

Geelong Kids as Catalyst Northern Bay College 2019 Outcomes Evaluation Report

Introduction

This report presents a summative evaluation of the Kids as Catalyst program provided to ten grade 6 class groups at the Wexford, Peacock, Tallis and Hendy 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, W.C.F Thomas Trust, Geelong Community Foundation and Give Where you Live Foundation to deliver the Geelong Kids as Catalyst program during 2019.

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. Each NBC campus is engaging with the program over 3 years to facilitate scaffolded learning of both students and teachers – building schools capacity to continue delivering an embedded creative learning model which speaks directly to Victorian curriculum whilst building student voice and agency.

In 2019 the Hendy and Tallis campuses delivered the Year 1 model – with Kids Thrive staff leading teacher professional learning and full program delivery, and teachers supporting student engagement and involvement in action-based learning tasks. Wexford and Peacock campuses delivered the Year 2 model - with Kids Thrive staff leading teacher professional learning and direct learning workshops with students, and teachers leading interim action-based learning workshops. 2019 also saw the introduction of a Year 7 Mentor program, with selected students who participated in 2018 returning to act as mentors to the current Year 6 group.

In the first term of the program students connected with their personal values; forged values-based teams; researched, identified and engaged local community groups as project partners; conceived, co-designed, planned and budgeted a series of small 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, before leading the delivery of their community projects in partnership with their selected community organisations. Students managed project schedules, finances and documentation, supported by the school, community and the Kids Thrive team. The program culminated in a community Showcase at the Geelong Cats Stadium where students shared their project outcomes, challenges and achievements with a large audience of students, family, community, political leaders and industry members.

The program also delivered professional development for teachers in creative, action-based learning, community engagement and project development, supporting a gradual release model of program delivery - establishing the groundwork to enable teachers to step into leading the program in 2020 and beyond.

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 educational engagement and personal resilience are key to supporting wellbeing at this time of transition; and factors promoting engagement and resilience are central to the program. These include developing individual attributes such as self-efficacy, social competency, and problem-solving skills; educational competencies including self-directed learning; and supportive relationships with family, 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 groups and children, and uses arts and creativity as a learning and educational 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 and social action 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, educational engagement, 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 35 Victorian schools since 2011.

This evaluation of Kids as Catalyst 2019 is based on teacher-observed data sets measuring demonstrated change in individual student competencies; students' self-evaluation of their sense of self and understanding of the world before and after the program; student reflections on their community and personal learning journeys; plus interviews with teachers, principals, community partners, Year 7 mentors and students. These demonstrate that students respond enthusiastically to the program, with schools noticing key improvements in children's personal, social and educational outcomes including creative thinking, leadership, personal agency, self-esteem and mental wellbeing. The evaluation also includes a simple pre-and post-test to understand the breadth of students' trusted community connections emerging from involvement in the program.

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

- Using 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, Geelong in 2019.

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 2019. 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.

In 2019 four new domains are included:

Two personal domains - equity and respect (reflecting key Northern Bay College values);
Two educational domains - effective engagement (wanting to be in the classroom), and cognitive engagement (applying learning and capabilities from this program to other activities). These two domains reflect Deakin University research focusing on the impact of the program on students' educational engagement.

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?
11. To what extent has the second year of program participation at Northern Bay College impacted program outcomes?

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
- Reflective evaluation activities with mentors
- Community Partner Surveys
- 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* in 2019?

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

- 196 grade 6 students, including:
 - 12 Aboriginal and Torres Strait Islander students
 - 19 students with disabilities
 - 48 culturally and linguistically diverse students.
- 4 campuses of 1 multi-campus government school
- 20 grade 7 mentor students
- 1 community leadership committee
 - (Communities That Care - Geelong) representing local agencies, schools, community organisations and government departments.
- 45 teachers and education support staff
- 1 school Principal / 4 Campus Principals / 6 Campus Assistant Principals
- 4 Kids Thrive Facilitators
- 28 local community organisations and volunteer groups (see Appendix 2)
- 3405 local community members:
 - 12 community panelists
 - 28 partnering in delivering students’ community projects
 - 578 engaged in community events
 - 2787 (approx.) engaged by and/or benefiting from students’ community

projects. (Appendix 2)

2. What has *Kids as Catalyst* delivered?

During 2019 Kids as Catalyst delivered:

- 57 student workshops
- 5 community engagement events
 - Community Partner Information Night
 - Three Student Pitch events
 - Student Community Showcase
- 33 philanthropic community action projects realised by students with community partners
- 5 steering committee meetings, including:
 - Campus Principals
 - Communities that Care Coordinator
 - Deakin University Northern Bay Alliance Site Director
 - Kids Thrive Directors
- 8 working group and professional learning meetings, including:
 - Teachers
 - Kids Thrive Facilitators
 - Kids as Catalyst Coordinator

Media Reach:

- 1536 social media engagements
- 21479 social media reach
- 5 print articles in local publications:
 - Northerly Aspects, *Students as Community Leaders*;
 - Geelong Independent, *Northern Kids a Catalyst for Philanthropy*;
 - Geelong Advertiser, *Pupils Positive Project Pitch*;
 - Geelong Independent, *Northern Kids Strive to Succeed in Projects*;
 - Geelong Advertiser, *Geelong Community Foundation Passes \$1 Million in Grants Handed to Geelong Groups*.

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

Teachers provided Student Progress Reports identifying their observed impact of Kids as Catalyst on each students' behaviour. The progress reports include five areas of relevance to this evaluation question. The progress reports indicate that:

- 87% of students demonstrated improved self-confidence as a result of participation in Kids as Catalyst;
- 82% demonstrated improved teamwork;

- 75% demonstrated improved empathy;
- 76% demonstrated improved respect;
- 77% demonstrated improved equity.

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

Student Progress Reports include seven dimensions of relevance to this evaluation question: willingness to participate, self-directed learning, perseverance, literacy and numeracy, and effective and cognitive educational engagement.

The Student Progress Reports indicate that:

- 88% of children showed improved willingness to participate in class through their involvement in Kids as Catalyst.
- 90% of children demonstrated improvement in self-directed learning;
- 86% demonstrated improved perseverance;
- 81% demonstrated improved in literacy;
- 82% demonstrated improved numeracy;
- 79% demonstrated improved effective engagement (wanting to be in the classroom);
- 77% demonstrated improved cognitive engagement (applying learning and capabilities from this program to other activities).

It is important to note that Kids as Catalyst is not delivered as a literacy and numeracy program. However, we include 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)

Three 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:

- 84% of children demonstrated improved understanding and practice of leadership skills;
- 90% demonstrated improved understanding and capacity to participate in community engagement.
- 86% demonstrated improved social awareness.

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:

- 28 local community groups
- 550+ family and community participants at celebratory events.
- 2787 community members who were engaged by and/or 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 level 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 have been assessed as approximately two years behind their peers at the beginning of Grade 6. Analysis of data from the Kids as Catalyst evaluation indicates the following changes in the percentage of students achieving age-appropriate levels or higher (as assessed by their teachers) across all domains before and after the program:

	Age-appropriate levels at	
	Beginning	End
Social and Emotional Skills		
• Self-confidence	46%	88%
• Empathy	57%	92%
• Teamwork	46%	91%
• Respect	61%	92%
• Equity	66%	92%
Creative Learning Skills		
• Perseverance	48%	88%
• Willingness to participate	54%	91%
• Self-directed learning	43%	87%
• Literacy skills	45%	85%
• Numeracy skills	36%	85%
• Effective engagement	64%	92%
• Cognitive engagement	57%	90%
Leadership		
• Leadership skills	35%	63%
• Community engagement	40%	83%
• Social awareness	49%	91%

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 and Appendix 6)

Social and Emotional Skills

- 91% of these students demonstrated increases in self-confidence
- 91% revealed increased empathy
- 89% improved their teamwork

- 90% revealed increased respect
- 75% revealed increased equity

Creative Learning Skills

- 85% of these students demonstrated increased perseverance
- 95% improved their willingness to participate (educational engagement)
- 97% improved their self-directed learning
- 88% increased their literacy skills
- 91% improved their numeracy skills
- 88% increased their effective engagement
- 89% increased their cognitive engagement

Leadership

- 88% of these students increased their leadership skills
- 98% increased their community engagement
- 87% demonstrated improved social awareness

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 7)

Social and Emotional Skills

- 79% of these students demonstrated age-appropriate level or higher in self-confidence
- 79% demonstrated age-appropriate level or higher in empathy
- 84% demonstrated age-appropriate level or higher in teamwork
- 70% demonstrated age-appropriate level or higher in respect
- 66% demonstrated age-appropriate level or higher in equity

Creative Learning Skills

- 73% of these students demonstrated age-appropriate level or higher in perseverance
- 84% demonstrated age-appropriate level or higher in willingness to participate (educational engagement)
- 81% demonstrated age-appropriate level or higher in self-directed learning
- 71% demonstrated age-appropriate level or higher in literacy skills
- 81% demonstrated age-appropriate level or higher in numeracy skills
- 76% demonstrated age-appropriate level or higher in effective engagement
- 72% demonstrated age-appropriate level or higher in cognitive engagement

Leadership

- 71% demonstrated age-appropriate level or higher leadership skills
- 87% demonstrated age-appropriate level or higher in community engagement
- 78% demonstrated age-appropriate level or higher in social awareness

10. To what extent have children built their community networks? (Appendix 8)

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?' Students indicated the following median increases in access to trusted community support networks, including:

- 24% increase in positive connections with other students at school
- 43% increase in connections with kids outside school
- 30% increase in trusted connections with adults at school
- 23% increase in trusted connections with adults in the community
- 15% increase in positive family connections.

11. To what extent has the second year of program participation at Northern Bay College impacted the program outcomes?

- 37% increase from 2018 to 2019 in student, teacher and community participation (2480 in 2018 : 3405 in 2019)
- 50% increase from 2018 to 2019 in the number of community actions impacting the local community (22 in 2018 : 33 in 2019)
- 23% average increase from 2018 to 2019 in positive outcomes in **personal** domains: confidence, teamwork and empathy, (58% in 2018 : 81% in 2019)
- 37% average increase in positive outcomes from 2018 to 2019 in **educational** domains: willingness to participate, self-directed learning, perseverance, literacy and numeracy, (48% in 2018 : 85% in 2019)
- 23% average increase in positive outcomes from 2018 to 2019 in **social** domains; leadership, community engagement and social awareness, (64% in 2018 : 87% in 2019)
- 26% average increase from 2018 to 2019 in number of students assessed with lower than age-appropriate capacities at the beginning of the program achieving **age-appropriate levels** or higher across all domains in 2019 (53% in 2018 : 79% in 2019)
- 31% increase from 2018 to 2019 in number of students assessed with lower than age-appropriate **literacy** capacities at the beginning of the program achieving age-appropriate level or higher (40% in 2018 compared to 71% in 2019)

2019)

- 58% increase from 2018 to 2019 in number of students assessed with lower than age-appropriate **numeracy** capacities at the beginning of the program achieving age-appropriate level or higher in literacy (23% in 2018 compared to 81% in 2019).
- Introduction of the Mentor Program saw year 7 students re-engage with the program and further develop personal, educational and social capabilities (See Appendix 12.)
- Commencement of a partnership with Christian College, Geelong involving students from the Geelong Community Foundation's 'Schools in Philanthropy' program (2 teachers and 7 students).

Summary of Comparative Evaluation Results 2018 and 2019

Question	Result 2018	Result 2019
1. To what extent have students, teachers, and community members participated in <i>Kids as Catalyst</i> ?	134 students in grade 6 participated. 10 teachers / education staff 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.	196 students in grade 6 participated. 45 teachers / education staff 1 school principal / 4 campus principals/ 6 campus assistant principals 28 community organisations 3405 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 led by children.	57 workshop sessions; 5 community engagement events; 33 community projects led by children.
3. To what extent have students demonstrated growth in positive social and emotional skills ?	66% increased confidence; 52% improved teamwork; 56% improved empathy.	87% increased confidence; 82% improved teamwork; 75% improved empathy; 76% increased respect; 77% increased equity.
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% greater persistence; 53% improved literacy; 31% improved numeracy.	88% improved willingness to participate; 90% improved self-directed learning; 86% greater persistence; 81% improved literacy; 82% improved numeracy; 79% greater effective engagement; 77% greater cognitive engagement.
5. To what extent have students learnt and applied leadership and community engagement skills?	57% improved leadership skills; 65% improved community engagement; 69% improved social awareness.	84% improved leadership skills; 90% improved community engagement 86% improved social awareness.
6. To what extent has the community had a positive engagement with the school?	NBC developed positive connections with: 22 local community groups 300+ family and community members at events 1600+ community members engaged with / benefiting from NBC student projects.	28 local community groups 550+ family and community members at events 2787+ community members engaged with / benefiting from NBC student projects.

7. To what extent have students achieved age- appropriate levels across all domains?		2018		2019	
		Before	After	Before	After
	Self-confidence	46%	79%	46%	86%
	Empathy	42%	77%	57%	92%
	Teamwork	53%	80%	46%	91%
	Respect			61%	92%
	Equity			66%	92%
	Perseverance	45%	66%	48%	88%
	Willingness to participate	55%	84%	54%	91%
	Self-directed learning	49%	77%	43%	87%
	Literacy skills	47%	69%	45%	85%
	Numeracy skills	52%	64%	36%	85%
	Effective Engagement			64%	92%
	Cognitive Engagement			57%	90%
	Leadership skills	35%	63%	34%	80%
	Community engagement	40%	83%	38%	91%
	Social awareness	38%	77%	49%	91%

8. To what extent have students assessed with lower than age-appropriate capacities at the beginning of the program demonstrated positive change?

83% of these students demonstrated increases in self-confidence

74% increased empathy

70% improved teamwork

61% increased perseverance

80% improved willingness to participate

78% improved self-directed learning

64% increased literacy skills

46% improved numeracy skills

67% increased leadership skills

90% increased community engagement

88% improved social awareness

91% of these students demonstrated increases in self-confidence

91% increased empathy

89% improved teamwork

85% increased perseverance

95% improved willingness to participate

97% improved self-directed learning

88% increased literacy skills

91% improved numeracy skills

88% increased leadership skills

98% increased community engagement

87% improved social awareness

90% increased respect

75% increased equity

88% improved effective engagement

89% improved cognitive engagement

<p>9. To what extent have students assessed with lower than age-appropriate capacities at the beginning of the program <u>achieved age-appropriate levels or higher</u> across all domains?</p>	<p>65% of these students achieved age-appropriate level or higher in self-confidence</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>64% social awareness</p> <p>79% community engagement</p>	<p>79% of these students achieved age-appropriate level or higher in self-confidence</p> <p>79% empathy</p> <p>84% teamwork</p> <p>73% perseverance</p> <p>84% willingness to participate</p> <p>81% self-directed learning</p> <p>71% literacy skills</p> <p>81% numeracy skills</p> <p>71% leadership skills</p> <p>78% social awareness</p> <p>87% community engagement</p> <p>70% respect</p> <p>66% equity</p> <p>76% effective engagement</p> <p>72% cognitive engagement</p>
<p>10. To what extent have students increased their trusted community networks? NB. In 2019 this data was collected in a different manner to 2018, leading to a lack of consistency in data reflection and management.</p>	<p>28% increase in positive connections with other students at school</p> <p>78% increase in connections with kids outside school</p> <p>21% increase in trusted connections with adults at school</p> <p>52% increase in trusted connections with adults in the community</p> <p>47% increase in positive family connections.</p>	<p>24% increase in positive connections with other students at school</p> <p>43% increase in connections with kids outside school</p> <p>30% increase in trusted connections with adults at school</p> <p>23% increase in trusted connections with adults in the community</p> <p>15% increase in positive family connections.</p>
<p>11. To what extent has the second year of program participation impacted the program outcomes?</p>	<p>The following lift in outcomes between 2018 were identified:</p> <p>37% increase in student, teacher and community participation in 2019 (2480 in 2018 compared to 3405 in 2019)</p> <p>50% increase in community actions impacting the local community (22 in 2018 compared to 33 in 2019)</p> <p>23% average increase in positive outcomes in personal domains, confidence, teamwork and empathy, (58% in 2018 compared to 81% in 2019)</p> <p>37% average increase in positive outcomes in educational domains, willingness to participate, self-directed learning, perseverance, literacy and numeracy, (48% in 2018 compared to 85% in 2019)</p> <p>23% average increase in positive outcomes in social domains, leadership, community engagement and social awareness, (64% in 2018 compared to</p>	

87% in 2019)

26% average increase in number of students assessed with lower than age-appropriate capacities at the beginning of the program achieving age-appropriate levels or higher across all domains in 2019 (53% in 2018 compared with 79% in 2019)

31% increase in number of students assessed with lower than age-appropriate literacy capacities at the beginning of the program achieving age-appropriate level or higher (40% in 2018 compared to 71% in 2019)

58% increase in number of students assessed with lower than age-appropriate numeracy capacities at the beginning of the program achieving age-appropriate level or higher in literacy (23% in 2018 compared to 81% in 2019)

Commencement of Mentor Program and partnership with Schools in Philanthropy Program.

Geelong Kids as Catalyst 2018 - COMMUNITY PARTNER RESPONSES

Geelong Kids as Catalyst Community Partners were sent an online survey at the end of the 2019 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 28 community partners. The response rate was affected by some community partners being less confident with IT, and high level of year end commitments.

Of those who responded:

93% (14) felt they received adequate support from Kids Thrive during the program.

100% indicated they would choose to be involved in the program again. Partners provided feedback regarding the importance of clear communication and a brief to outline expectations of community partners.

100% of the community partners believed there was a benefit to their organisation or group in being involved in the program and 93% (14) felt a strengthened relationship with the school.

93% (14) of the responding community partners believed the students gained significant benefits from their involvement in the program. The community partner who responded 'No' was working with a team who became quite easily stressed and had consistent disagreements within their group.

100% felt 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, and 47% (7) intend to actively pursue this.

93% (14) 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?

The team worked towards educating people about food insecurity and that there is help out there.

Fantastic program, absolutely love being involved.

It was uplifting to see the enthusiasm and inclusive values of the children.

We are always looking to build connections with schools, and this was another great way to link with the school.

Encouraging to see and experience the planning and thoughtfulness of students.

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

Understanding kids and their decision making.

Community engagement is win/win for both parties.

The team donated food to our centre and also set up a play area within the shop for children to use while their parents shopped.

Getting more kids familiar with football and willing to get active and give it a go. Better relationships with the school campus.

I think any time that you open up opportunities to promote your organization, there are always benefits. More students at Northern Bay College know more about Leisure Networks and the services that we provide but on the other hand, more participants of our programs know more about the Northern Bay College.

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

From my first meeting with the team until the showcase, I found that the children had grown so much confidence and developed a can-do attitude.

Confidence and community connections. The kids had to show initiative and problem solving. Great support from their teacher also.

They learned to work in partnership with each other and the adults they partnered with. Each meeting they had a system to follow to achieve pre-set outcomes and they followed the agenda carefully, encouraging each other along the way. The personal development in preparing for their pitch, presenting it and the same for the showcase event. I saw the change in their confidence at each stage.

Unlimited. Raised awareness of causes. Had the students inquiring, building empathy, communication skills, organizational skills, thinking skills, being creative, caring and more.

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

It showed me how children can grow from this program and how they can work together for a better future.

I was already aware, but it cemented the idea that empowering kids to decide how they want to engage with sport is important.

What a great way to encourage personal development with the children. It was good for them and a great way to open their minds to the community and social programs.

Although many students are from disadvantaged backgrounds, they were so polite and caring. They were willing to learn and all tried their best.

Understanding of the thinking of the kids and how they work things out.

The participants of the All Abilities Programs are flexible, enthusiastic and receptive to any group that engages with the program/team. When you think of Northern Bay College, you have ideas of students that misbehave, are disengaged etc. but from my perspective they were some of the best behaved and engaged students we've worked with. By giving the students a project to focus on, they certainly excelled.

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

I did. Everyone was so welcoming, and I really felt comfortable working within the school environment.

Definitely, the school has been fantastic, and we have engaged further since.

Very welcoming school.

I felt like part of the school. I was always made feel very welcome. I've formed a relationship with the teachers involved and look forward to talking to future groups.

Great kids who are happy to work with older people.

Good to get to know staff better. Office staff always excellent.

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

Extremely. They became so interested in how the program was going.

Liam's mum loved meeting the children. Humans in Geelong team members Brandon and Althea both attended the Showcase and were very impressed. Brandon also attended the pitch day.

Most definitely. Volunteers associated with our All Abilities sporting programs now see a whole group of future support for these programs moving forward.

Yes, they enjoyed the camaraderie of the young people.

The volunteers have loved seeing the students excited about their projects. Students also engaged well with our volunteers, were polite and asked great questions about our community garden and how it worked.

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:

Listening, interacting with each other, relationship building, manners, caring, kindness

Confidence, courage

Problem solving, inquiring, thinking skills

Public speaking,

Cooperation, Collaboration, Negotiating

Willingness to take on a brand-new skill

Acting, presentation

Building empathy

Communication skills

Organisational skills

Being creative

Leadership

Budgeting

Pitching ideas

Teamwork

Perseverance

Project Management, planning, risks

Networking

Adaptability

Compromising

Encouraging and congratulating each other

Holding each other accountability

Decision making

Work ethic

Innovation

8. 93% would recommend the Kids as Catalyst program to other community groups.

Wonderful program – Can't speak highly enough of it.

Great opportunity to create relationships with local schools but also develop more insight into the work that your organisation is doing.

It is a unique way to build kids skills that often don't develop until much later in life, if ever. Having these experiences makes it more likely these kids will contribute to their community as adults and therefore ensure the life of the community groups into the future.

Absolutely – it is a well-run program that is clear on its purpose and vision. It would be great if the community groups/partners knew the benefits they might get out of the program. It could also help to make sure they know the needs and interests of the diverse young people they might work with, so that they know they'll have the skills and capacity to support their group.

9. 100% of community partners would be involved in the program again.

I really enjoyed my time with the boys and would be happy to be involved again, time permitting.

I enjoyed the project very much and intend to be not as busy next year now that our Book has been released.

Creating future leaders of the community and if we're able to contribute to that, it would be fantastic.

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

Showing children that the sky's the limit.

Kids' empowerment.

Giving children a social conscience and the skills to tackle a problem in a small way.

The connections for the students. All the skills they used. Gaining confidence.

Having young people consider the community in which they live in, to think bigger than themselves.

Bringing together students and community groups by giving students a greater purpose with the work that they're completing. Certainly builds their skills that will be invaluable through their schooling journey but also into their adulthood.

The vision and commitment to young people making a difference.

Uniqueness, warmth, inclusion, well planned and executed.

The youth-led aspect, as well as the fact that there were real-world and tangible outcomes/products for young people at the end of the program

11. Can you share a moving moment for you?

A boy mentioned how he got so wet riding his bike to school on a very wet day. He could have probably stayed home but how he loves school and he didn't want to miss a day because of a couple of reasons. It near had me in tears. Another was the day they came in to set up the play area and how everything had to be perfect. That was another emotional moment.

Watching one kid explain why being in a club is important to him for feeling like he belongs. Watching another kid have to problem solve and figuring it out himself and watching everyone be so proud when they completed their action.

When the little voice on the other side of the phone said "will you be our community partner please?" I couldn't say no. Also seeing the girls present at the Expo and having been on the journey with them, seeing how far they'd come.

Seeing 80 students kicking footballs, playing games and laughing, and knowing that the entire event was pulled together from some year 6 students blew my mind. Amazing what hard work and motivation can make you achieve.

At the beginning of our session with Hendy St and the Geelong Dragons Footy Team, we organized a problem-solving activity with the NBC student and the members of the Dragons mixed together. It was fantastic to see the members of each group working together to complete the activity. There wasn't any negative communication, there wasn't a 'feeling out' process, everyone just got along straight away. It was fantastic to see!

Seeing how nervous the students were before their Pitch and how proud (and relieved) they were after.

I was at GMHBA stadium a while before the start of the expo, to set up. I got to see the busloads of young people turn up and the amount of times I heard "Wow" and "this is so cool!" was amazing. It could have just been the fact that they had never seen this part of the stadium before, if they'd been there at all. But I really got the feeling that they were most excited to be in a formal and professional space and have all their action materials laid out. I thought the money spent to hire the rooms at GMHBA was fantastic, it sent a clear message that the work the young people did was valued and important enough to be showcased in a well-known place that was open to the public.

12. What do you think is the most significant change that occurred because of the program?

Showing students that no matter the circumstances, they can rise above anything.

Kids knowing they are capable of things they didn't think they could do. Building positive relationships with adults.

A lot of social causes received valuable assistance.

Confidence and willingness to help others.

Young people have challenged their school and environment to include gender diverse young people. I hope it allowed the school to realize they have an LGBTI+ community within their school and that some may not be 'out', but they can still offer a supportive, inclusive place for them to learn.

Young people get a glimpse of the future and how there will be a place for them in it.

Widening student's perception of their community outside their local neighbourhood.

CONCLUSION

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

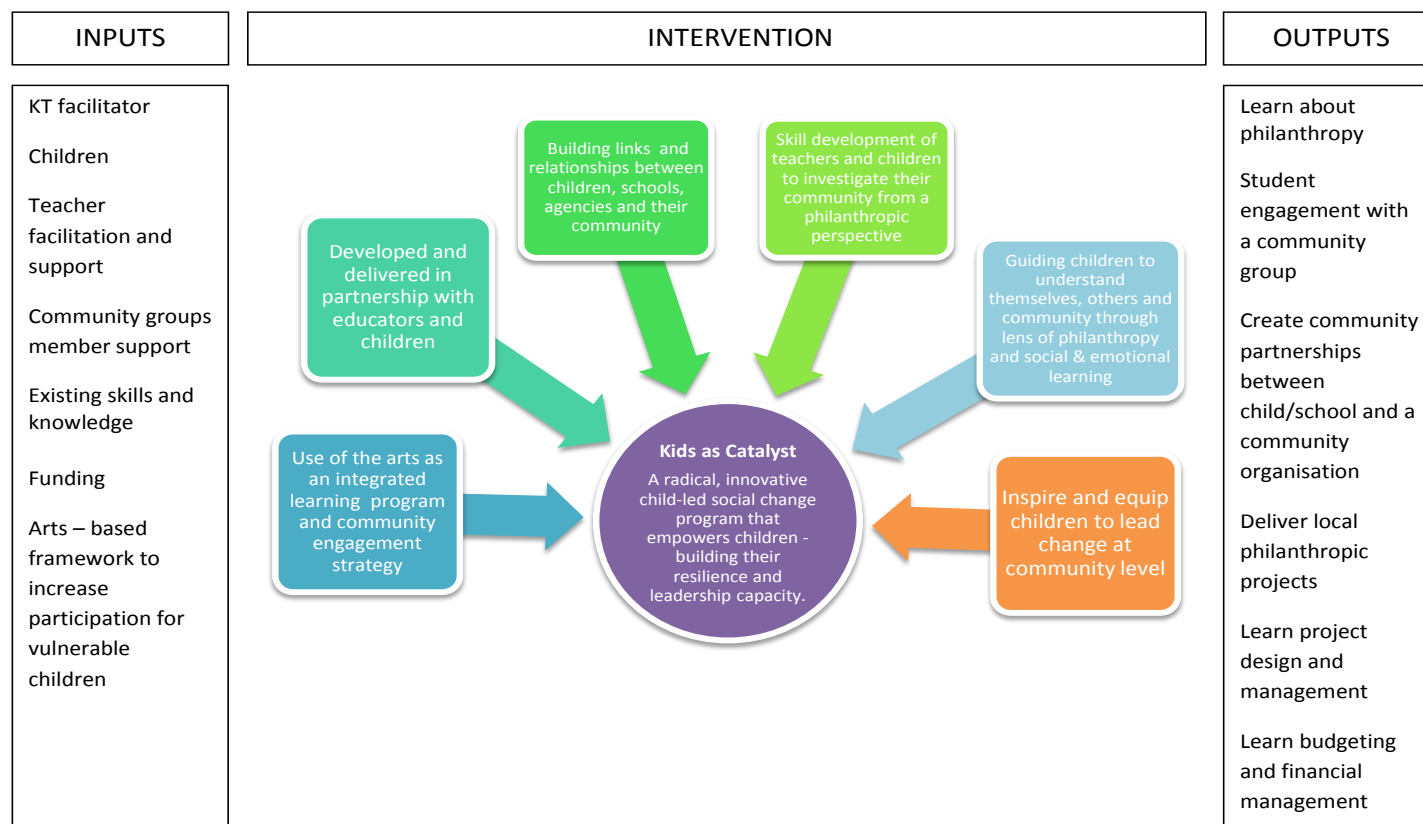
<p>Geelong Kids as Catalyst builds children's resilience by significantly improving their:</p> <ul style="list-style-type: none"> • Self-confidence • Teamwork • Empathy • Self-directed learning • Educational engagement • Perseverance • Literacy and numeracy • Leadership skills • Community engagement • Social awareness 	<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 	<p>Kids as Catalyst also enhances educational engagement by improving children's:</p> <ul style="list-style-type: none"> • Effective engagement (wanting to be in the classroom) • Cognitive engagement (applying program learning and capabilities to other activities) • Willingness to participate
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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 indicates the program has improved children's educational engagement, 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 educational engagement.

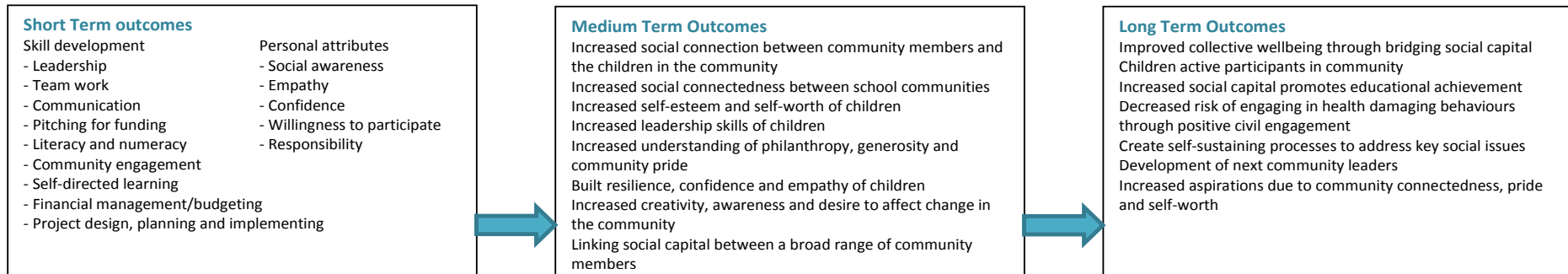
Given the significant rise in outcomes in the second year of program delivery, we can confidently conclude that multi-year delivery is essential to increasing both teacher and student capacity within this creative, real world educational model, supported by the increasing acceptance of, knowledge and confidence in the program throughout the school community.

APPENDIX 1: Kids as Catalyst Project Logic

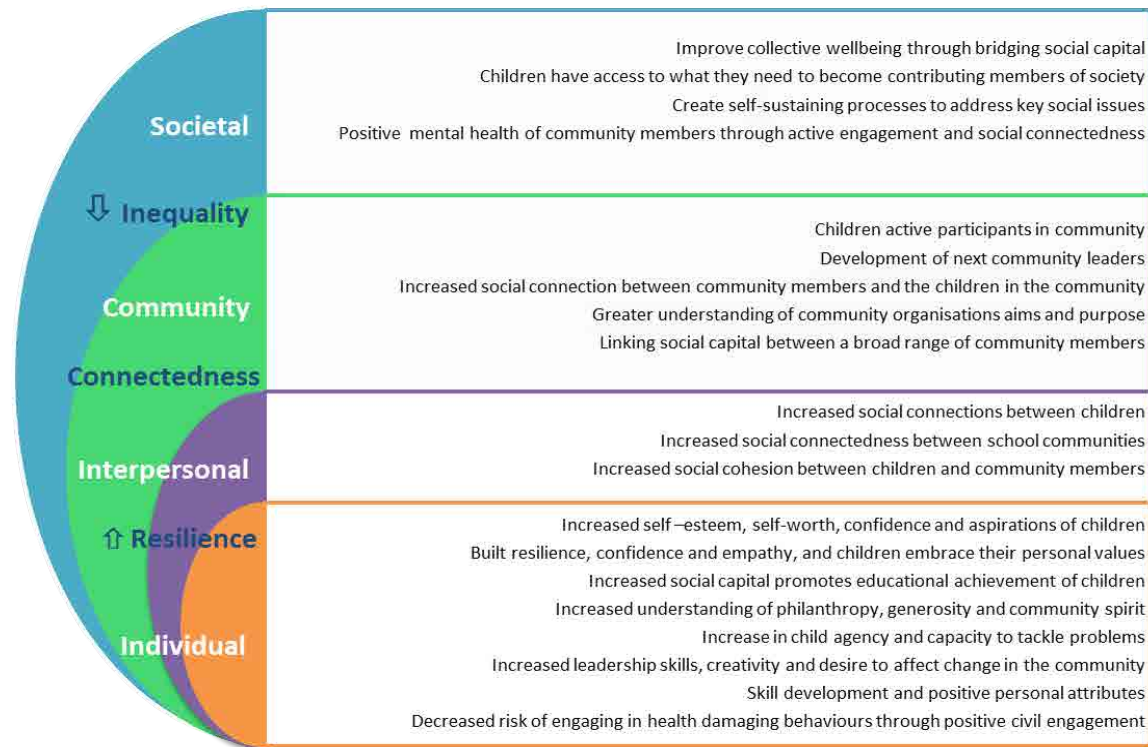
Kids Thrive 'Kids as Catalyst' Program Logic



OUTCOMES



Kids as Catalyst outcomes mapped against the socio-ecological model



APPENDIX 2: Kids as Catalyst 2019 – Northern Bay College Student Community Projects

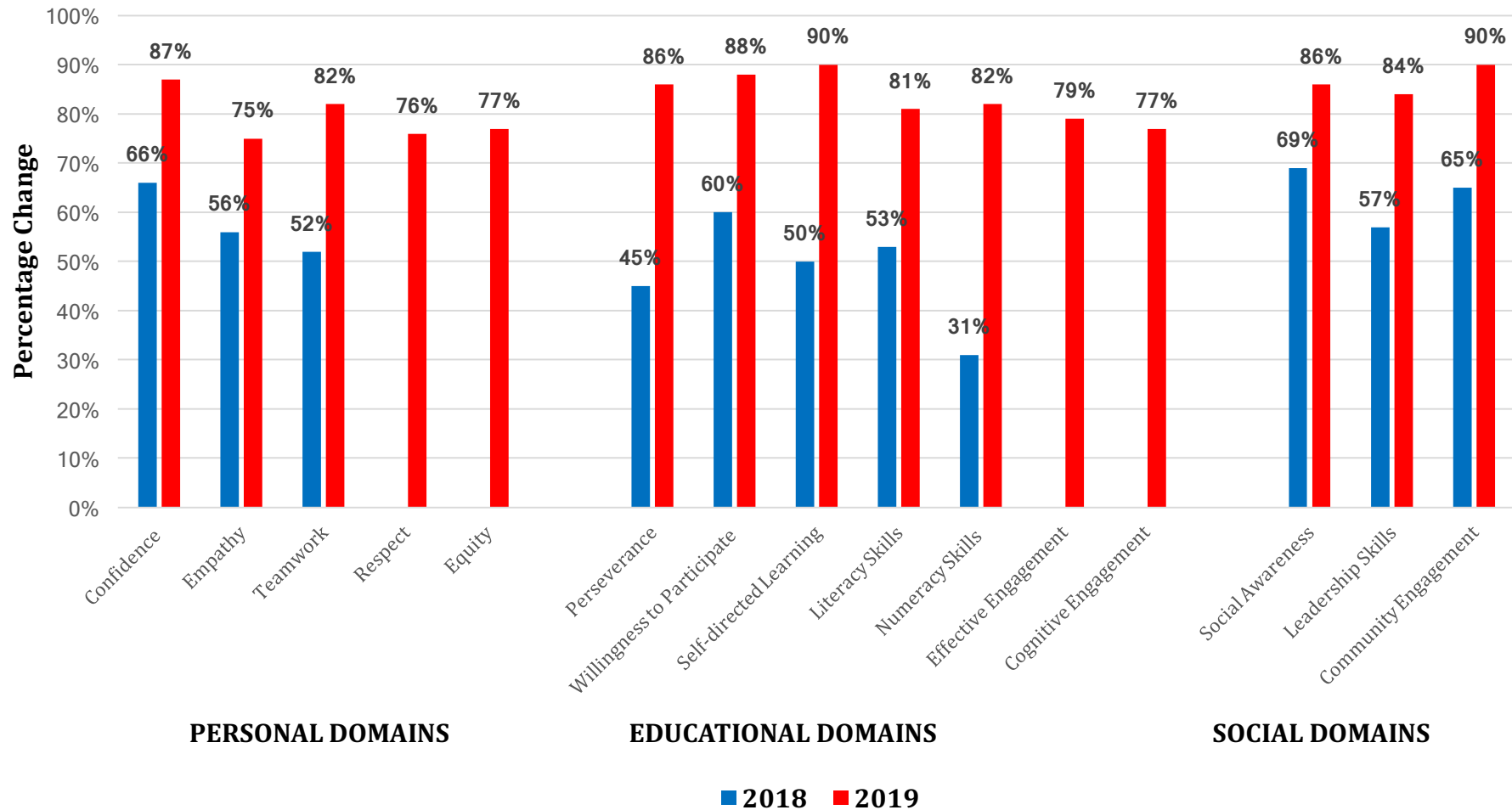
Project Name	Community Partner	Project Description	Students' Concerns
Indigenous Bollards at Hendy	Wathaurong Aboriginal Co-operative	Painting 4 school bollards in Indigenous art style and a poster of Wathaurong history.	Aboriginal people from the stolen generation don't get enough help.
Sport 101	Leisure Networks	Raising awareness of all abilities sport.	Sports inclusive of all abilities.
Fixing 6-8 Garden	NBC Hendy	Replanting 6-8 garden.	Our school environment is not good.
Fort Mural	The Fort	Painting a mural on the table at the Fort.	All kids feeling welcome.
LGBTQ+ Morning Tea Hendy	Sexual Assault and Family Violence (SAFV)	Helping Bonnie host a talk/information session and morning tea.	Increasing acceptance of LGBTIQ people in our community.
Feathers, Furs and Fins	Forever Friends	Cuddle day and pet education with preps-Grade 3s, construction of kitten care packs	Keeping animals safe
Strong Culture	Cloverdale community Centre	Designing and painting indigenous mural.	Working all together it does not matter the colour of your skin.
Karate Ball	AFL Barwon and Kyokushin Karate	Football and karate clinic at NBC Tallis.	Helping kids feel comfortable playing all sports.
Wheely Sizzle	Parallel Sports	Hosting a wheelchair basketball game and BBQ with spoke cover donation.	Raising Awareness of All Abilities sports.
Help the Salvos	Northside Salvation Army	Making hygiene packs, collecting blanket donations and distributing with cupcakes on market day.	Improving the welfare of elders and isolated people.

Project Name	Community Partner	Project Description	Students' Concerns
Knitted Dreams	Cloverdale Community Centre	Knitting beanies for homeless, providing wool, knitting machine and afternoon tea for knitters.	Helping men, women and families affected by homelessness.
Its ok to be Different	From Paddock to Pride	Ran an equal opportunity sports/cultural day for Grades 6-8 and recording a radio segment.	Its ok to be different.
Packs for Paws	Forever Friends	Hosting a responsible puppy ownership information session for P-2s and making puppy packs.	Improving animal welfare.
Kitten Toys and Care	Forever Friends	Hosting a responsible kitten ownership and cuddle day, making kitten toys.	Improving animal welfare.
Twocan Appeal	Geelong Food Relief centre	Buying and asking for donations of food, buying books and games for kids attending centre.	Supporting kids while their parents are getting food at the centre.
Project Sport	Bell Park Sports club	Tabloid sports for P-1 students and providing a healthy snack.	Getting more kids engaged in sports.
Confetti Fun Day	Riverside House	Party games, food and memorial tree with residents.	Reducing isolation for people with all abilities.
Happy Garden	NBC Peacock	Planting plants and painting decorations in junior garden.	A neglected garden needs T.L.C.
Food for Thought	Anglicare	Providing and serving fruit to participants at Homework Club for 10 weeks	Participants cannot concentrate when they are hungry.
Netball for All	Humans in Geelong and Leisure Networks	All Abilities art show to support a come and try All Abilities netball day.	Not being equal to kids that have disabilities.

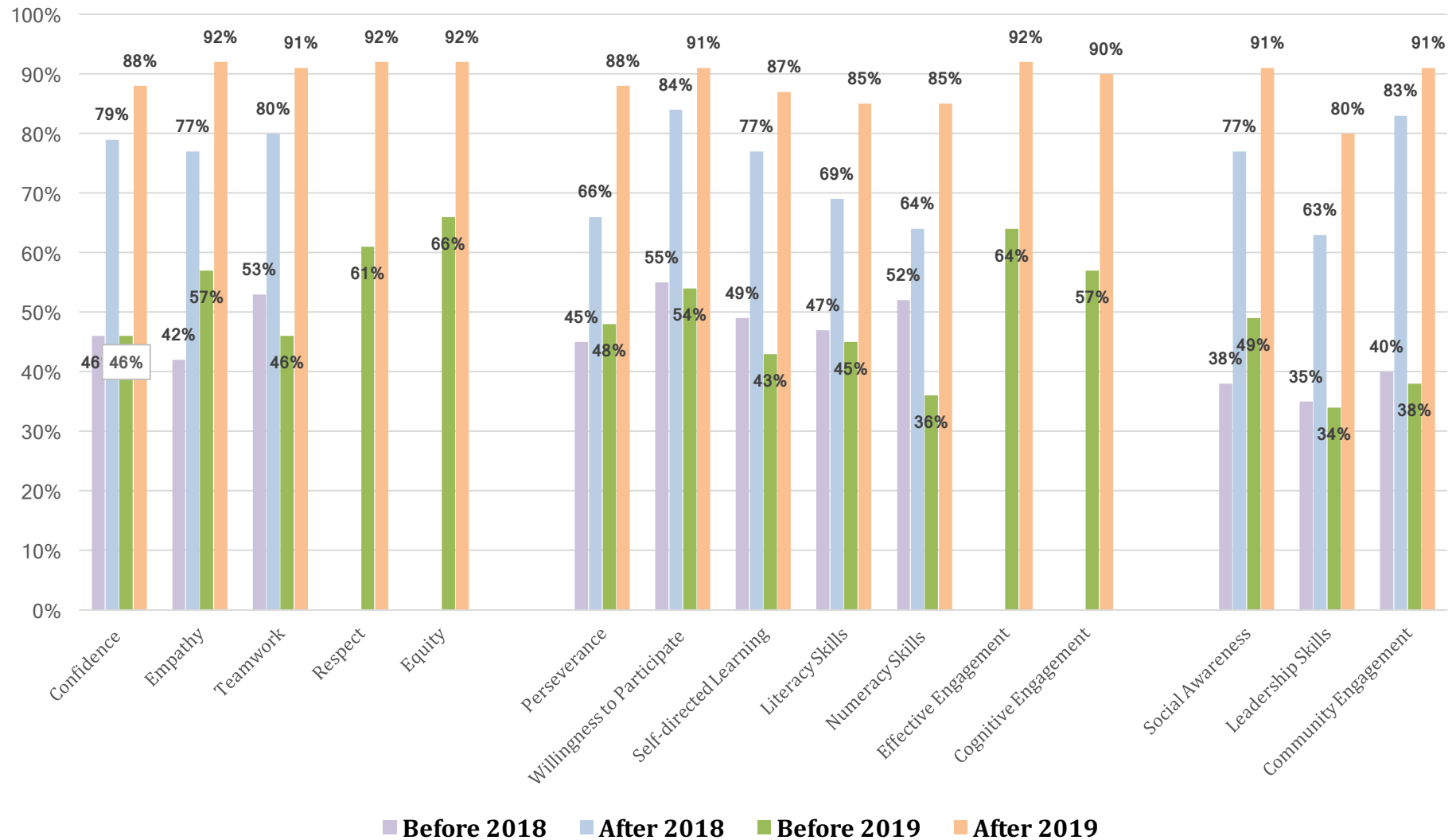
Project Name	Community Partner	Project Description	Students' Concerns
Reviving the Garden	Cloverdale Community Centre	Helping the community reconstruct the garden & plant vegetables.	There is no access to fresh vegetables for families.
Cultural AFL	Geelong Cats Football Club	AFL day for new arrivals	Community sports for refugees.
Party in a Box	Wexford Community Hub	Making party supply boxes for new arrivals to borrow for children's birthday parties.	New arrivals not being able to host birthday parties for their children.
Purple Day	GASP (Geelong Adolescent Sexuality Project)	Running a purple fashion parade with a talk at assembly to encourage choices of sexuality.	People of different genders feel left out.
Keep Cups	Marine and Freshwater Discovery Centre	Designing and providing keep cups for the staff to use at the mobile coffee van.	Protecting marine life from pollution.
A Welcoming Mural	Wexford Community Hub	Creating an artwork for all people at the Hub.	People don't feel welcome at our school.
Elderly Outing	Cloverdale Community Centre	Organising a bus to the You Yangs with a picnic.	Isolation of elderly community members.
Serendip Picnic Tables	Lara Men's Shed	Building a picnic table and a morning tea.	Elders being disrespected & uncomfortable.
Afternoon Tea with Homework Club	EAL Homework Club	Providing an afternoon tea and showing friends & family what we do at Homework Club.	Families understanding what happens at Homework Club.
Adopt Don't Shop	Cookie Moo	Making puppy packs for rescued dogs.	Animals in shelters do not have enough supplies.
Operation Windsor	Norlane Community Centre	Cleaning up Windsor park and donating tools to Norlane Community centre for ongoing maintenance.	Providing a better environment for families to play.

Project Name	Community Partner	Project Description	Students' Concerns
English Sew Easy	Diversitat	Making word posters for display in sewing sessions.	Without English it is difficult for people to live independently.
Wrap & Sack	Elf Squad	Making wrapping paper and sacks to wrap Christmas presents.	Ensuring all kids get presents at Christmas.

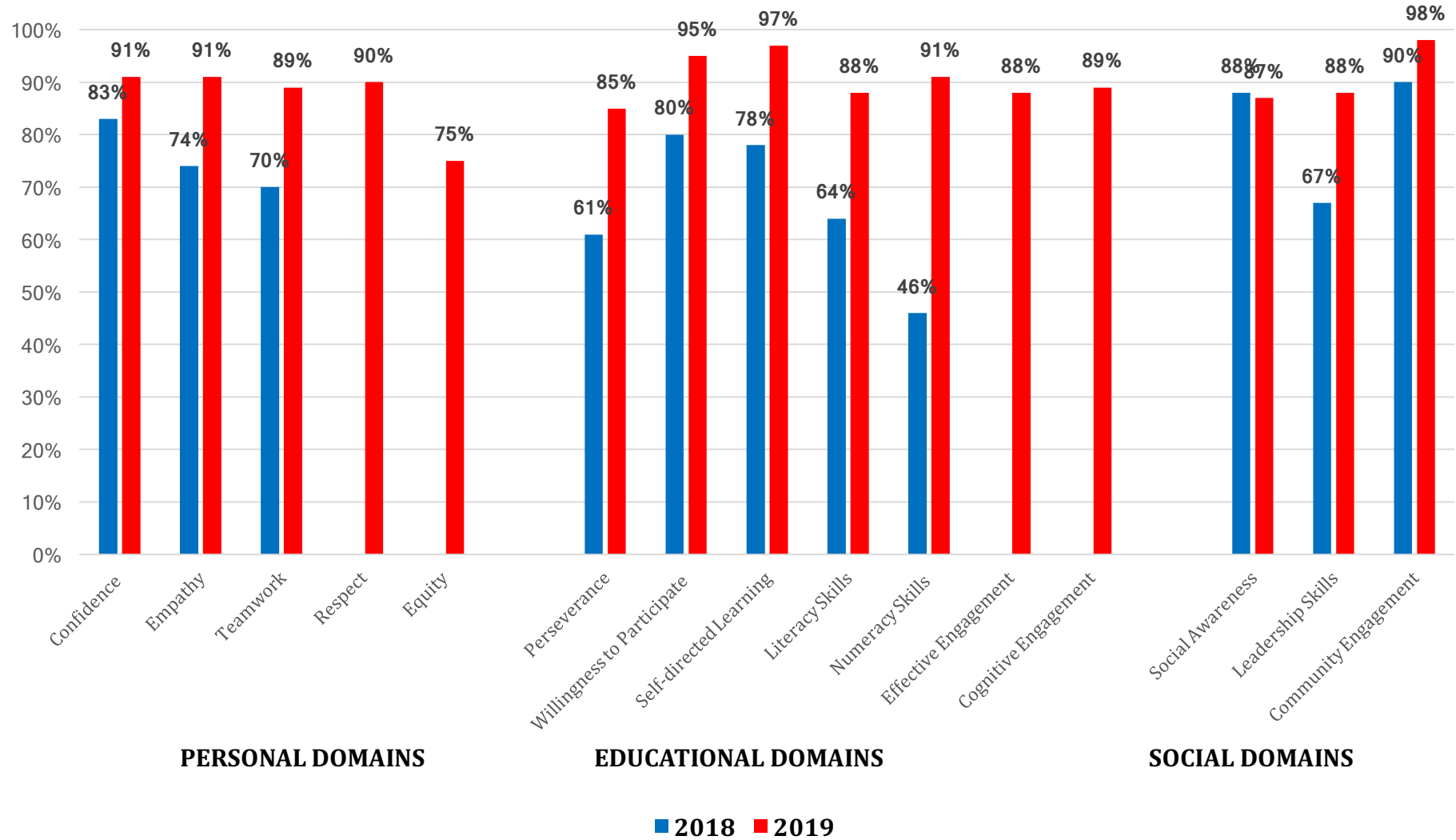
Appendix 3: Percentage of Students Demonstrating Increased Capacity (Comparative 2018/ 2019)



Appendix 4: Percentage of Students Achieving Age-Appropriate Level or Higher (Comparative 2018 / 2019)

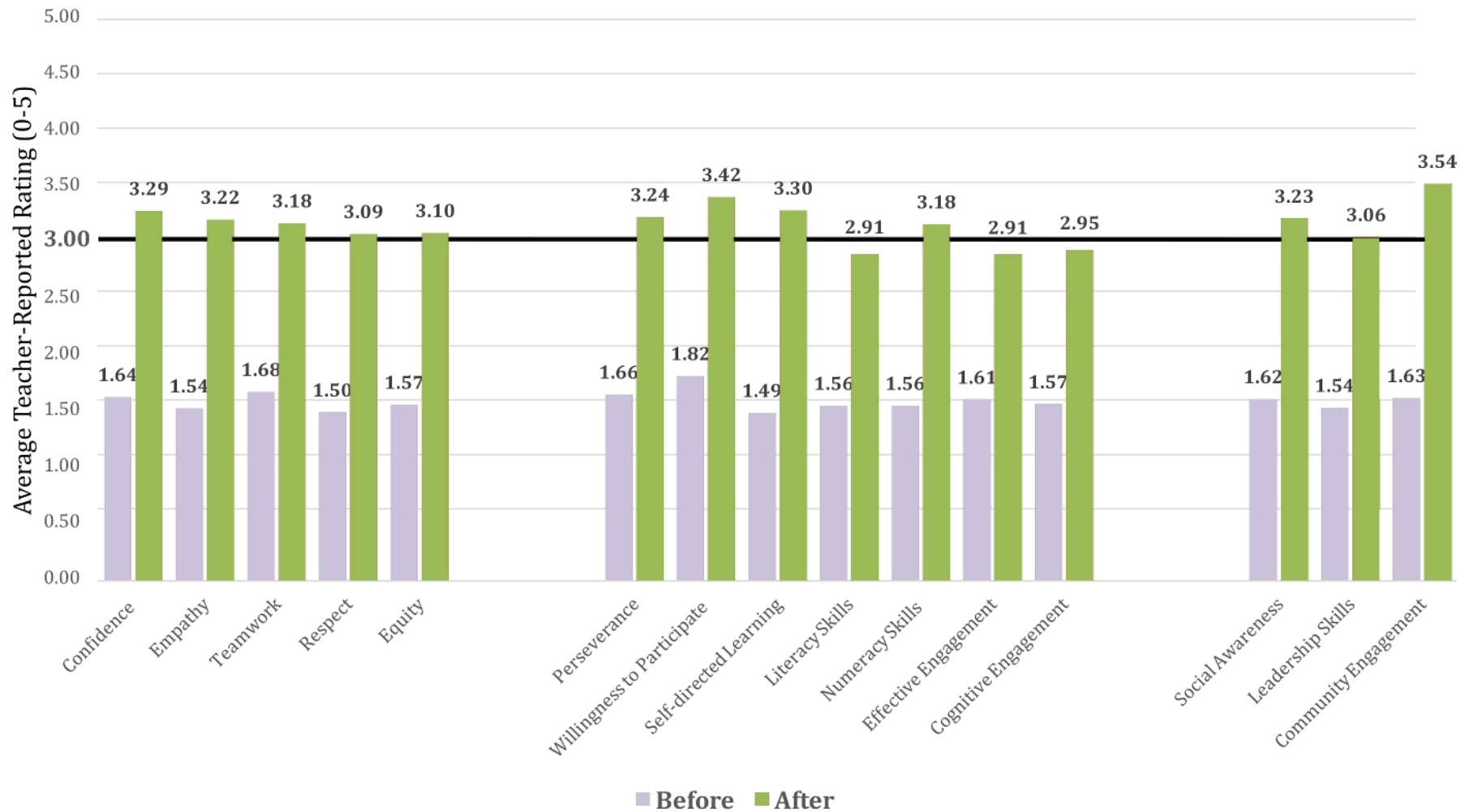


Appendix 5: Percentage of Lower-Achieving Students Demonstrating Increased Capacity (Comparative 2018 / 2019)

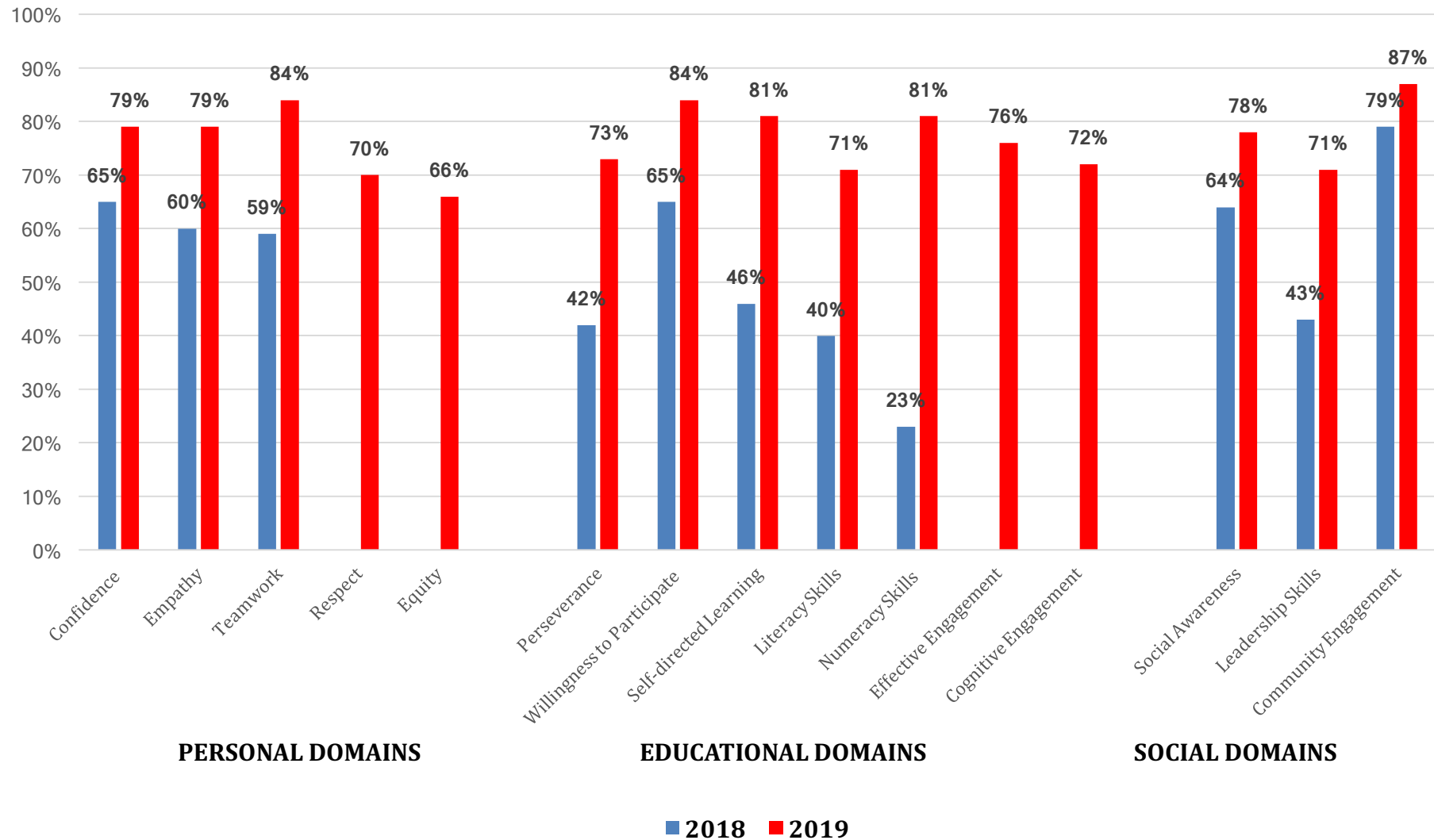


Appendix 6: Average change in capacity of lower-achieving students 2019.

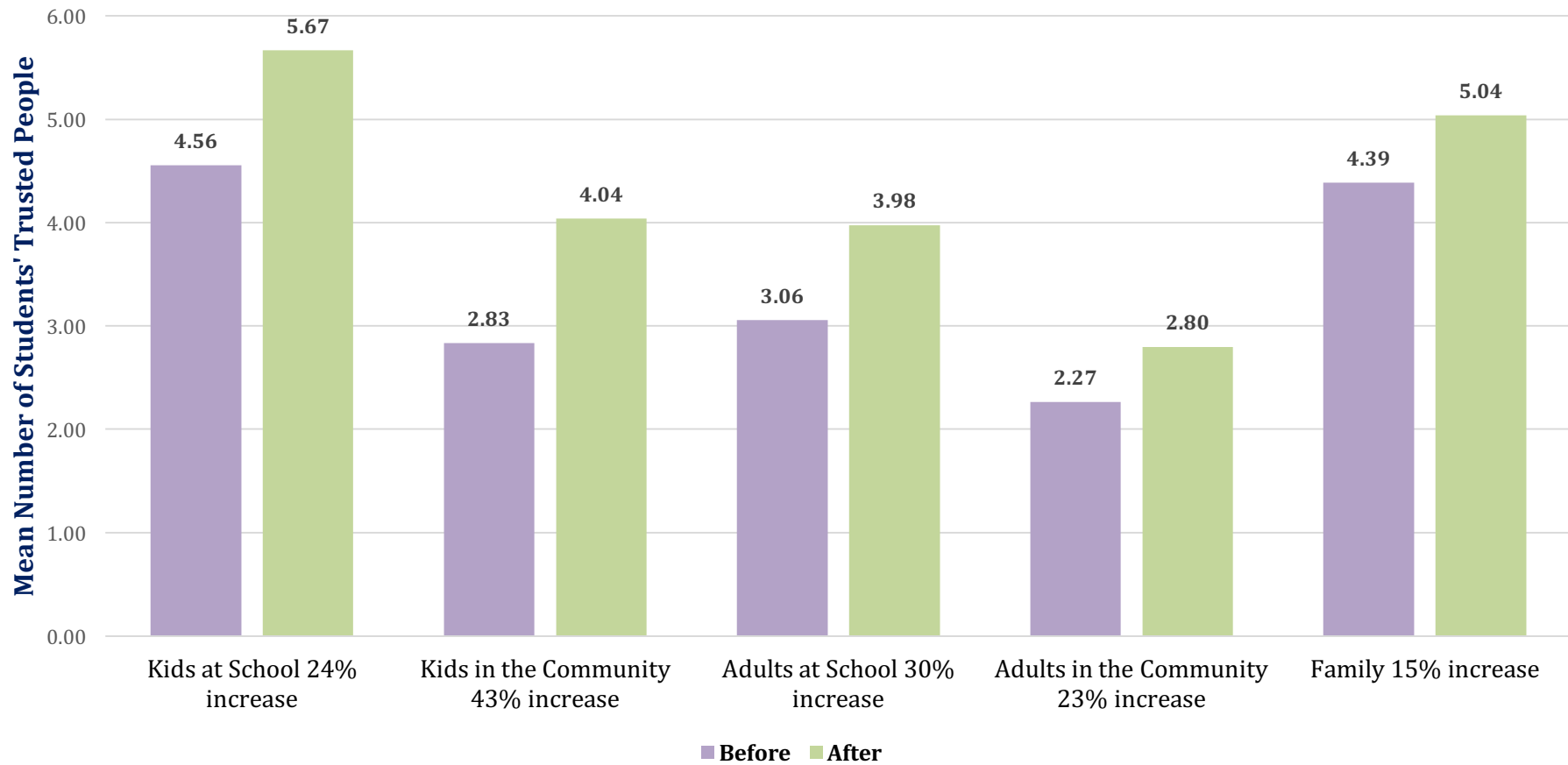
Teachers rated students on a scale of 0-5 in which 3 indicates age-appropriate level



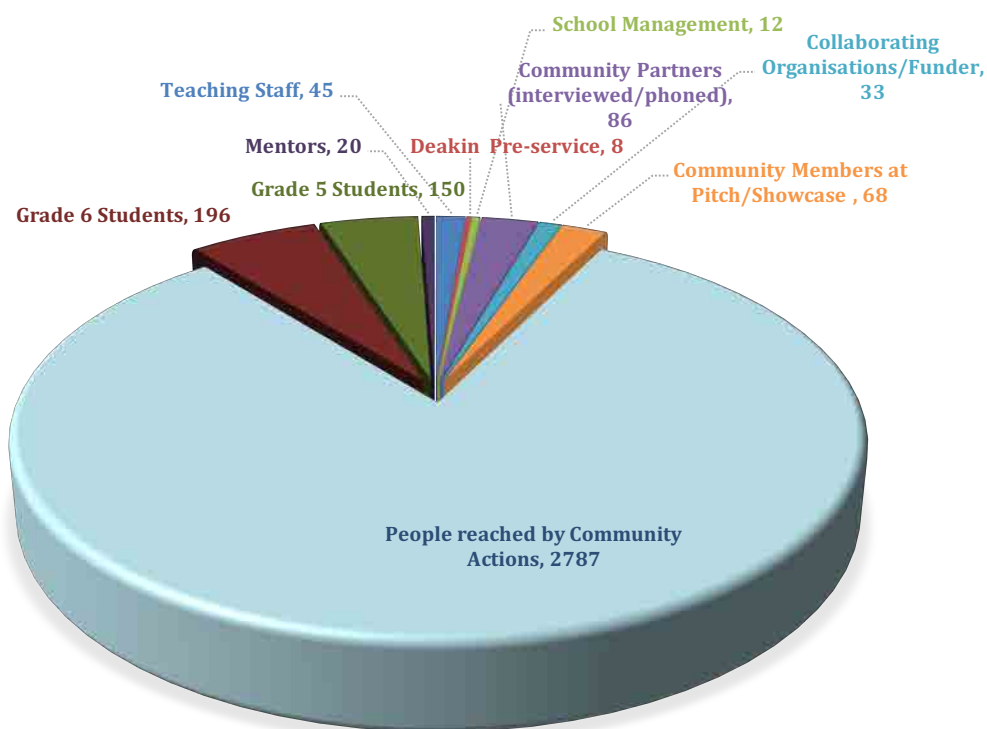
Appendix 7: Percentage of Lower-Achieving Students Achieving Age-Appropriate Levels or Higher (Comparative 2018 / 2019)



Appendix 8: Changes in Students' Trusted Social Networks, 2019



Appendix 9: Reach of Kids as Catalyst Geelong 2019



**COMMUNITY REACH OR GEELONGKIDS AS CATALYST PROGRAM
(N=3405)**

Role/Community Group	People Reached
Teaching Staff	45
Deakin Teaching Pre-service	8
School Management	12
Community Partners (interviewed & phoned)	86
Collaborating Organisations (Give Where You Live Foundation, Communities that Care, Deakin University, Geelong Community Foundation - Schools in Philanthropy program)	33
Community Members at Community Information Night, Pitches, Showcase Events	68
Community Reach of Student Actions (details below)	2787
Mentors	20
Grade 5 Students	150
Students	196
Total	3405

Community Reach of Student Actions	
Indigenous Bollards at Hendy Community Action	317
Sports 101 Community Action	25

Fixing 6-8 Garden Community Action	8
Fort Mural Community Action	7
LGBTQ+ Morning Tea Community Action	15
Feathers, Fur & Fins Community Action	35
Strong Culture Community Action	16
Karate Ball Community Action	30
Wheely Sizzle Community Action	112
Help the Salvos Community Action	30
Knitted Dreams Community Action	9
Its ok to be Different Community Action	80
Packs for Paws Community Action	130
Kitten Toys & Care Community Action	130
TwoCan Appeal Community Action	10
Project Sport Community Action	95
Confetti Fun Day Community Action	19
Happy Garden Community Action	14
Food for Thought Community Action	60
Netball for All Community Action	30
Reviving the Garden Community Action	15
Cultural AFL Community Action	100
Party in a Box Community Action	19
Purple Day Community Action	150
Keep Cups Community Action	40
A Welcoming Mural Community Action	600
An Elderly Outing Community Action	15
Serendip Picnic Tables Community Action	10
Afternoon Tea with Homework Club Community Action	25
Adopt Don't Shop Community Action	600
Operation Windsor Community Action	9
English Sew Easy Community Action	25
Wrap & Sack Community Action	7
TOTAL	2787

*Community Reach is potentially higher than reported due to media coverage in the Geelong Advertiser Newspaper; Geelong Independent Newspaper; Northerly Aspects Publication.

Appendix 10: Emergent Themes Identified in the Geelong Kids as Catalyst Program 2018/2019

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

Personal Domains	Capabilities/Skills	Quotes	Students	Community Partners	Communities That Care	Teachers/Principals
	Confidence	<i>"Don't be shy to stand tall in front of people, jut be brave"</i> – Student <i>"Growth of confidence & can-do attitude"</i> – Community Partner <i>"Overall confidence growth especially in a few students who were anxious about speaking"</i> – Teacher	Being confident	Increased confidence	Building confidence	Confidence
			Being brave			More confident in themselves as learners
			Public speaking	Public speaking		Public speaking
			Using a big voice			
			Overcoming nerves	Empowered		
	Empathy	<i>"Students learnt to give without receiving"</i> - Teacher	How to understand people better	Improved social skills	Positive relationships	Building relationship skills
			Kindness	Caring		More helpful and caring towards one another
				Thoughtful	Kids giving rather than receiving	Appreciation
				Empathy		
			Thinking of the needs of others			
	Teamwork	<i>"Now I work better as a team"</i> – Student <i>"I can work well in groups without my friends"</i> – Student	Teamwork	Teamwork	Teamwork	Teamwork
			Collaboration	Collaboration	Collaborating	Collaborate

Personal Domains		<i>"They work cooperatively with a broader range of peers" - Teacher</i>	Working outside friendship groups	Power generated in an engaged group		Roles & responsibilities in groups
	Respect	<i>"That it is ok to be different & that everyone has fears" – Student</i>	Respect	Respect	Respect	Respect
		<i>"I'm very helpful & respectful to people & treat others nicely" – Student</i>				
	Respect	<i>"They were some of the best behaved & engaged kids we have ever worked with" – Community Partner</i>	Proud	Proud	Pride	Students value themselves more
		<i>"It also challenges many community members' preconceived ideas about what these kids are capable of" - CTC</i>				
	Equity	<i>"Now I see them including each other" – Student</i>	Working through differences of opinions	Comfortable dealing with different types of people		Working with wider group of peers
		<i>"That people accept each other equally & fairly" – Student</i>				
		<i>"Help everyone & anyone no matter race, sexuality or gender they are all beautiful" – Student</i>				
		<i>"Our diverse class has students in Out of Home Care, Severe Behaviour and Language Disorders, Intellectual Disabilities, A&TSL, English as an Additional Language and Autism Spectrum Disorder. All of them thrived throughout the program" - Principal</i>		Cultural connectivity		

Educational Domains	Perseverance	<i>"That I can do anything if I believe in myself, we faced a lot of problems, but we found solutions" – Student</i>	Working through hard times		Helping each other through challenging times	
		<i>"Telling myself to never give up – Skye I can do it and pass through rough times" – Student</i>	Finding problems & solutions to fix them	Problem solving		Growth mindset
		<i>"It's ok to make mistakes that's how you learn from them" – Student</i>		Enthusiasm		
		<i>"If you don't get what you want/need keep trying until you get it" - Student</i>		Motivated		
	Willingness to Participate	<i>"I got up and had a go" - Student</i>	Giving things a go			Rising to occasion
		<i>"The more afraid you are to learn something the better because when you finally learn that thing it feels great because you conquered your fears & you were brave" – Student</i>				
		<i>"Always try new things" - Student</i>	Not being afraid to step out of comfort zone			
		<i>"Willingness to learn & try their best" – Teacher</i>				
	Self-Directed Learning	<i>"Increased student control of their own learning" – Teacher</i>	Working out problems by myself	Information sharing	Purpose	Greater initiative
			Starting conversations			
			Don't be afraid to ask questions			
		<i>"They are better able to forward map to achieve goals" – Teacher</i>	Being organised	Time management		
			Trying to solve problems yourself	Taking ownership & responsibility		
			Trying to solve problems yourself	Taking ownership & responsibility		
		<i>"Before the teacher helped me with all my work. After I worked out problems by myself" – Student</i>	Working hard	Encouraging kids to work independently		Working independently

Educational Domains	Literacy Skills	<i>"I'm a fast writer. I like writing" - Student</i>	Note taking			Improved English skills
			Communication skills	Communication skills		Communication skills
				Planning & project management		
	Numeracy Skills	<i>"Now I know I can do sometimes tables & writing" – Students</i> <i>"Real life skills like budgeting are invaluable" - Teacher</i>	Budgeting skills	Budgeting skills		Budgeting skills
			Sourcing funding			
	Effective Engagement	<i>"Willingness to learn & try their best" – Teacher</i> <i>"Engagement is the standout observation" – Teacher</i> <i>"I discovered it's not hard to pay attention & to learn new things" – Student</i> <i>"I saw genuine engagement from students, staff & community partners" – Principal</i> <i>"This Kids Thrive program has been great for a number of kids who don't usually participate or come to school" – Teacher</i> <i>"It definitely fits with the Improving School Engagement priority" – Communities that Care</i>	Important to learn for a better future	Engaged students	Meets the school engagement priority	Engaged students, teachers and community partners
				Passion	Passion	

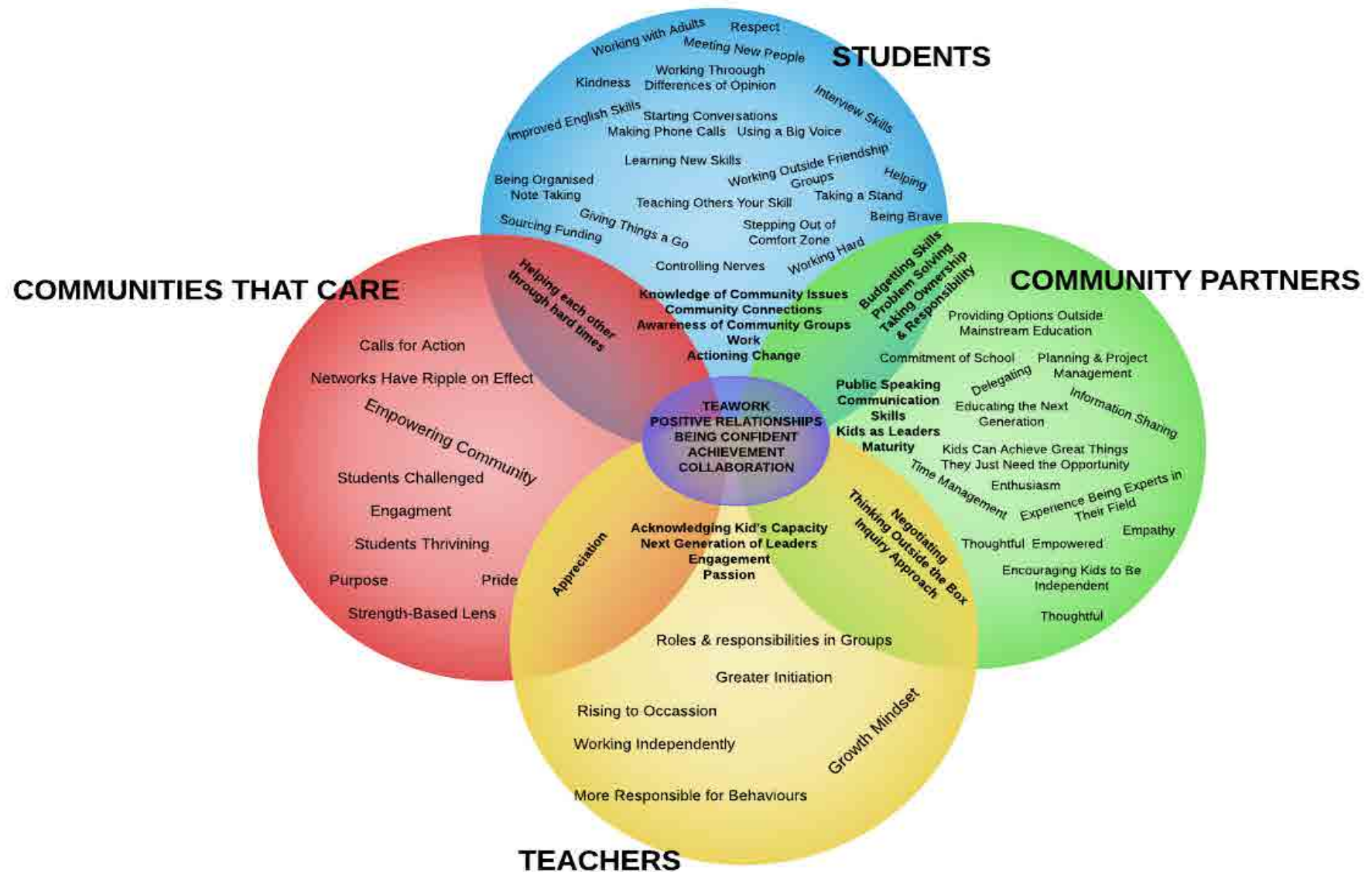
Educational Domains			Achieving what you set your mind to	Achievement	Achievement	Achievement
					Students thriving	
	Cognitive Engagement	<p><i>"Teachers have changed too. I realise now that kids need more voice and more opportunity to make changes and take action" – Teacher</i></p> <p><i>"I prefer this way of learning better than normal" – Student</i></p> <p><i>"I discovered I can actually learn properly and I can get it done, it helps you in the long term" – Student</i></p> <p><i>"I have learned lots of things that are new with me" – Student</i></p> <p><i>"You can learn by meeting other people and not just in school" - Student</i></p> <p><i>"Students who would never work together now mix more easily out in the playground" – Teacher</i></p> <p><i>"Conversations with my students have changed because of Kids as Catalyst" – Teacher</i></p> <p><i>"Speaking up in all areas of life" – Student</i></p>	Learning new skills	Providing options outside mainstream education	Students challenged	Better able to forward map to achieve goals

				Kids can achieve great things just need opportunities	Acknowledging kids' wisdom & capacity	
				Thinking outside the box		Inquiry learning approach
Social Domains	Social Awareness	<p><i>"We young kids can do anything to make the world a better place. Now I feel I can change the world" - Student</i></p> <p><i>"I need to help people in need" – Student</i></p> <p><i>"My community cares about others and wants to make people feel like they belong" – Student</i></p> <p><i>"So many people in the community need help from kids like us" – Student</i></p> <p><i>"I loved having young people consider the community in which they live and to think bigger than themselves" – Community Partner</i></p> <p><i>"Our students have increased social awareness and</i></p>	Awareness of community issues	Increased understanding of community issues	Raising awareness of community groups & the jobs they do	Understanding issues affecting the community
			Helping people			

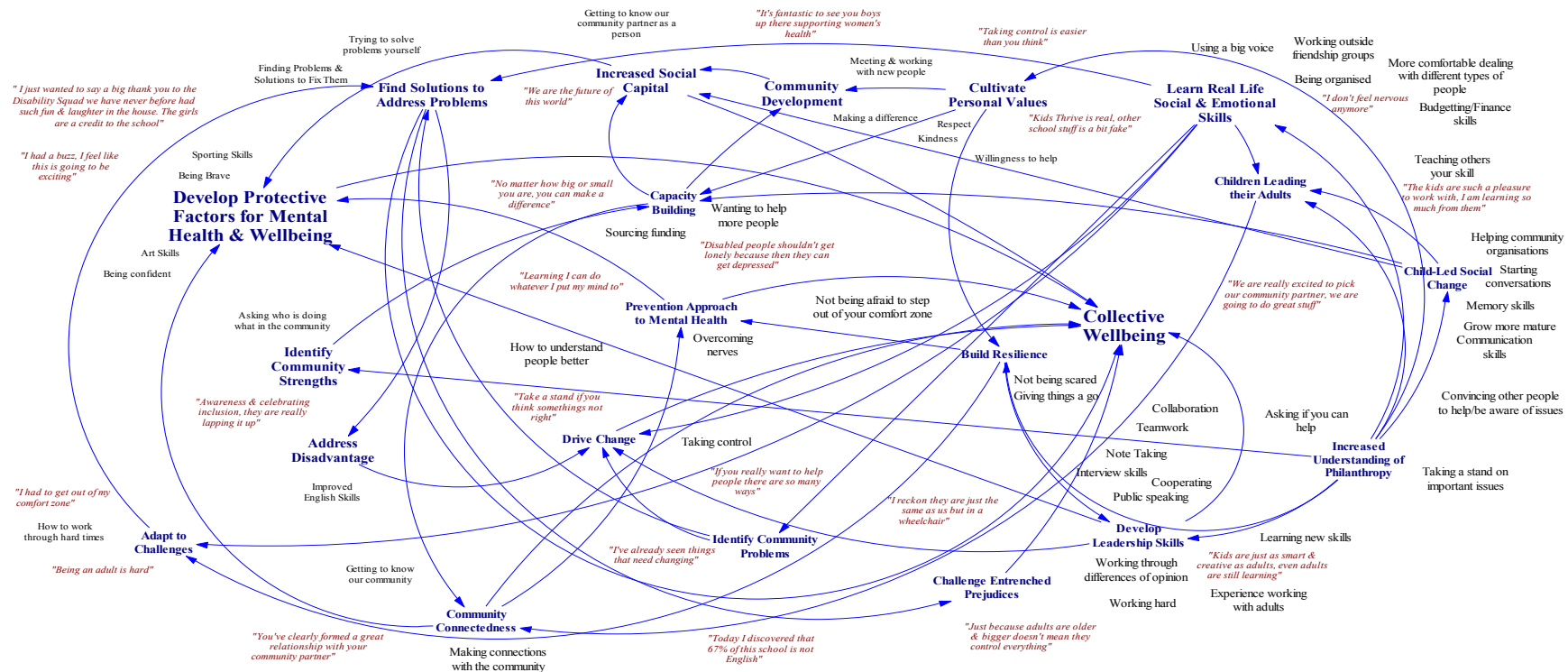
Social Domains		<i>connection to the community” – Teacher</i> <i>“The children are developing a social conscience” – Community Partner</i> <i>“Building the capacity of young people to be community-minded and to contribute to their local community” – Communities that Care</i> <i>“Students thinking and acting outwardly as opposed to inwardly” – Communities that Care</i>	Taking a stand on important issues			
			Willingness to help			
	Leadership skills	<i>“I’m a great leader & can stand in front of people & talk” – Student</i> <i>“I discovered I can guide my team when needed” – Student</i> <i>“It has given a voice to those normally reluctant to stand up & take a leading role” – Teacher</i> <i>“Gives students the confidence to take the next step in being part of something meaningful as well as to develop leadership skills bigger than themselves” – Communities that Care</i>	Negotiating		Negotiating	
			Making connections with our community	Familiar with school families	Calls for action	
			Taking control	Practice letting kids take lead		Leading group
			Teaching others your skill	Delegating	Strength-based lens	Development of genuine student voice and agency
				Experience being experts in their field		More responsible for behaviours
				Educating next generation		
				Kids as leaders & decision makers	Creating potential community leaders	
			Growing more mature	Mature-minded		Growth/maturity
			Negotiating		Negotiating	
	Community Engagement	<i>“I made my community acknowledge first Australian aboriginal people” – Student</i> <i>I” learnt how to call people & have meetings with them” – Student</i> <i>“Once they started talking to their community partners their zest for giving exploded” – Community Partner</i>	Making phone calls	Making phone calls		Making phone calls
			Helping community organisations	Commitment of school	Community connections	

Social Domains		<i>"The students are learning to work in partnership with adults" – Teacher</i>	Making a difference	Power kids have to action change	Kids have capacity to make change	
		<i>Connecting students to the wider community & building partnerships within the community create a sense of belonging – Communities that Care</i>	Experience working with adults		Empowering community	
		<i>The students are building a positive reputation for the school in their local community – Communities that Care</i>			Networks have ripple on effect	
		<i>Community organisations are nurturing and empowering students to make changes in the community – Communities that Care</i>	Interview skills			Interview skills

Appendix 11: Stakeholder-Identified Outcomes



Appendix 12: Geelong Kids as Catalyst Causal Loop Map – Connecting Program Objectives to Observed Program Outcomes in 2018/2019



Appendix 13: Geelong Kids as Catalyst Mentor Program

In 2019 Kids Thrive introduced the year 7 Mentor Program. This involved year 7 students who had previously participated in the Kids as Catalyst program returning to workshop sessions acting as mentors to year 6 participants. The program was introduced to help build on learning outcomes and capabilities from the 2018 program and sustain engagement into year 7. This provided opportunity for mentor students to engage further with the program while mentoring younger participants.

Tasks completed by the mentors included:

- Attending and speaking at the Community Partner Information Night. Here mentors greeted guests, offered refreshments and spoke about why being a community partner is so important.
- Speaking in front of the year 6 participants about their experience with the program the previous year including their community actions, struggles and triumphs.
- Supporting student teams to make phone calls, interview potential community partners and co-design community actions.
- Sitting on a mock panel and providing feedback to teams regarding their Pitch and Showcase presentation rehearsals.
- Greeting community members at the Pitch and Showcase events. Participating in a question and answer session at the Pitch. Co-emceeing at the Showcase.

Capabilities & skills mentor students nominated as being utilised & developed by being a year 7 mentor:

Personal Domains				
Confidence	Empathy	Teamwork	Respect	Equity
Managing nerves Being brave Being more confident	Supporting people when they were nervous Being careful with sensitive people	Team Effort Collaboration Keeping team members focused	Respect Getting down to people's level	Understanding participants opinions Keeping people from being too loud

Educational Domains						
Perseverance	Willingness to Participate	Self-directed Learning	Literacy Skills	Numeracy Skills	Effective Engagement	Cognitive Engagement
Persistence	Showing initiative Answering questions outside their comfort zone	Pathfinding skills Problem solving	Language skills Editing skills Proofreading skills	Helping construct timelines and budgets	Asking questions to encourage teams to think	Personal best Providing teams with advice based on previous

						personal experiences
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Social Domains		
Social Awareness	Leadership Skills	Community Engagement
Social skills Hospitality skills Providing feedback	Leadership Guiding team members on what needed to be done Motivating group members to stay engaged in the task	Helping people Public speaking skills

Quotes:

"I would just like to say stay focused and don't get overwhelmed" – Mentor

"In the groups that I've worked with I can see how they have become more confident and they are proud of themselves and their work" - Mentor

"I went to a group and they were really behind because they couldn't agree on what to do because there were 2 girls that didn't like each other. I helped them with a plan to move forward and they caught up. They just needed extra help" – Mentor

"The participants seem to know a lot and ask good questions – Mentor

"Instead of not knowing about problems in the community we now notice problems and can do something about it" - Mentor

"You can get younger people to look up to you" - Mentor

"I feel like I'm confident and I can speak in public whenever now" – Mentor

"It has helped me be more confident speaking in front of the community" Mentor.

Appendix 14: Student Insights

QUOTES

My Discovery about Myself

- That I love helping the community and making changes to make it feel safe and welcoming.
- I make a great leader and I've definitely improved my public speaking.
- I discovered that I'm more respectful to all people around me and more responsible.
- I felt really proud about myself that I could make a big change in the community.
- That I can support others and talk to them without being shy.
- That I can do more than I thought.
- I improved in talking to people I don't know.
- That I could help the community in a way I didn't think I could.
- I worked as a team.
- I don't mind working with people I don't know.
- I'm not easy to work with.
- I learned more about my culture.
- That I can talk in front of crowds and that I like football.
- I can do it and pass through rough times.
- That I've become more confident in myself.

My Discovery about my Community

- They are always here for you when things get hard.
- The community is a great place and it is somewhere you can make a difference.
- There is a lot of people trying to change the world in different ways.
- That people care about other people.
- That Aboriginal history goes deeper than I thought.
- I need to help people in need.
- Lots of people with all abilities I didn't know about.
- Doesn't matter if we are different we can collaborate to make the world a better place.
- Kids can make a difference.

- There are a lot of problems in the community we need to fix. There are lots of kind people in the community.
- We can all work together and work hard.
- There are a lot of things that need change that's why Kids Thrive makes a difference.

My Buzz about our Community Action

- That people now accept individual differences.
- I enjoyed helping people and the smiles on their faces made me happy.
- Working with friends but also people I don't really work with.
- Feels good to help out.
- To make a change to involve girls to play more sports.
- Well I was really shy and I did not want to do it but I was so happy about what I've done.
- We did all of it and got through this.
- The feeling you get when you're about to go on stage and present the hard work you've been doing since basically the start of the year.
- My favourite part was walking with the elderly to the top of the You Yangs.
- It was fun to be able to meet new people and have fun.
- Respectful and great.

My Discovery about Learning

- Learning can be fun and you can be learning & not knowing it because you're having too much fun.
- It's good to learn for a better future.
- That if you want to be successful in life then you should listen to your teachers.
- Learning can be hard sometimes, but you have to just get through it sometimes or otherwise you won't be successful in life.
- If I can put my mind to things I will complete it and not get distracted.
- That its ok to make mistakes and other kids have fears you just need to face them.
- There's a story about everything.
- Telling my group to never give up and I told myself as well.

- That we can make changes even though we are only year 6s and don't have much experience like our community partner.
- It can be hard at times but if you put your mind to it you will always learn and get it done.
- Sometimes things don't go as planned.

My Message to Future Catalysts

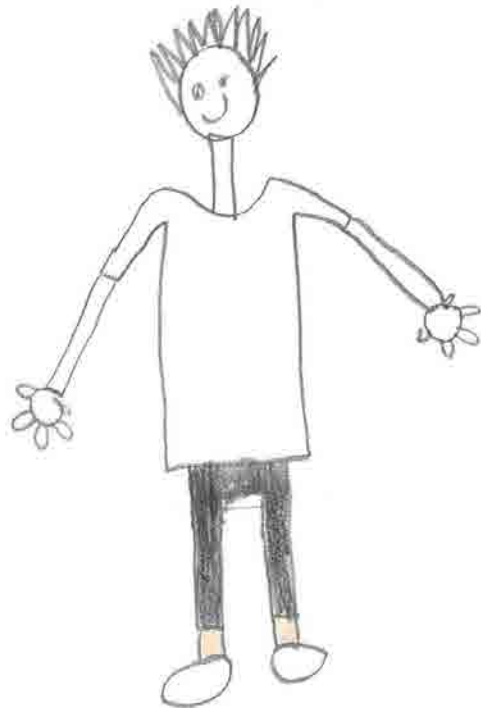
- Don't give up because you'll get there in the end.
- It's ok to have fears, you will overcome them.
- I saw you can help people no matter what size you are you can do great things.
- Its ok to be scared of trying something new. It's what you turn your fears into that count.
- When you choose your group be proud and never give up. If you choose a group be passionate and don't change throughout the program.
- Don't be afraid, be brave, step up and have fun.
- I hope you have fun and I hope you can make a big change in the community.
- A good program because you and the other catalysts will make a huge difference to the world.
- Don't go back, instead THRIVE.
- Try your best, don't be negative.

Appendix 15: Students' Self-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?

Before Kids thrive
I thought I could never help
the community.


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

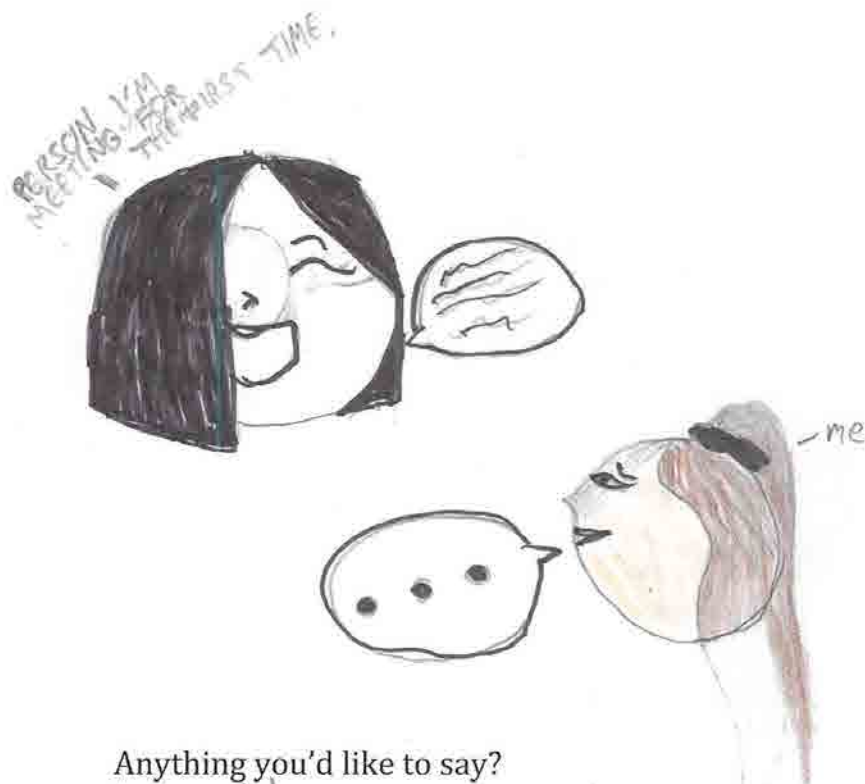


Anything you'd like to say?

After Kids thrive I
feel more confident speaking
and ^{more} passionate about the
community.

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this



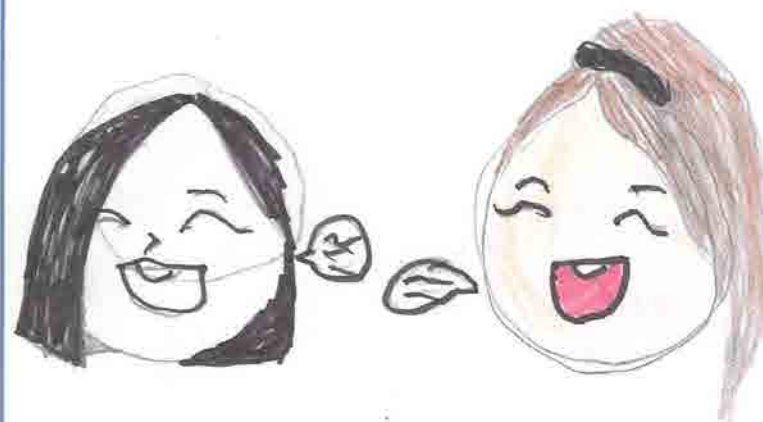
Anything you'd like to say?

I WOULD ALWAYS GO QUIET WHEN WHEN
SOMEONE I DIDN'T KNOW TALKED TO ME OR
WHEN SOMEONE SAID SOMETHING NICE
ABOUT ME -

 Kids Thrive

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AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?

NOW THAT'S CHANGED.

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this



Anything you'd like to say?

It doesn't feel
good to be sad.



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AFTER Kids Thrive I see MYSELF like this

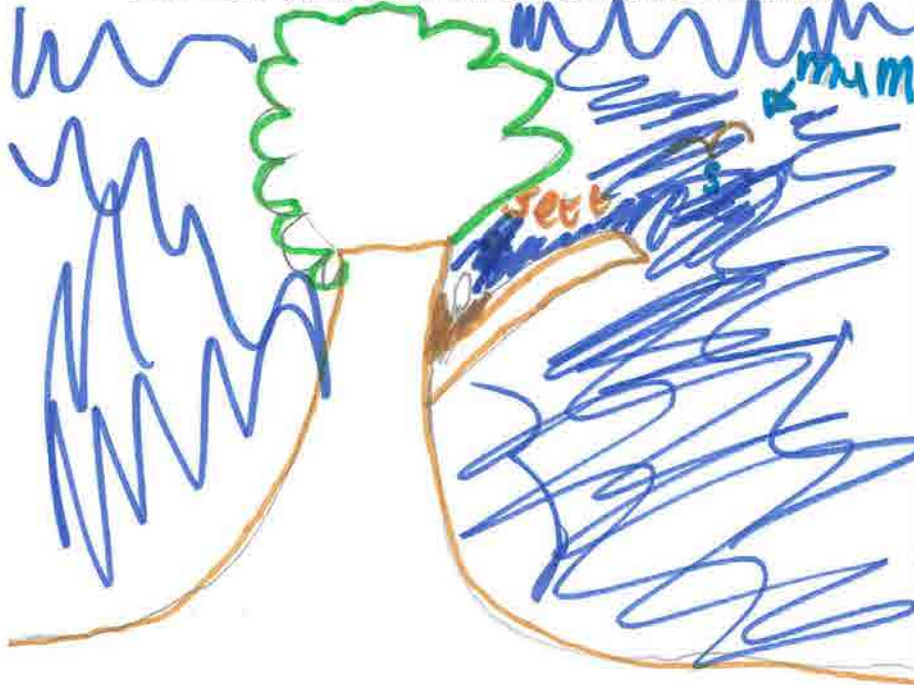


Anything you'd like to say?

It feels good to
help people

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this



Anything you'd like to say?

I felt like I was just an egg and
wasn't able to do anything.
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AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?

I feel like I am able to do things
I never thought I could. I feel like
I can fly from great heights. I was
able to get food for my son.

HAVE I CHANGED? Please draw pictures

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

Before kids thrive I thought the world will stay as what it is ~~is~~ and young people can't do anything



Anything you'd like to say?

I felt I was a normal person



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

after kids thrive I know ~~the~~ the world can change and we young kids can do anything to make the world a better place



Anything you'd like to say?

now I feel I can change the world.

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this



Anything you'd like to say?

That i was not good
at working as a team.



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AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?

That now i work better
as a team

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this



Always a afraid to talk
Anything you'd like to say? in front of lots
of people



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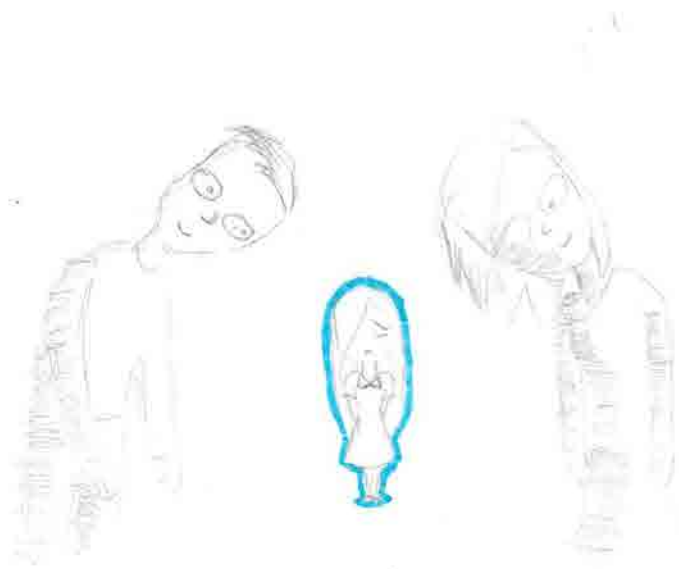
AFTER Kids Thrive I see MYSELF like this



Got a little more confident
Anything you'd like to say?

HAVE I CHANGED? Please draw pictures

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



I was afraid of working with adults I didn't know.

Anything you'd like to say?



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



Anything you'd like to say?

But I overcame it and enjoyed working with them and doing our community action.

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



Anything you'd like to say?



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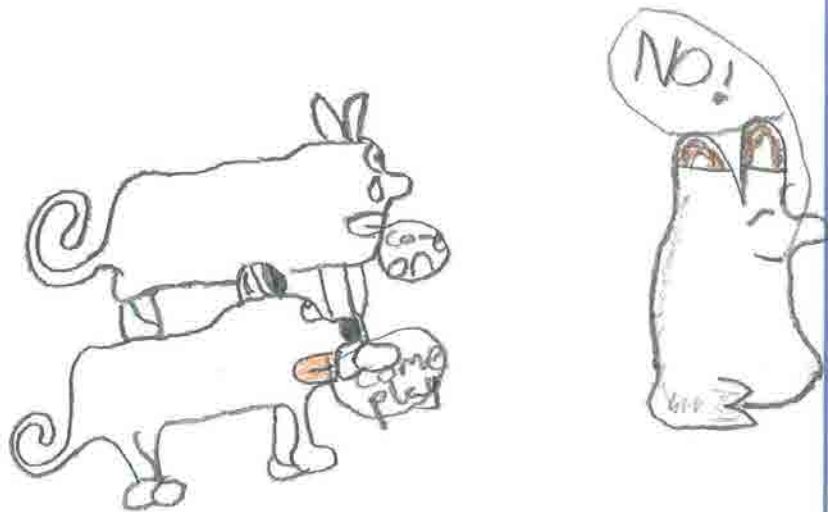
AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this

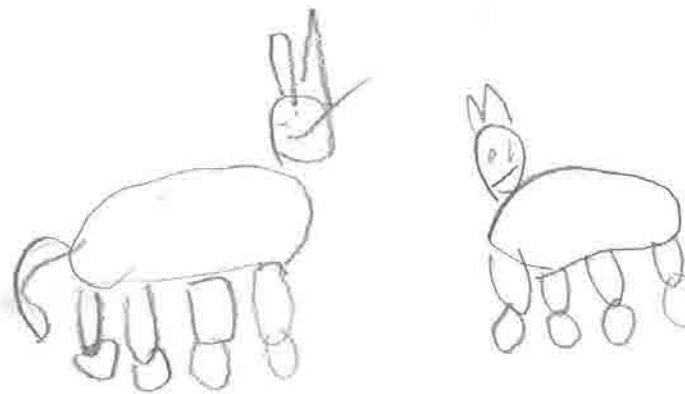


Anything you'd like to say?



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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?



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AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?

4

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

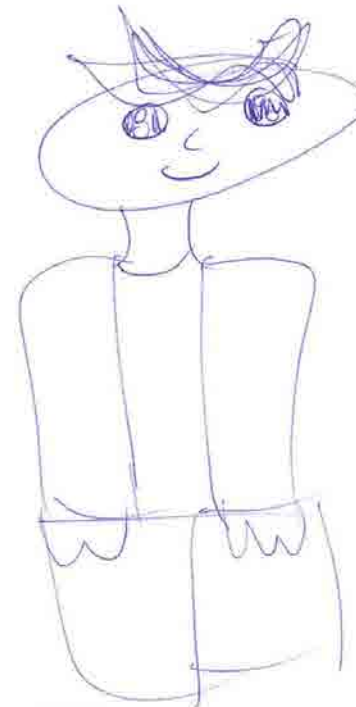


Anything you'd like to say?



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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

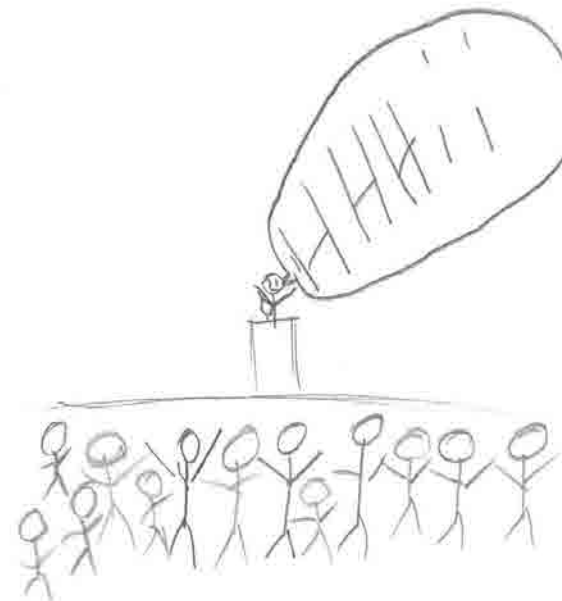


Anything you'd like to say?



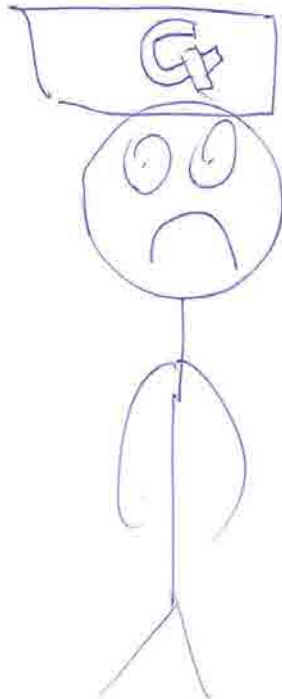
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AFTER Kids Thrive I see **MYSELF** like this



Anything you'd like to say?

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

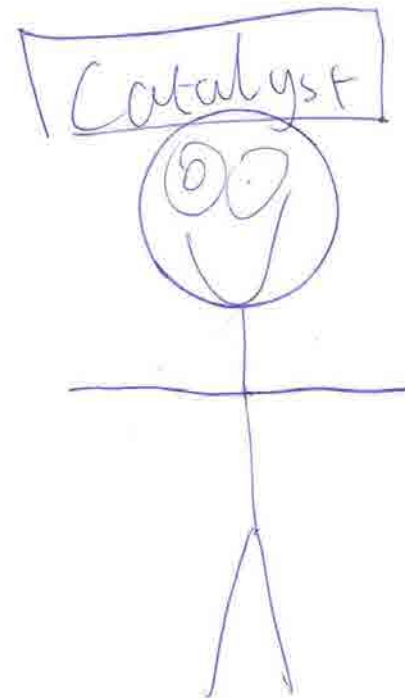


Anything you'd like to say?



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AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?

Appendix 16: Students' Self-Evaluation Drawings

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?

NO



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

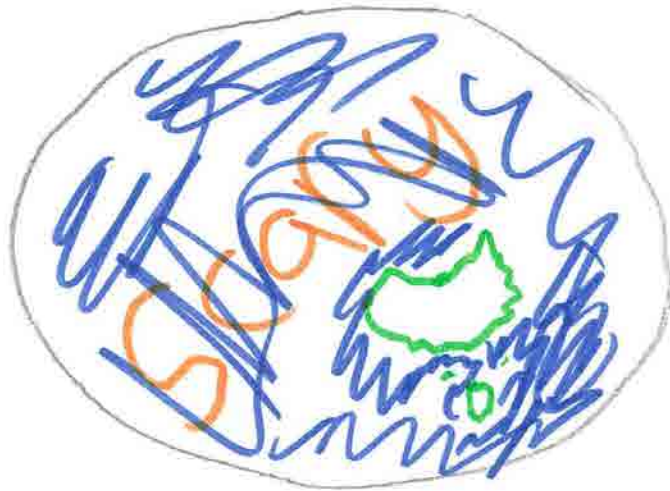


Anything you'd like to say?

NO

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this



Anything you'd like to say?

I didn't think that kids could make a difference in the world.



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AFTER Kids Thrive I see THE WORLD like this

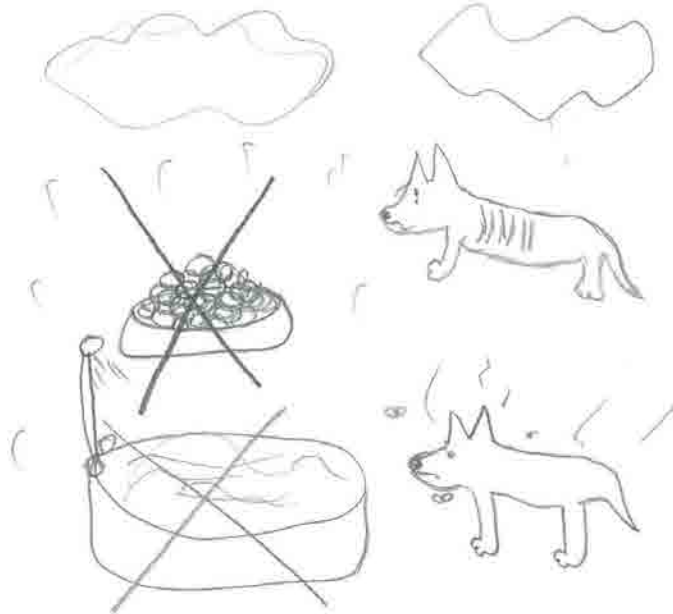


Anything you'd like to say? I now know that

kids can have a say and make changes to the community, by working together on a set task.

HAVE I CHANGED? Please draw pictures

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



Anything you'd like to say?



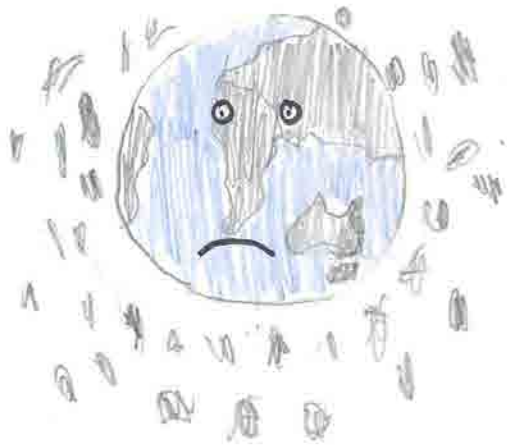
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AFTER Kids Thrive I see **THE WORLD** like this



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?



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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

i was a bit lost and count
do anything in kids thrive.



Anything you'd like to say?



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AFTER Kids Thrive I see THE WORLD like this

i feel happy that i did it
and i got so much done
when i new what to do yay.

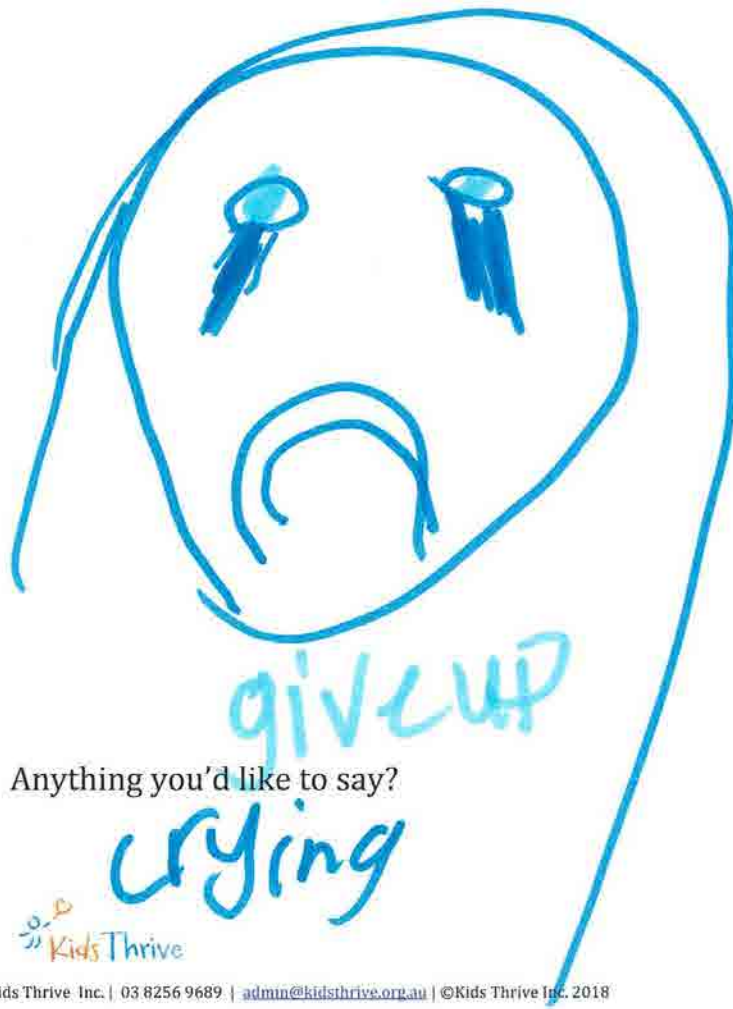
i see the work a better
Place for kids to get out
and ~~the~~ Play Sport.



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?



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AFTER Kids Thrive I see THE WORLD like this

NEVER give up

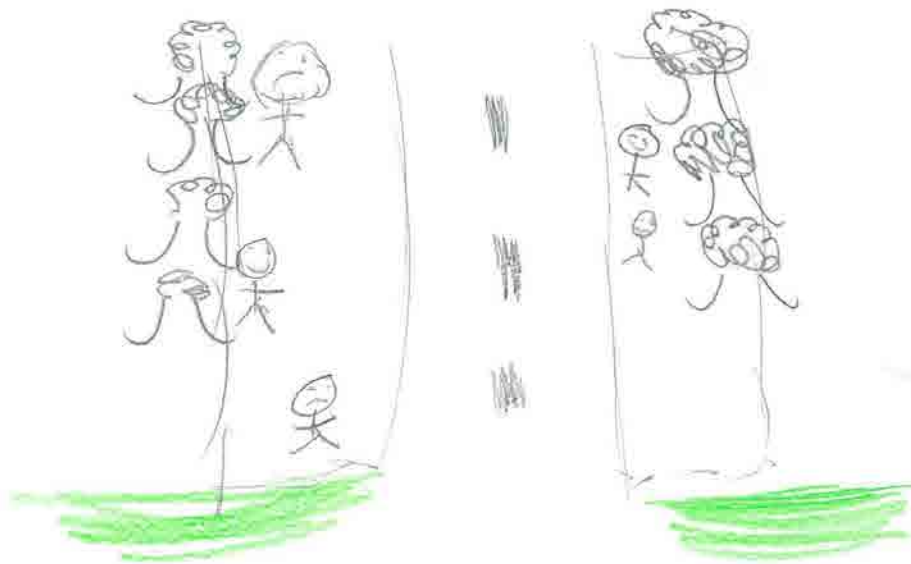


Anything you'd like to say?

HAPPY
crying happy

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this

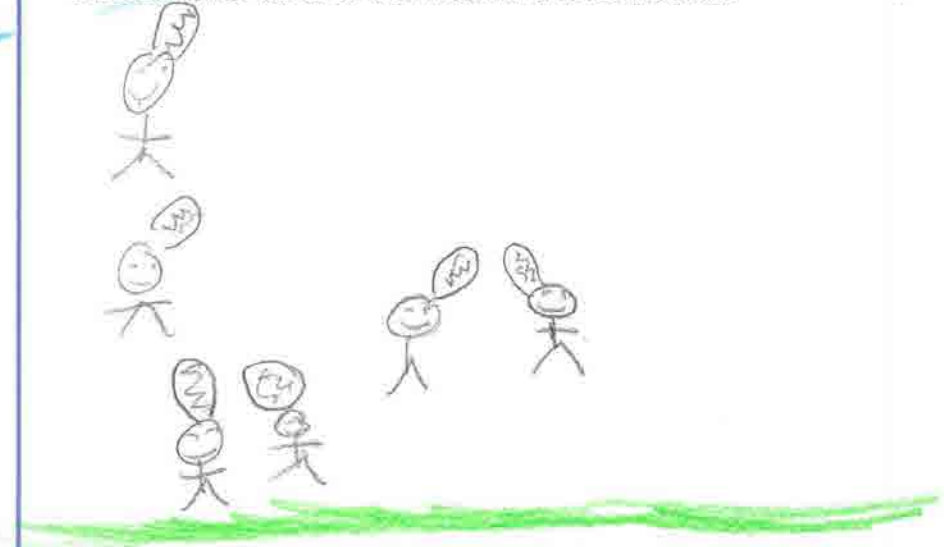


Anything you'd like to say?



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AFTER Kids Thrive I see THE WORLD like this



Anything you'd like to say?

everyone helping
each other

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

People with disabilities
can't do some of the
activities they would
like to do.



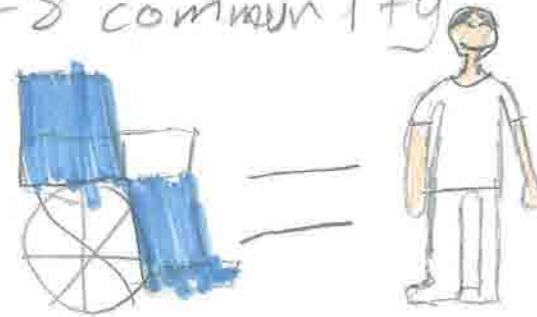
Anything you'd like to say?

No



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

People in the year 6 community
are more aware of people
with disabilities and/or
special needs. They are
equal to the people in the
6-8 community.



Anything you'd like to say?

No

x

HAVE I CHANGED? Please draw pictures

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

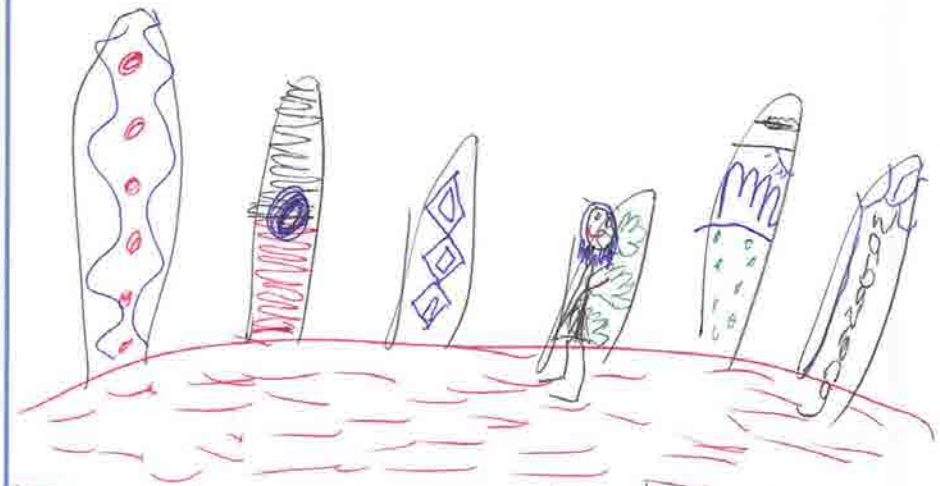


Anything you'd like to say?
In my own
little world



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



Anything you'd like to say?

out changing
the community

HAVE I CHANGED? Please draw pictures

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



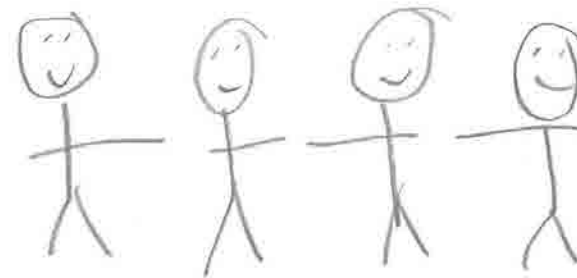
some people
get laughed at
or can't join
something they
really like and
wanna do but
they got a
disabilitie and
there not allowd
to join because

Anything you'd like to say? of it and
it's not a
good thing



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



People hanging out
having fun and
working
together

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?

Kids were always on
devices



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



Anything you'd like to say?

Kids started play outside
more often

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this



the adult took care of everything.

Anything you'd like to say?

"Now I think about it and adults do everything."



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AFTER Kids Thrive I see THE WORLD like this



Anything you'd like to say?

Now the kid is more independent and more confident.

HAVE I CHANGED? Please draw pictures

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



Anything you'd like to say?

Don't leave them
lonely


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



Anything you'd like to say?

People should not
discriminate

HAVE I CHANGED? Please draw pictures

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

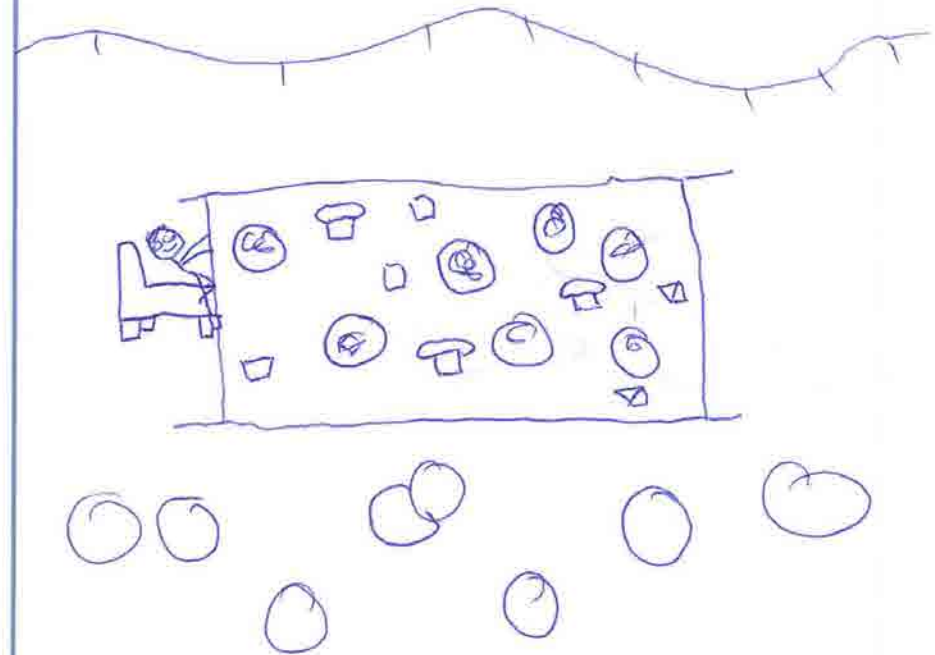


Anything you'd like to say? well the elderly were sad and lonely.



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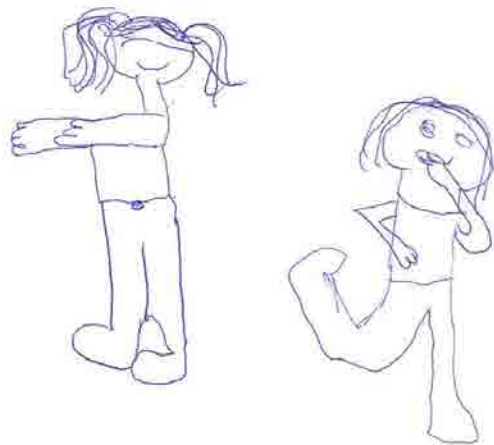
AFTER Kids Thrive I see **THE WORLD** like this . . .



Anything you'd like to say? NOW that we have come they are happy.

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw THE WORLD like this

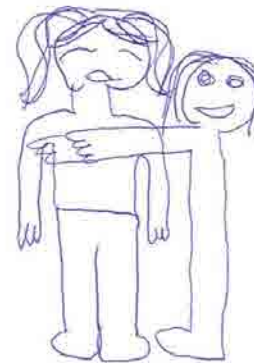


Anything you'd like to say?

I feel people were not accepting
differences like in the picture she
can't see and she is laughing

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AFTER Kids Thrive I see THE WORLD like this



Anything you'd like to say?

Now I see them including each other
and her being a person who accepted
her differences