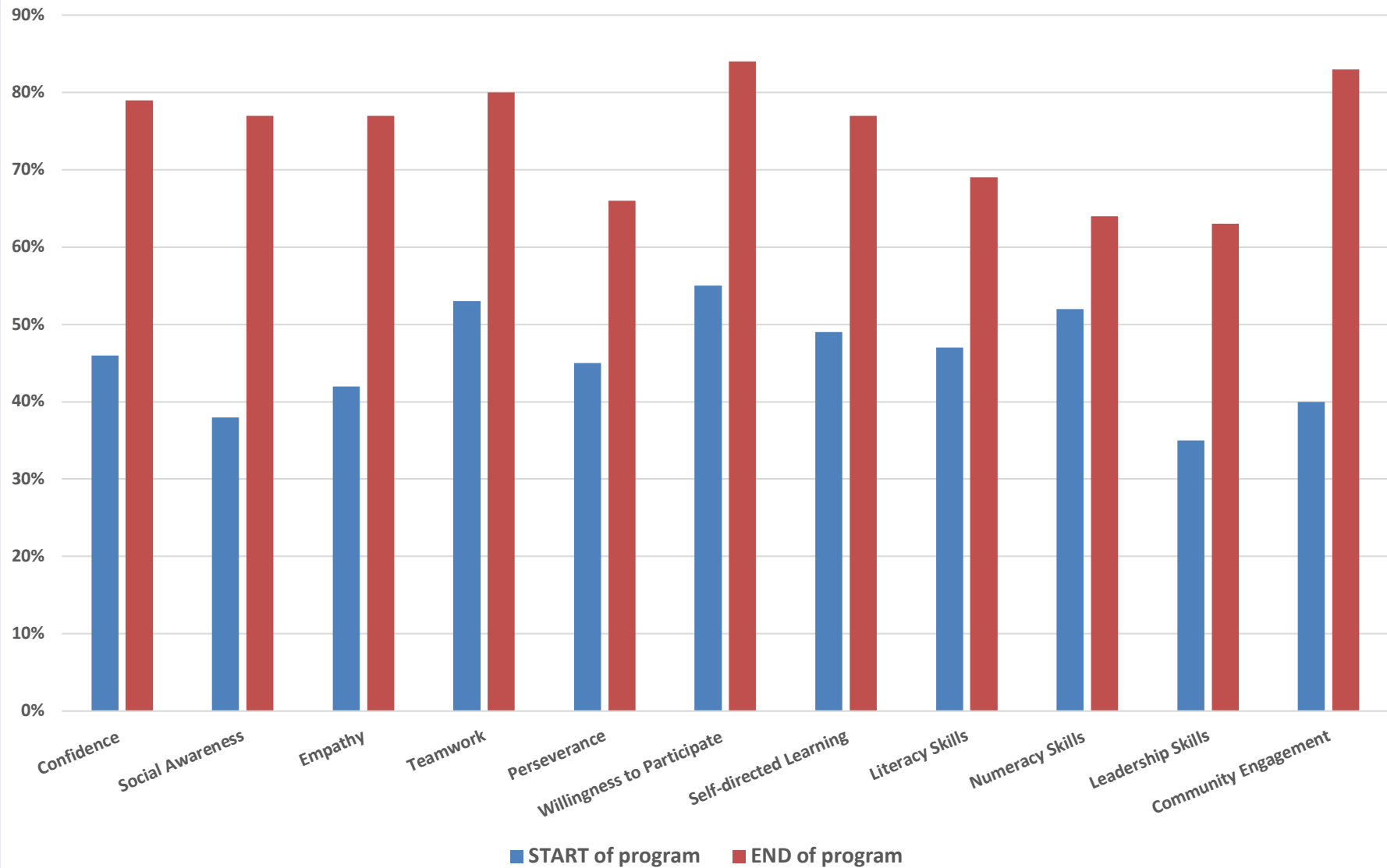
Project Name	Community Partner	Project Description	Students' Concerns
Greater Access for All	Cloverdale Community Centre	Assisting those with less advantage by providing them with a food preparation system and stationary and utensils that is more ergonomic for the elderly or for those with disability.	Access for all.
Animal Rescue Awareness	Forever Friends	Animal Rescue Awareness – raised awareness at school and made/provided support packs for the animals.	Saving animals.
Protecting the Environment	Angair	Made posters advertising their annual Wildflower Show and purchased two new loppers for the volunteers who use them for non-native weed removal in their national parks and coastland.	We care about making sure that the plants that are indigenous to Anglesea are protected from weeds.
Cultural Diversity 2	Anglicare Homework Club	Helping Homework Club students to improve their English skills by providing stationary and homework supplies.	Helping students improve their English skills.
Junior Rangers	Jirrahlinga	Helping Jirrahlinga keep their animals safe in the park by fixing fences and proving feed.	The safety of animals.
Raising Awareness	Back to Back Theatre Company	Hosted a morning tea. Raising awareness of those with disabilities and their right to perform and be involved with the arts.	The disabled and their rights.
Salvation Army Helpers	Salvation Army, Northside	Build a garden patch, plant seeds and food producing plants and paint a cubby house for children who visit.	There is not enough food for the elders.
Healthy Morning Tea	Food Talks	Healthy morning tea – run a session for girls and women on living a healthy lifestyle and changing unhealthy eating habits for girls and women.	The unhealthy eating habits of girls and women.
Elder Time	Lara Costa House Aged Care Facility	Helped elders thrive by playing bingo, reading newspapers, gardening, and hosting a morning tea.	Loneliness in elders.

Project Name	Community Partner	Project Description	Students' Concerns
The Road Home	Corio/Norlane Lions club	Made hygiene packs for those who are homeless or do not have access to hygiene products.	Giving the homeless and disadvantaged access to hygiene.
Torres Strait Islander Flag	ATS/CD Support for NBC	Flag pole purchased to help disenfranchised students celebrate and commemorate the Torres Strait Islander Flag.	Nothing to fly the Torres Strait Islander flag on.
Saving Sealife	Marine and Freshwater Discovery Centre	Saving sea life – organised a school clean-up to prevent rubbish ending up in our oceans by travelling down our drains.	The rubbish affecting sea life.
Animals	Friends of the Eastern Otways	Batteries and recharge pack bought for the motion-sensing cameras which track the endangered animals.	Endangered animals.
Wildlife Warriors	Peace Bro Co, Men's Shed	Wildlife Warriors – rescue and rehabilitate wildlife, educate and bring awareness. Built bird-nesting boxes with the help of the men's shed.	There are not enough shelters for animals.

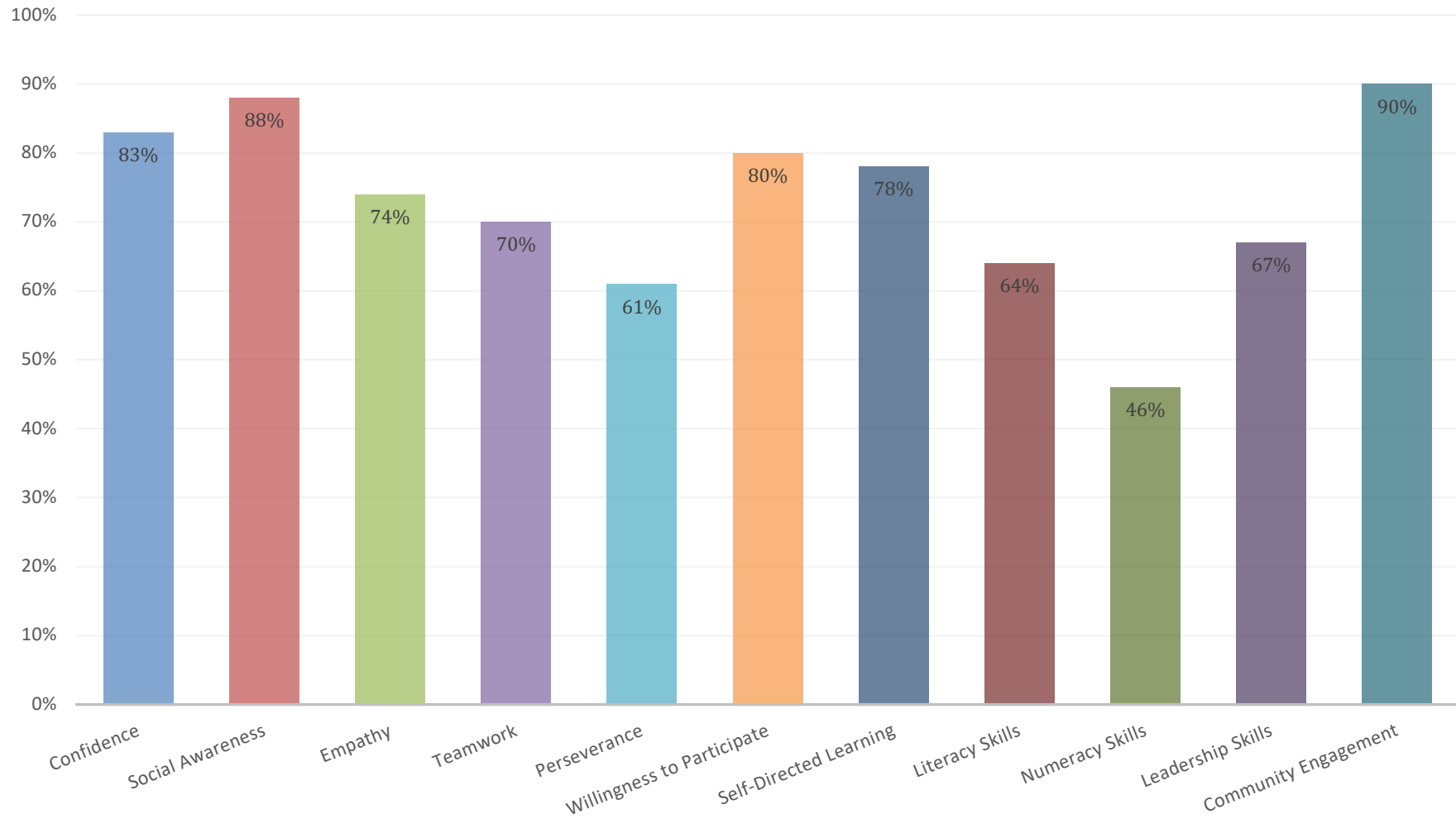
Appendix 3: Percentage of students demonstrating increased capacity



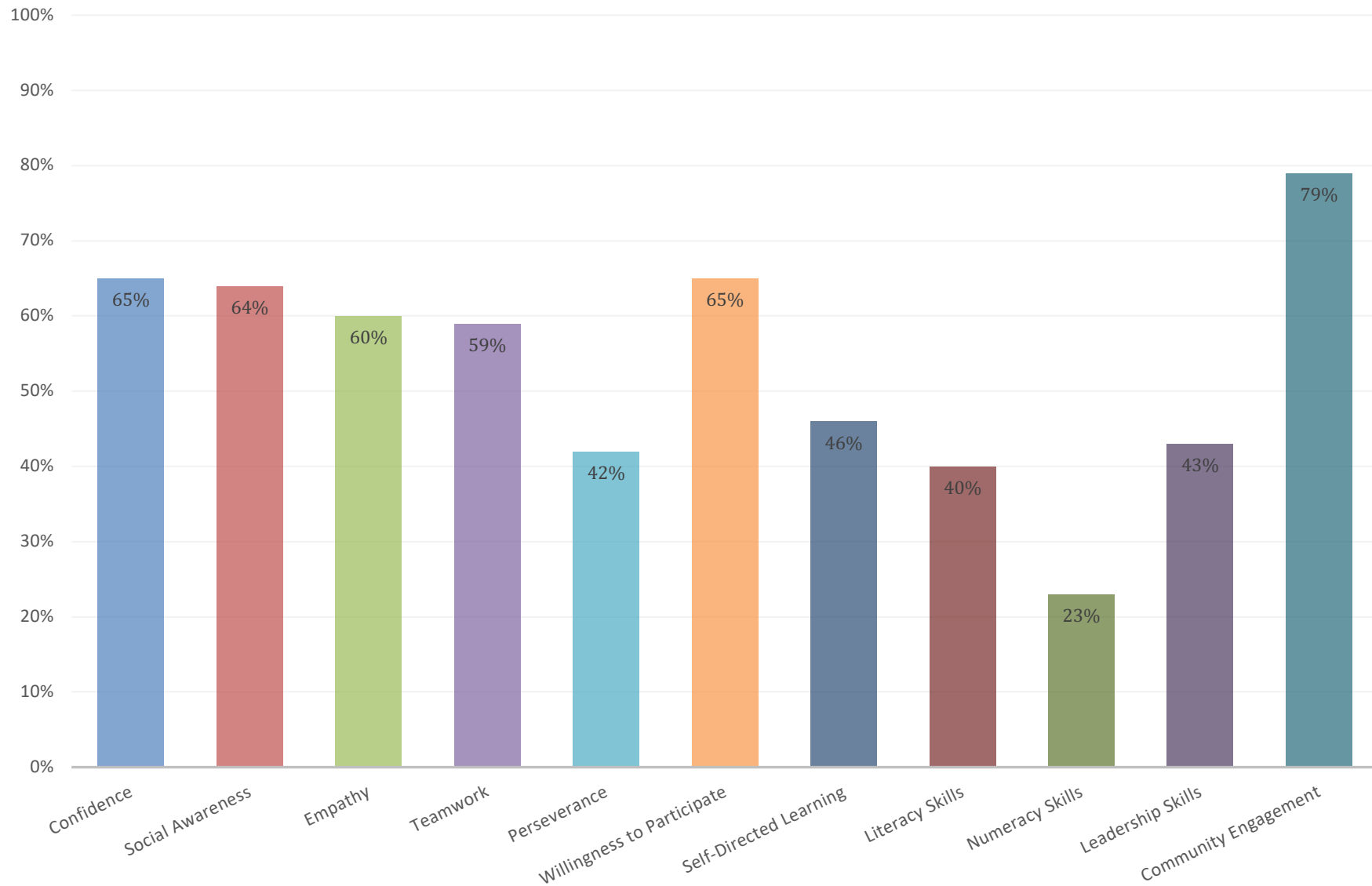
**Appendix 4: % of Students achieving Age-Appropriate level or higher -
Before and After program**



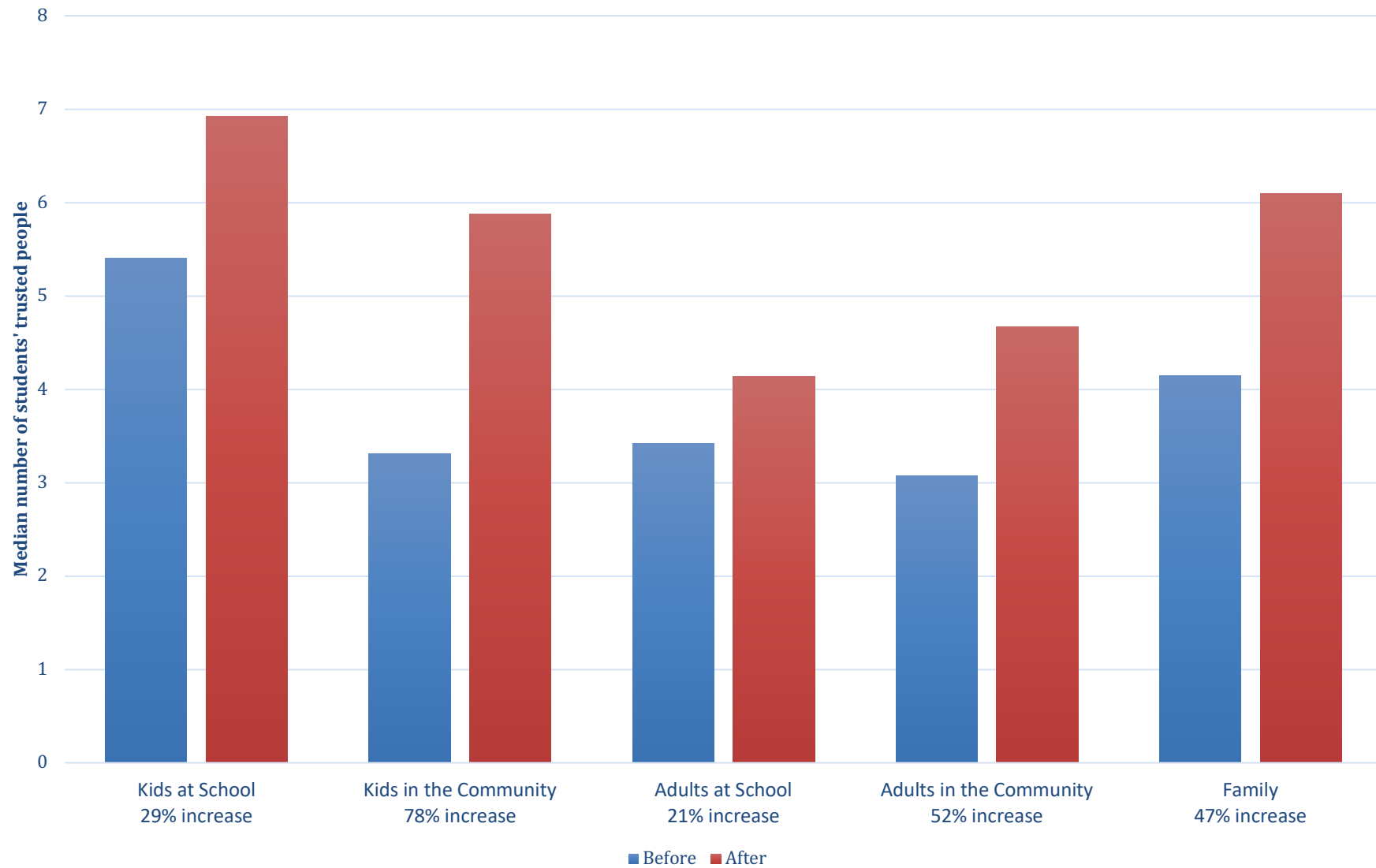
Appendix 5: % of Students assessed with lower than age-appropriate capacities demonstrating positive change.



Appendix 6: % of Under-Achieving Students Achieving Age-appropriate level or Higher at End of Program

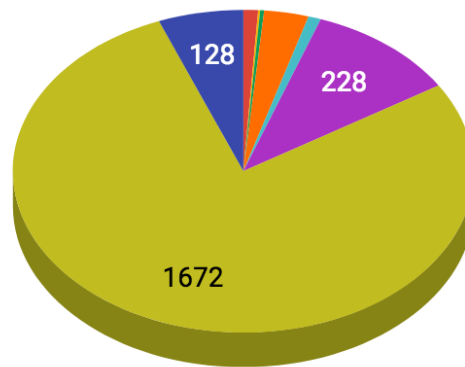


Appendix 7: Changes in Students' Trusted Social Networks (self-reported)



Appendix 8:

Community Reach of Geelong Kids as Catalyst Program



Role/Community Group	People Reached
Teaching Staff	22
Deakin Teaching Pre-service	3
School Management	6
Community Partners (interviewed & phoned)	67
Collaborating Organisations (GWYL, CTC, Deakin)	19
Community Members at Pitch/Showcase Events	228
Community Reach of Student Actions (details below)	1672
Students	128
Total	2145

Community Reach of Student Actions	
Environment Protection Group Community Action	11
Women's Power Community Action	23
Animal Rescue Squad Community Action	11
Disability Squad Community Action	9
Pet Patrol Community Action	120
Integration Graduates Community Action	15
Fair Drama Community Action	61
Health Morning Tea Community Action	30
Marine Team Community Action	500

Elder Time Community Action	34
MACS Supporters Community Action	14
Otway Animals Community Action	3
Elder Helpers Community Action	6
She Devils Community Action	79
Indigenous Plant Protectors Community Action	3
Wellbeing Boys Community Action	52
Junior Ranges Community Action	3
Cloverdale Kids Community Action	27
Culkids Community Action	49
Paw Patrol Community Action	3
Delama Community Action	580
Men's Justice Community Action	39
TOTAL	2145

*Community Reach is potentially higher than reported due to media coverage in the Geelong Advertiser Newspaper; Geelong Independent Newspaper; Today Show Channel 9 TV appearance.

Appendix 9: Emergent Themes Identified in the Geelong Kids as Catalyst Program (Qualitative Data)

Themes	Students	Community Partners	Communities That Care	Teachers
Social Skills	Teamwork	Teamwork	Teamwork	Teamwork
	How to understand people better.	Improved social skills	Positive relationships	Building relationship skills
	Experience working with adults	Providing options outside mainstream education		
	Working through differences of opinions			
	Working through hard times		Helping each other through challenging times	
	Meeting & working with new people			
	Starting conversations			
Communication Skills	Public speaking	Public speaking		Public speaking
	Communication skills	Communication skills		Communicate
	Improved English skills	Information sharing		
	Making phone calls			
	Using a big voice			
	Interview skills	Negotiating		Negotiating
Leadership Skills	Budgeting skills	Budgeting skills		
	Finding problems & solutions to fix them	Problem solving		
	Comfortable dealing with different types of people	Planning & project management		
	Working outside friendship groups	Kids as leaders & decision makers	Acknowledging kids wisdom & capacity	
	Taking control	Practice letting kids take lead		Leading group
	Learning new skills	Delegating		

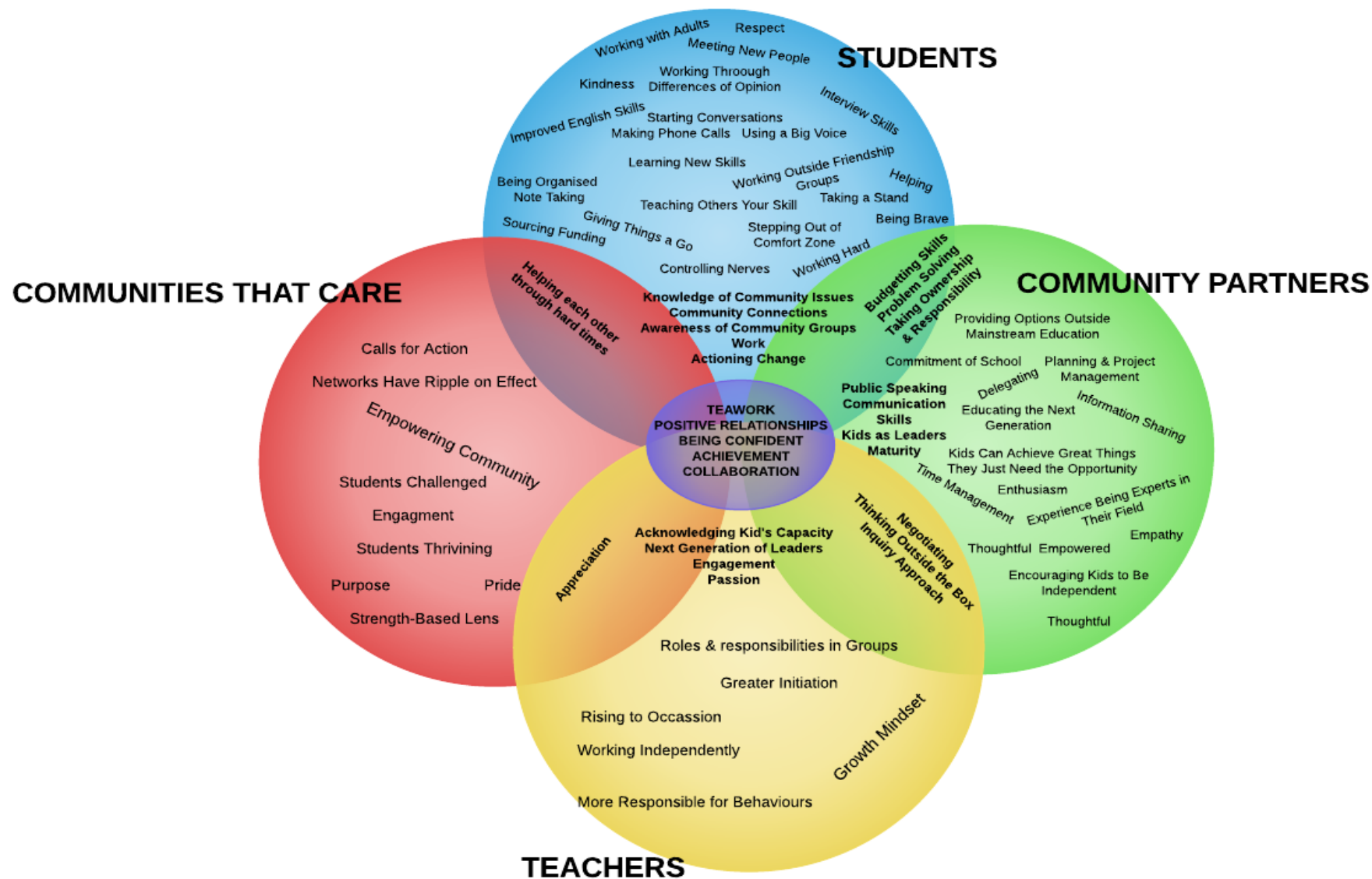
 Nominated by 2 Participating Groups
 Nominated by 3 Participating Groups
 Nominated by all 4 Participating Groups

	Being organised	Faith in next generation of leaders	Creating potential community leaders	
	Teaching others your skill	Kids can achieve great things just need opportunities		Roles & responsibilities in groups
	Note taking	Thinking outside the box		Inquiry learning approach
	Sourcing funding	Time management		
		Educating next generation		
		Experience being experts in their field		
Community Connectedness	Awareness of community issues	Increased understanding of community issues	Recognising strengths in community	
	Making connections with our community	Familiar with school families	Community connections	
	Collaboration	Collaboration	Different sectors collaborating	Collaborate
	Helping community organisations	Commitment of school	Calls for action	
	Raising awareness of issues & community groups	Increased awareness of organisation's work	Raising awareness of community groups & the jobs they do	
		Power generated in an engaged group	Networks have ripple on effect	
Personal Values	Making a difference	Power kids have to action change	Kids have capacity to make change	Greater initiation
	Helping people	Enthusiasm	Students challenged	Growth mindset
	Taking a stand on important issues	Motivated	Kids giving rather than receiving	Appreciation
	Willingness to help	Committed		
		Engaged	Engagement	
	Kindness	Passion	Passion	
	Respect	Thoughtful	Students thriving	
	Trying to solve problems yourself	Taking ownership & responsibility	Purpose	
	Achieving what you set your mind to	Achievement	Achievements	Achievement
	Working hard	Empowered		
		Thinking of the needs of others		

Emotional Skills	Being confident	Increased confidence	Building confidence	Confidence
	Giving things a go	Empathy	Pride	Rising to occasion
	Overcoming nerves	Encouraging kids to be independent		Working independently
	Not being afraid to step out of comfort zone		Strength-based lens	More responsible for behaviours
	Being brave			Growth/maturity
	Growing more mature	Mature-minded		
	Controlling nerves			

* Emergent Themes derived from Student self-reporting, Communities that Care Evaluation Survey, Teacher Evaluation & Community Partner Survey Responses

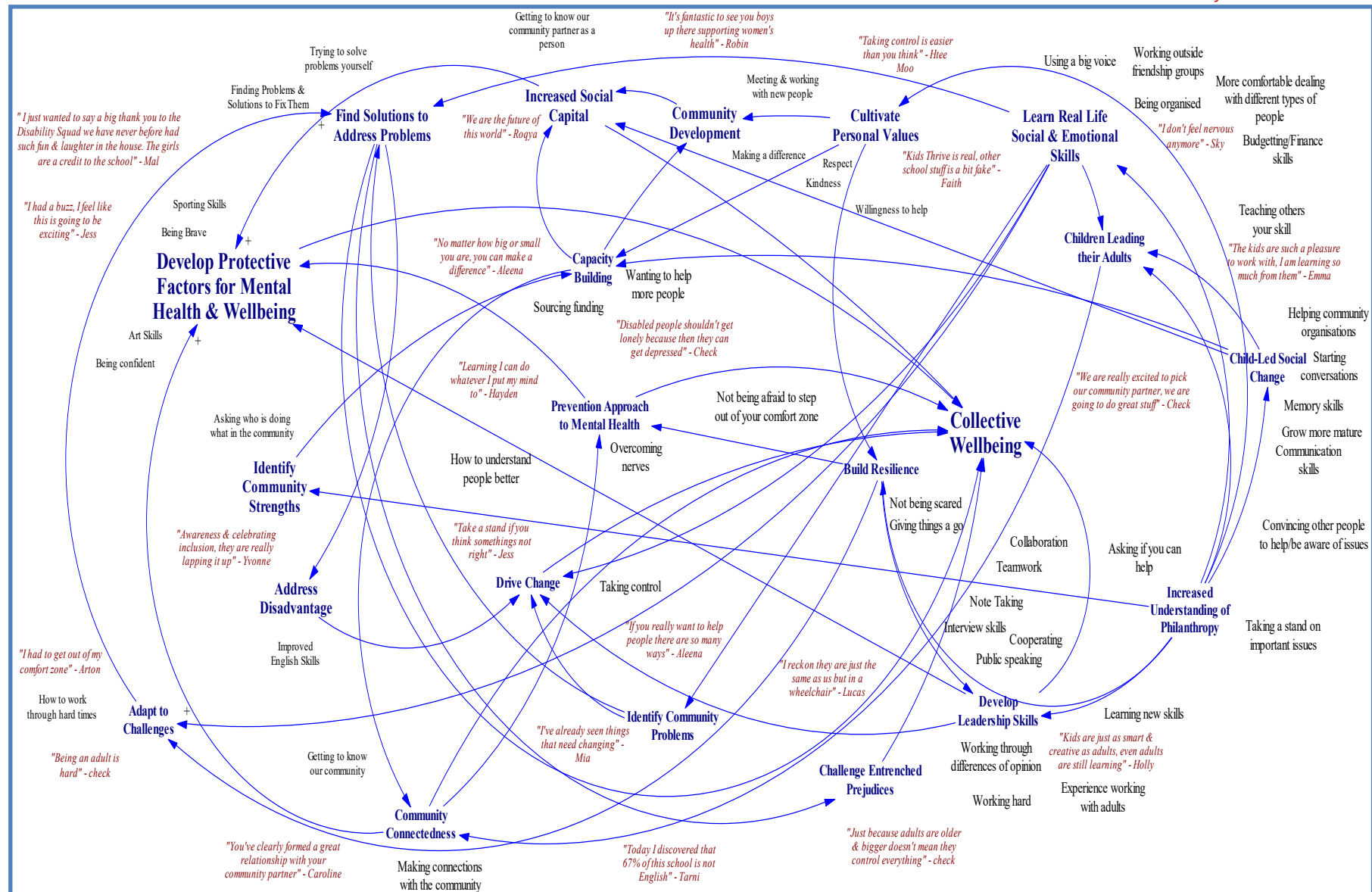
Appendix 10: Stakeholder-Identified Outcomes



Appendix 11: Geelong Kids as Catalyst – Causal Loop Map

Jo Grimsey

BLUE Program aims
 BLACK Kids self-identified skills gained in the program
 RED Quotes from kids and community



Appendix 12: LIMITATIONS and RECOMMENDATIONS.

From teaching staff and community partners

1. How can Community Partners continue partnerships with students?

Plan to make partnerships ongoing.

2. How to make the Community Partners' role more easeful?

Provide a more detailed brief of Community Partner role, including expected duties, time commitment & dates set in advance.

3. How to create greater understanding of expectations prior to program delivery?

Provide a clearer timeline of the various stages of the program & how it progresses.

4. How to include greater Community Partner input to program model?

Provide a face-to-face feedback session for Community Partners at the end of the program each year to provide feedback.

5. How can we know if Community Actions have long term effects?

Undertake longitudinal follow up – (Deakin research partnership potential)

6. How to accommodate distance and multiple commitments on the part of Kids Thrive, teaching staff and community partners?

Skype/Facetime communication as an option when in-person meetings and communications are not possible.

Appendix 13 – STUDENT INSIGHTS

QUOTES

My Discovery about Myself

I can do big things all I need to do is put my mind to it.
I discovered I am not scared of different people.
I like to help people.
I have confidence that I didn't know I had.
I can do it with just a little support.
I can make a difference.
I'm a good leader and I can speak in front of people.
I became more confident speaking to people that I don't know.
Kids thrive was funner than I thought it would be
I am a good team member.
I am really confident and collaborative.
I can see the changes in my life from Thrive.
I am patient and I can talk with other people.

My Discovery about my Community

A lot of people care about the same things as you.
People are more friendly than you would think.
There is more good than bad in my community.
I discovered that police officers were cool
People are there to help you.
In the world there are people in need!
There is a lot of kind and helpful people in my community
Girls can feel intimidated and they need to feel that they can do anything the boys can do.
That everyone has a right.
They are part of Australia.
My community needs a lot of help!
Boys & men often don't talk about what's worrying them, they keep it secret.

My Discovery about Learning

Learning can be fun.
When I was in my core team I was not talking as much to get distracted.
I can try something new.
I have now learnt how to be a catalyst in the community.
You can learn in different ways.
It's okay to think different.
Learning to not play around.
I learnt to research.
I learnt how to communicate.
We can learn things outside of school not just in class.
That I can do anything if I give it a go.
I learnt about first people, Australian aboriginal people. I learnt that we can change the world with ourselves.
It isn't always boring!
If we put our minds to it we can achieve our goals.

I have a group I can rely on my group.
During Kids Thrive I learnt to work well with others.
I'm a better listener.
We should have a right to make arts and be creative, otherwise the adults won't hear what we have to say.

My Buzz about our Community Action

What fun it is to help people out in the community
Every day I get a step closer to changing people's lives.
We have now saved foster carers from losing money.
Helping homeless people.
Doing the gardening and painting the cubbyhouse.
We met different new people and found new things about each other.
I had fun learning about other people's culture.
I get to help.
Getting a flag pole for our school (for the Torres Strait Islands flag)
There were 1000 different ways that me and my group could help out in the community.
It was full of ENERGY!
I am proud of the work that we worked on
We have made a change in the world.

My Message to Future Catalysts

When you are a Catalyst, don't be afraid of meeting someone in the community because they will work with you and you will have a fun time.
Being a Catalyst may be challenging but in the end it feels great.
It's harder when you think of it but easier when you do it.
Stay positive and you will make a big difference to the community.
If you can be confident you can achieve so many great things.
Care about the things you love because you can help them.
It is really awesome to help people out in the community and become a Catalyst.
Kids Thrive may make you want to finish the program during your own time!
Make sure to agree and not argue.
You might want to give up, but I know there's something called PARTICIPATING! So get out there and OWN IT!
If you try you can change the world with your ideas.
It is a awesome opportunity so don't say no.
If something fails don't give up or start again. Continue on.
Kids are just as smart and creative as adults, even adults are still learning.
We are the future of this world

Students Evaluation Drawings

How I saw MYSELF before and after Kids Thrive

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this



Anything you'd like to say?.....

World bad.



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AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?.....

Kids thrive amazing



HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw **MYSELF** like this

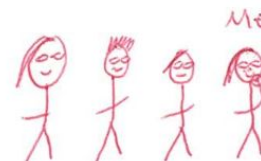


Anything you'd like to say?.....



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AFTER Kids Thrive I see **MYSELF** like this



Anything you'd like to say?.....

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this



Anything you'd like to say?.....

I saw myself not
making a difference

 Kids Thrive

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AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?.....

doing something



HAVE I CHANGED? Please draw pictures
BEFORE Kids Thrive I saw MYSELF like this



Anything you'd like to say?.....

a normal girl at
school

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AFTER Kids Thrive I see MYSELF like this

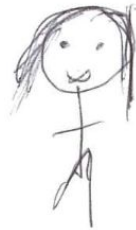


Anything you'd like to say?.....

I'm more bright



HAVE I CHANGED? Please draw pictures
BEFORE Kids Thrive I saw MYSELF like this



Anything you'd like to say?.....

A girl that is ~~scared~~ ~~scared~~
scared to talk in
Public
Kids Thrive

AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?.....

A girl that's not scared
to talk in public



HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this



Anything you'd like to say?.....



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AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?.....



HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this

Not helpful
X

Anything you'd like to say?.....



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AFTER Kids Thrive I see MYSELF like this

helpful
✓

Anything you'd like to say?.....





HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this

~~stupid~~ girly



Anything you'd like to say? NO



AFTER Kids Thrive I see MYSELF like this

wanting to do sport

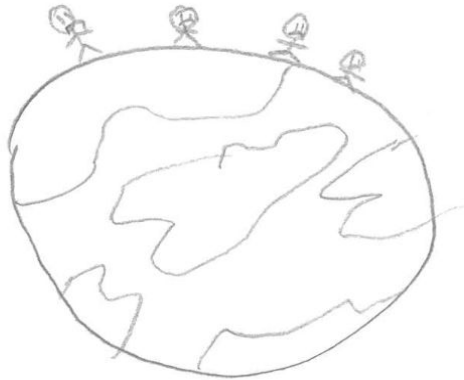


Anything you'd like to say? NO

How I saw the WORLD before and after Kids Thrive



HAVE I CHANGED? Please draw pictures
BEFORE Kids Thrive I saw THE WORLD like this



Anything you'd like to say?.....



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AFTER Kids Thrive I see THE WORLD like this



Anything you'd like to say?.....

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this

Boring and
nothing to
do, And not
being able
to go out in
Community.



Anything you'd like to say?.....



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AFTER Kids Thrive I see THE WORLD like this

I feel awesome
and proud of
myself and my
Group for going
out in the
Community
and help
people



Anything you'd like to say?.....

It was fun and
awesome and looking
forward to doing ^{something} like that
again later ⁱⁿ that time


HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this



Anything you'd like to say?.....

i thought this is like blue-
earth, and i have no idea.

 Kids Thrive

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AFTER Kids Thrive I see THE WORLD like this



Anything you'd like to say?.....

i change a community
by participating kids thrive

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this



Anything you'd like to say?.....

Barbie world



AFTER Kids Thrive I see THE WORLD like this

I See

things
different
because
I opened my
eyes!

(I didn't know
what to draw!)

Anything you'd like to say?..... But then

I realised not everything
was picture perfect.



HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this



Anything you'd like to say?.....



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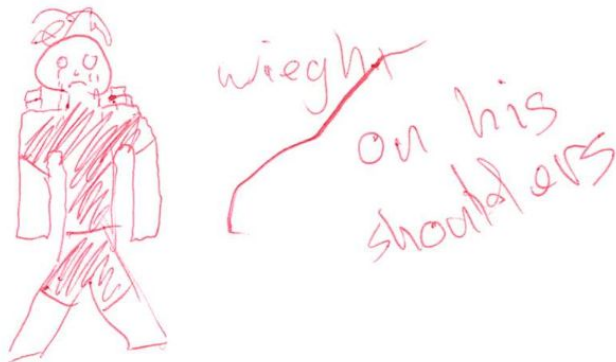
AFTER Kids Thrive I see THE WORLD like this



Anything you'd like to say?.....

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this



Anything you'd like to say?.....



AFTER Kids Thrive I see THE WORLD like this



Anything you'd like to say?.....



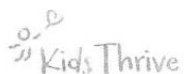
HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this

Boo!



Anything you'd like to say?.....



AFTER Kids Thrive I see THE WORLD like this

gooo



Anything you'd like to say?.....



HAVE I CHANGED? Please draw pictures

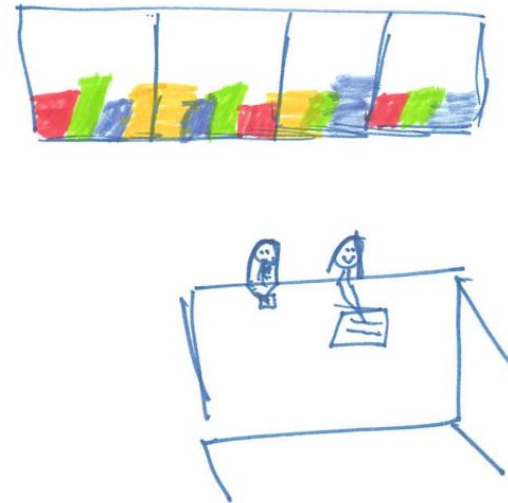
BEFORE Kids Thrive I saw THE WORLD like this



Anything you'd like to say?.....



AFTER Kids Thrive I see THE WORLD like this



Anything you'd like to say?.....

Y

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this

I Really Just thought that yeah
alright we are people and
normal

Anything you'd like to say?.....

Kids thrive is an amazing place
and you really ~~learn~~ learn a lot about the
Kids Thrive world after

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AFTER Kids Thrive I see THE WORLD like this

an amazing ~~place~~ place
that is ~~being~~ kind and
caring

Anything you'd like to say?.....

it really changes every thing



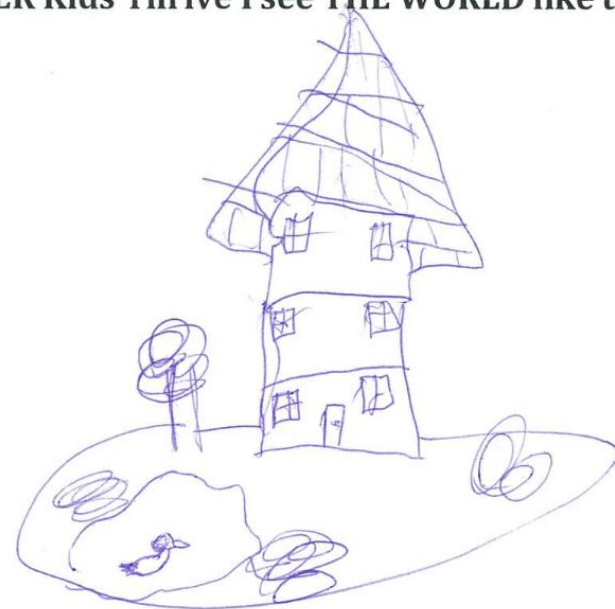
HAVE I CHANGED? Please draw pictures
BEFORE Kids Thrive I saw THE WORLD like this



Anything you'd like to say? ~~Wg 2nd~~ *Wg 2nd*



AFTER Kids Thrive I see THE WORLD like this



Anything you'd like to say? *My better Now*



HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw **THE WORLD** like this



← plain earth

Anything you'd like to say?.....

I ~~never~~ always thought earth was boring.

 Kids Thrive

AFTER Kids Thrive I see **THE WORLD** like this



← amazing, unique earth

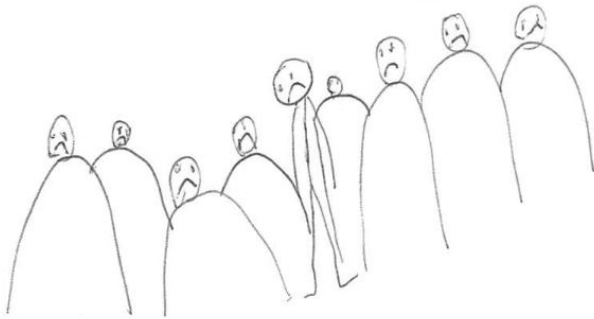
Anything you'd like to say?.....

But ~~when~~ now ITS the opposite



HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this

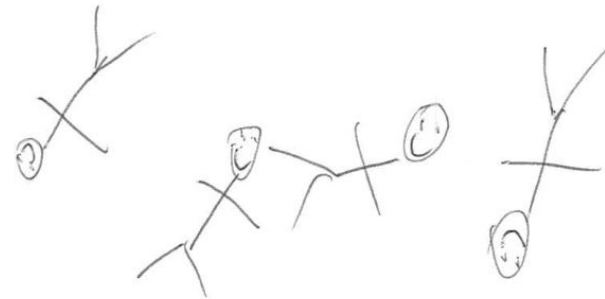


Anything you'd like to say?.....

Sadness everywhere



AFTER Kids Thrive I see THE WORLD like this



Anything you'd like to say?.....

~~Happyn~~
Happiness all around the world



HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this



Anything you'd like to say?.....

the world looked bleak



AFTER Kids Thrive I see THE WORLD like this



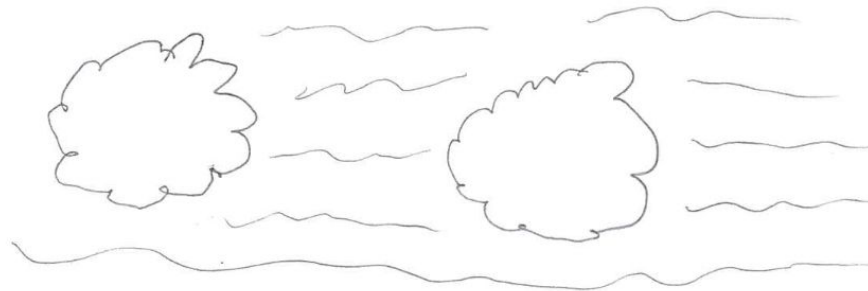
Anything you'd like to say?.....

I now see it as
a safe heaven



HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this



✓
n n h n
h n
r
n

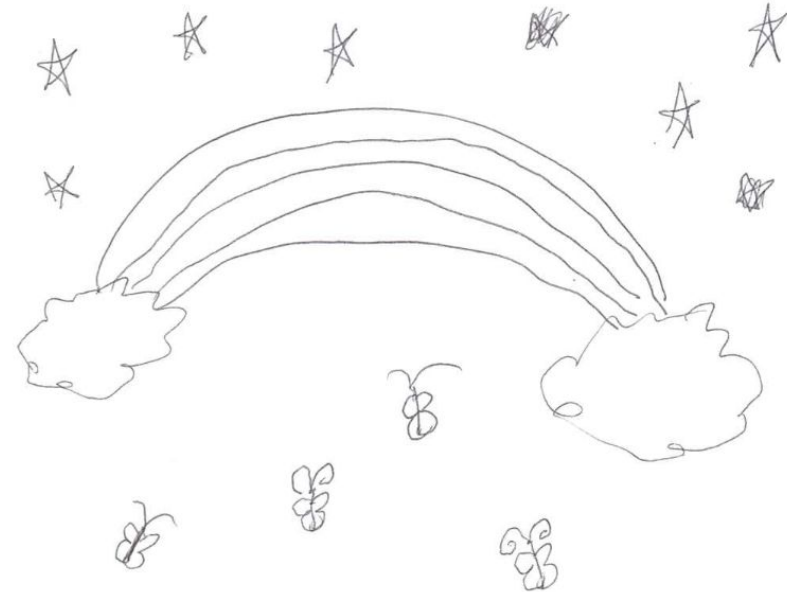
Anything you'd like to say?.....

It was normal

 Kids Thrive

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AFTER Kids Thrive I see THE WORLD like this



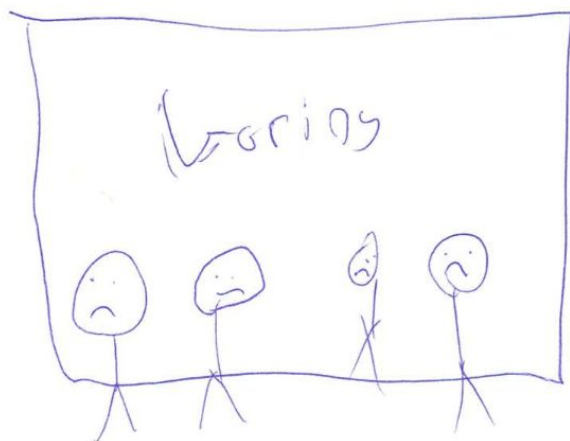
Anything you'd like to say?.....

My life is a bit better
but it's more harder



HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this



Anything you'd like to say?.....



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AFTER Kids Thrive I see THE WORLD like this

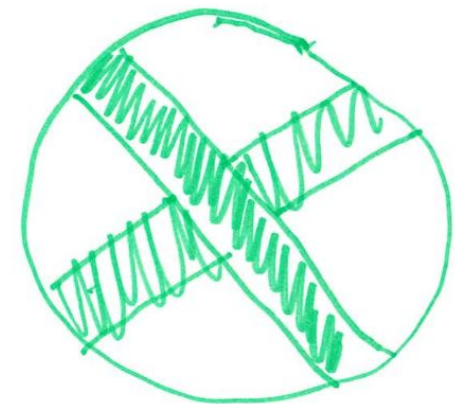


Anything you'd like to say?.....



HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this



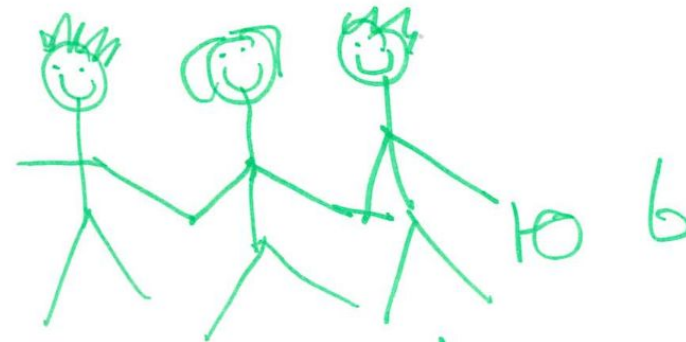
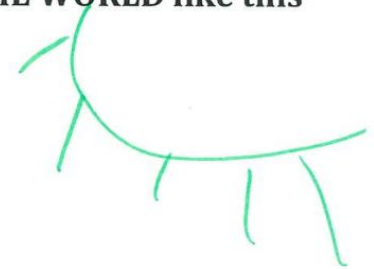
NO colour

Anything you'd like to say?.....
only
white



AFTER Kids Thrive I see THE WORLD like this

Be Free



who
you are

Anything you'd like to say?.....

