

Geelong 2018-2021

Kids as Catalysts

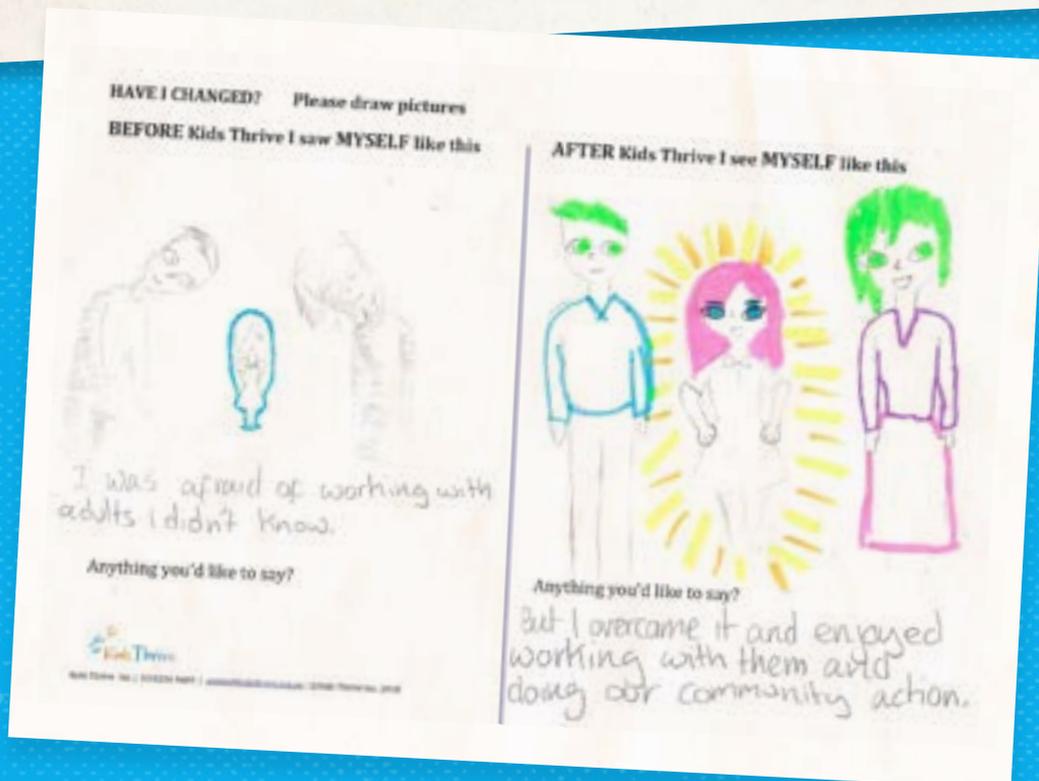
2018-2021 Outcomes Evaluation Report

A creative learning program promoting student wellbeing and educational engagement through community involvement and child-led social action.



Introduction

This report presents a summative evaluation of the four year Kids Thrive 'Geelong Kids as Catalysts' program delivered in four upper primary campuses of Northern Bay College, Geelong, from 2018 to 2021.



Kids as Catalysts is Kids Thrive's award-winning resilience and creative leadership program, which received the **2020 Community Philanthropy Award** from Philanthropy Australia – in partnership with Give Where You Live and Geelong Community Foundations; and the **2017 Vichealth Improving Mental Wellbeing Award** for strengthening connections between children and community groups, and empowering children to become changemakers in their communities.





Geelong Kids as Catalysts 2018 – 2021

Northern Bay College

Outcomes Evaluation Comparative Report – Full Report

Introduction

This report presents a summative evaluation of the Geelong Kids as Catalysts program provided to ten grade 6 class groups at the Wexford, Peacock, Tallis and Hendy Campuses of Northern Bay College, Geelong in 2018, 2019 and 2021.

This program was funded by 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; Percy Baxter Fund (Perpetual Trustees); Geelong Community Foundation; Give Where you Live Foundation; and Anthony Costa Foundation - with core support for Kids Thrive supported by Sidney Myer Fund, and the William Buckland Foundation.

The Geelong Kids as Catalysts Program

Geelong Kids as Catalysts (GKiC) 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. GKiC builds children's resilience, educational engagement, community connections and mental wellbeing, whilst engaging literacy, numeracy and teamwork skills. Geelong Kids as Catalysts is delivered in upper primary schools, through direct training and self-directed, action-based learning over two school terms. Each NBC campus has engaged with the program over either 2 years or 3 years to facilitate scaffolded learning of both students and teachers – building the school's capacity to continue delivering an embedded creative learning model which speaks directly to Victorian curriculum whilst building student educational engagement through community engagement, resilience, leadership, voice and agency.

Wexford and Peacock campuses began the program in 2018, joined in 2019 by the Hendy and Tallis campuses. The first year of delivery at each campus saw Kids Thrive staff leading teacher professional learning and full program delivery, with teachers supporting student engagement and involvement in action-based learning tasks. The second year of delivery at each campus saw 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 Mentors program, with selected students who participated in 2018 returning as mentors for the current Year 6 group.

GKiC was put on hold in 2020 due to extensive COVID-19 restrictions across Victoria which resulted in schools being closed for a significant portion of 2020 (and also 2021), and teachers delivering remote learning online to students at home. During 2020 Kids Thrive developed a digital co-teaching model, with a suite of online co-teaching videos and digital resources to support teachers to take full responsibility for program delivery in 2021.

GKiC resumed on campuses in 2021 for the final year of the funded program. Teachers undertook professional learning with a focus on using the digital co-teaching package, and then led full program delivery, supported by Kids Thrive. The aim was to empower teachers were able to take full responsibility for the program in 2021 and following years, and to ensure the program could continue throughout 2021 should COVID-19 lead to further lockdowns and lack of incursion capacity. This strategic move meant teachers were able to continue delivering GKiC even as further Covid-19 lockdowns took place, and external parties such as Kids Thrive were not allowed onto school campuses. Covid caused significant interruptions to elements of the 2021 program particularly community engagement and community events. Nonetheless all 4 campuses were able to continue the program, and students persisted with their community action projects, self-initiating program planning, design and delivery whenever back on campus.

Geelong Kids as Catalysts was delivered over two school terms each year. 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, action-based philanthropic projects to benefit their local communities; and wrote persuasive applications for funding. Students then pitched for funding and project support to panels of school and community leaders, before leading the delivery of their community action 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 each year in a series of Showcases where students and community partners shared their project outcomes, challenges and achievements with each other, the Kids Thrive team and an audience of students, family, community, political leaders and industry members in 2018 and 2019, and a small online audience in 2021.

Each year the program delivered professional development for teachers in creative, action-based learning, community engagement and project development, supporting a gradual release model of program delivery – building teachers' capacity to lead the program in 2021 and beyond.

Geelong Kids as Catalysts engaged 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. Geelong Kids as Catalysts 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 Geelong Kids as Catalysts 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 initially by Kids Thrive facilitators and educators, engages community groups and children, and uses arts, creativity and community engagement 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 36 Victorian schools since 2011.

This 4-year comparative evaluation of Geelong Kids as Catalysts is based on teacher-observed data sets measuring demonstrated change in individual students' personal, educational and social 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 feedback sessions with teachers, principals, community partners, 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 educational engagement, creative thinking, leadership, personal agency, self-esteem, student voice 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.

Geelong Kids as Catalysts 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 Geelong Kids as Catalysts program in Northern Bay College, Geelong during its three-years' of delivery in 2018, 2019 and 2021.

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 Geelong Kids as Catalysts program during 2018, 2019 and 2021. 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 Geelong Kids as Catalysts?
2. What has Geelong Kids as Catalysts 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 have students engaged with their community, and the community had a positive engagement with students and the school?
7. To what extent have students achieved age-appropriate level or higher across all domains?
8. To what extent have children built their trusted community networks?
9. To what extent have program outcomes been impacted by multi-year delivery and the Covid school lockdowns?

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 the principal
- Student Progress Reports - detailed reports completed by teachers for each child in their class detailing progress as a result of Geelong Kids as Catalysts
- Reflective evaluation activities with students
- 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 did children, teachers and community members participate in Geelong Kids as Catalysts 2018-2021?

Data collected by Kids Thrive indicates that the 3-year program delivery directly involved:

- 478 grade 6 students,
- 83 teachers / education staff
- 12 campus principals/ 10 assistance campus principals
- 180+ local community organisations and volunteer groups (Appendix 3)
(Note – a number of community organisations participated for 2 or more years)
- 8,400+ community members - engaged in program delivery, as project participants, event participants, or beneficiaries of student projects (Appendix 8)

2. What did Geelong Kids as Catalysts deliver?

Over 2018-2021 Geelong Kids as Catalysts delivered:

- 159 creative learning / real-world education workshops
- 18 community engagement events: Including Community Partner Information Night, Student Pitches and Student Showcases
- 89 philanthropic community action projects co-designed and realised by students with their community partners
- 10 steering committee meetings
- 15 working group and professional learning meetings
- 3 full-day teacher professional development sessions

Media Reach:

- 3527 social media engagements across Instagram, Facebook and LinkedIn
- 21479 social media reach of pages:
- Over one million audience reach for 2021 across Victoria specific to Geelong program including publications and radio (ABC Regional, Geelong Advertiser and others)

3. To what extent did children demonstrate growth in positive social and emotional skills throughout the 4-year program?

Teachers provided Student Progress Reports identifying their observed impact of Geelong Kids as Catalysts on individual students' demonstrated behaviours. The progress reports

include five areas of relevance to this evaluation question - self-confidence, empathy, teamwork, respect for individual differences and equity. The progress reports indicate that:

- 75% of students demonstrated improved **self-confidence** as a result of participation in Geelong Kids as Catalysts
- 65% demonstrated improved **empathy**
- 71% demonstrated improved **teamwork**
- 63% demonstrated improved **respect** for individual differences
- 57% demonstrated improved **equity** - allowing everyone to learn.

4. To what extent did children learn and apply creative learning skills, improve their educational engagement, and achieve educational outcomes?

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

The Student Progress Reports indicate that:

- 70% of children showed improved **behavioural engagement** (willingness to participate in class) through their involvement in Geelong Kids as Catalysts
- 58% demonstrated increased **effective engagement** (wanting to be in the classroom)
- 69% demonstrated improved **cognitive engagement** (applying learning and capabilities from this program to other activities)
- 65% of children demonstrated improvement in **self-directed learning**
- 68% demonstrated increased **perseverance**
- 62% demonstrated improved in **literacy**
- 56% demonstrated improved **numeracy**

It is important to note that Geelong Kids as Catalysts 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?

Three dimensions in the Student Progress Reports are relevant to the development and application of leadership and community engagement skills by children - leadership skills, community engagement and social awareness.

The Student Progress Reports indicate that:

- 73% of children demonstrated improved understanding and practice of **leadership skills**
- 79% demonstrated improved understanding and capacity to participate in **community engagement**
- 73% demonstrated improved **social awareness**

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

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

- 77 local community groups (note – many community groups participated over multiple years)
- 15 community members who were engaged in the program
- 1600+ family and community members engaged in events directly and/or remotely
- 6000+ community members engaged with and/or benefiting from student community action 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?

Analysis of data from the Geelong Kids as Catalysts evaluation indicates the following changes in the percentage of students achieving age-appropriate levels or higher (as assessed by their teachers) in each domain at the beginning and at the end of the program:

% of students demonstrating age-appropriate levels at:

	Beginning	End
Social and Emotional Skills		
• Confidence	49%	84%
• Empathy	56%	86%
• Teamwork	46%	84%
• Respect for individual differences	67%	91%
• Equity (allowing everyone to learn)	69%	87%
Creative Learning Skills		
• Behavioural Engagement (willingness to participate)	56%	88%
• Effective Engagement (wanting to be in classroom)	67%	87%
• Cognitive Engagement (applying learning to other activities)	61%	89%
• Self-directed learning	49%	81%
• Perseverance	49%	80%
• Literacy skills	47%	75%
• Numeracy skills	48%	75%
Leadership		

• Leadership skills	40%	75%
• Community engagement	38%	84%
• Social awareness	51%	85%

8. To what extent have children built their trusted community networks?

(Appendix 4)

Children responded to the question: ‘How many people can you talk to about things that matter to you?’ by filling in a simple graphic representation of their community support networks both pre- and post-program. Students indicated the following median increases in access to trusted community support networks, including:

- 31% increase in positive connections with other students at school
- 71% increase in connections with kids in the community
- 23% increase in trusted connections with adults at school
- 46% increase in trusted connections with adults in the community
- 28% increase in family connections

Summary of Comparative Evaluation Results 2018, 2019 and 2021

The following annual breakdown of program outcomes demonstrates the positive impact of multi-year delivery (2019 sees significant increases in outcomes in second year of delivery for 50% of students); and the negative impact of Covid-19 lockdowns on student educational engagement and outcomes (2021 sees decreases in outcomes from 2019 after one year of a long term Covid school lockdown (2020) and a year of rolling intermittent school lockdowns and interrupted program delivery (2021). Even so – program outcomes in 2021 still indicate greater positive outcomes than the first year of delivery, suggesting that teacher experience school and student familiarity promote positive learning.

Question	Result 2018	Result 2019	Result 2021
1. To what extent have students, teachers, and community members participated in <i>Geelong Kids as Catalysts</i> ?	<p>128 students in grade 6 participated 22 teachers / education staff 1 school principal / 4 campus principals</p> <p>19 community organisations 2480 community members engaged as project participants or event participants or were beneficiaries of student projects.</p>	<p>196 students in grade 6 participated 45 teachers / education staff 1 school principal / 4 campus principals/ 6 campus assistant principals</p> <p>28 community organisations 3405 community members engaged as project participants or event participants or were beneficiaries of student projects</p>	<p>154 students in grade 6 participated 16 teachers / education staff 1 school principal / 4 campus principals/ 4 campus assistant principals</p> <p>27 community organisations 2604+ community members engaged as project participants or event participants or were beneficiaries of student projects</p>
2. What has <i>Geelong Kids as Catalysts</i> delivered?	<p>45 workshop sessions 3 community engagement events 22 community projects led by children</p>	<p>57 workshop sessions 5 community engagement events 33 community projects led by children</p>	<p>57 workshop sessions 10 community engagement events 34 community projects led by children</p>
3. To what extent have students demonstrated growth in positive social and emotional skills ?	<p>66% increased confidence 56% improved empathy 52% improved teamwork</p>	<p>87% increased confidence 75% improved empathy 82% improved teamwork 76% increased respect 77% increased equity</p>	<p>73% increased confidence 63% improved empathy 78% improved teamwork 50% increased respect 36% increased equity</p>

<p>4. To what extent have students learnt and applied creative learning skills, and improved educational engagement?</p>	<p>60% improved behavioural engagement (willingness to participate) 50% improved self-directed learning 45% greater perseverance 53% improved literacy 31% improved numeracy</p>	<p>88% improved behavioural engagement 79% greater effective engagement (willingness to be in the classroom) 77% greater cognitive engagement (applying learning to other activities) 90% improved self-directed learning 86% greater perseverance 81% improved literacy 82% improved numeracy</p>	<p>60% improved willingness to participate 37% greater effective engagement 60% greater cognitive engagement 54% improved self-directed learning 74% greater perseverance 53% improved literacy 55% improved numeracy</p>
<p>5. To what extent have students learnt and applied leadership and community engagement skills?</p>	<p>57% improved leadership skills 65% improved community engagement 69% improved social awareness</p>	<p>84% improved leadership skills 90% improved community engagement 86% improved social awareness</p>	<p>77% improved leadership skills 81% improved community engagement 63% improved social awareness</p>
<p>6. To what extent has the community had a positive engagement with the school?</p>	<p>19 local community groups 300+ family and community members at events 1600+ community members engaged with / benefiting from NBC student projects</p>	<p>NBC developed positive connections with: 28 local community groups 550+ family and community members at events 2787+ community members engaged with / benefiting from NBC student projects</p>	<p>27 local community groups 757+ family and community members at events (remote/in-person) 1747+ community members engaged with / benefiting from NBC student projects</p>

7. To what extent have students achieved **age-appropriate levels** across all domains?

	2018		2019		2021	
	Before	After	Before	After	Before	After
Confidence	46%	79%	46%	88%	56%	84%
Empathy	42%	77%	57%	92%	70%	88%
Teamwork	53%	80%	46%	91%	41%	81%
Respect for individual differences			61%	92%	73%	90%
Equity			66%	92%	73%	82%
Behavioural Engagement	55%	84%	54%	91%	60%	89%
Effective engagement	(not measured)		64%	92%	71%	82%
Cognitive engagement	(not measured)		57%	90%	65%	87%
Self-directed learning	49%	77%	43%	87%	56%	78%
Perseverance	45%	66%	48%	88%	55%	85%
Literacy skills	47%	69%	45%	85%	51%	72%
Numeracy skills	52%	64%	36%	85%	56%	75%
Positive Leadership skills	35%	63%	34%	80%	52%	82%
Community engagement	40%	83%	38%	91%	37%	77%
Social awareness	38%	77%	49%	91%	68%	88%

<p>8. To what extent have students increased their trusted community networks?</p> <p>NB. In 2019 this data was collected in a different manner to 2018 and 2021, 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 in the community</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 in the community</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>30% increase in positive connections with other students at school</p> <p>55% increase in connections with kids in the community</p> <p>17% increase in trusted connections with adults at school</p> <p>42% increase in trusted connections with adults in the community</p> <p>18% increase in positive family connections</p>				
<p>9. To what extent have the years of program participation impacted the program outcomes?</p>	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center; width: 50%;">2018 - 2019</th> <th style="text-align: center; width: 50%;">2019 - 2021</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>40% average increase in positive outcomes in personal domains - confidence, empathy, teamwork (58%, 2018 < 81%, 2019)</p> <p>77% average increase in positive outcomes in educational domains - behavioural engagement, self-directed learning, perseverance, literacy, numeracy, (48%, 2018 < 85%, 2019)</p> <p>36% average increase in positive outcomes in social domains- leadership, community engagement, social awareness (64%, 2018 < 87%, 2019)</p> <p>23% average increase in students assessed with lower than age-appropriate capacities at beginning of program achieving age-appropriate levels or higher across all domains (66%, 2018 < 81% 2019)</p> <p>89% 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 (47%, 2018 < 89%, 2019)</p> </td> <td style="vertical-align: top;"> <p>24% average decrease in positive outcomes in personal domains - confidence, empathy, teamwork, respect, equity (81%, 2019 > 60%, 2012)</p> <p>23% average decrease in positive outcomes in educational domains – behavioural, effective and cognitive engagement, self-directed learning, perseverance, literacy and numeracy, (85%, 2019 > 64%, 2021)</p> <p>15% average decrease in positive outcomes in social domains, leadership, community engagement and social awareness (87%, 2019 > 74%, 2021)</p> <p>71% average decrease in students assessed with lower than age-appropriate capacities at beginning of program achieving age-appropriate levels or higher across all domains (81%, 2019 > 23%, 2021)</p> <p>53% decrease in number of students assessed with lower than age-appropriate literacy capacities at the beginning of the program achieving age-appropriate level or higher (89%, 2019 > 41%, 2021)</p> </td> </tr> </tbody> </table>		2018 - 2019	2019 - 2021	<p>40% average increase in positive outcomes in personal domains - confidence, empathy, teamwork (58%, 2018 < 81%, 2019)</p> <p>77% average increase in positive outcomes in educational domains - behavioural engagement, self-directed learning, perseverance, literacy, numeracy, (48%, 2018 < 85%, 2019)</p> <p>36% average increase in positive outcomes in social domains- leadership, community engagement, social awareness (64%, 2018 < 87%, 2019)</p> <p>23% average increase in students assessed with lower than age-appropriate capacities at beginning of program achieving age-appropriate levels or higher across all domains (66%, 2018 < 81% 2019)</p> <p>89% 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 (47%, 2018 < 89%, 2019)</p>	<p>24% average decrease in positive outcomes in personal domains - confidence, empathy, teamwork, respect, equity (81%, 2019 > 60%, 2012)</p> <p>23% average decrease in positive outcomes in educational domains – behavioural, effective and cognitive engagement, self-directed learning, perseverance, literacy and numeracy, (85%, 2019 > 64%, 2021)</p> <p>15% average decrease in positive outcomes in social domains, leadership, community engagement and social awareness (87%, 2019 > 74%, 2021)</p> <p>71% average decrease in students assessed with lower than age-appropriate capacities at beginning of program achieving age-appropriate levels or higher across all domains (81%, 2019 > 23%, 2021)</p> <p>53% decrease in number of students assessed with lower than age-appropriate literacy capacities at the beginning of the program achieving age-appropriate level or higher (89%, 2019 > 41%, 2021)</p>	
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490% 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%, 2018 < 136%, 2019)

75% decrease 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 (136%, 2019 > 34%, 2021)

CONCLUSION

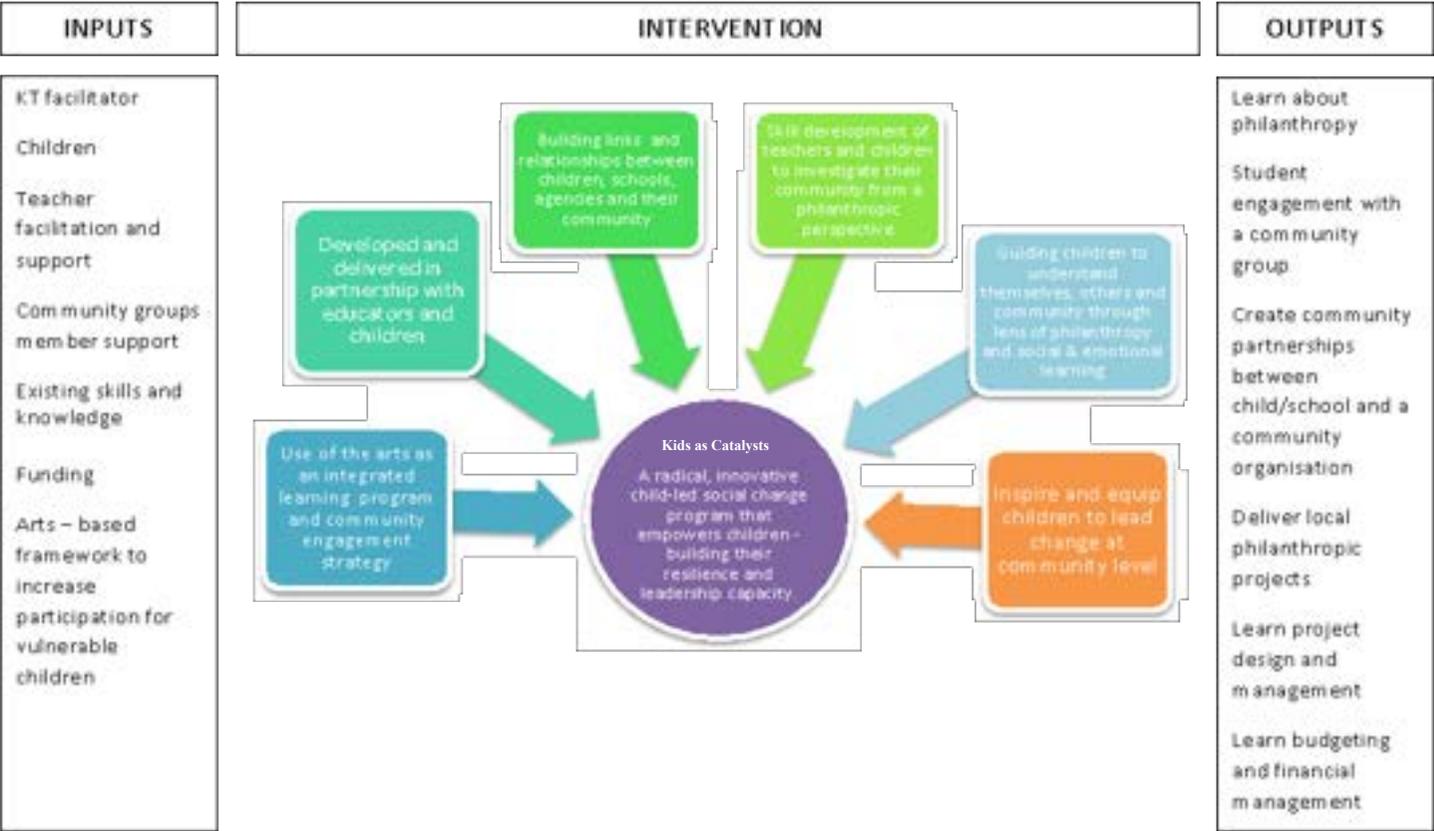
Based on the above results, it is possible to conclude that:

<p>Geelong Kids as Catalysts builds children’s resilience by significantly improving their:</p> <ul style="list-style-type: none"> • Self-confidence • Empathy • Teamwork • Respect and Equity • Self-directed learning • Behavioural, Effective and Cognitive educational engagement • Perseverance • Literacy and numeracy • Leadership skills • Community engagement • Social awareness 	<p>Geelong Kids as Catalysts 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 Catalysts also enhances educational engagement by improving children’s:</p> <ul style="list-style-type: none"> • Community Engagement • Willingness to participate • Participation in creative and real-world learning.
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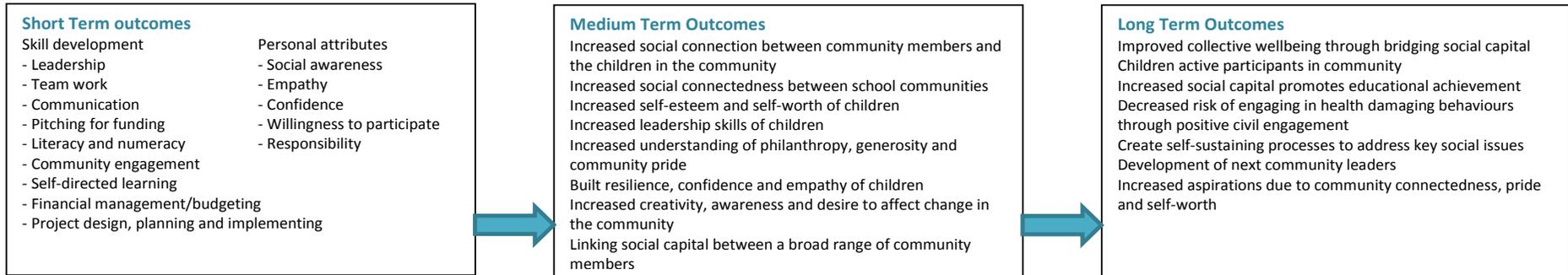
Geelong Kids as Catalysts is based on sound evidence of the value of creativity and real-world learning in engaging and educating children. Geelong Kids as Catalysts delivered a successful program in this multi-campus primary school in a significantly disadvantaged region of Victoria. The evidence from this evaluation indicates the program has improved children’s personal, educational and social capacities, increased their 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 Geelong Kids as Catalysts contributes significantly to building children’s resilience and educational engagement. Given the significant rise in outcomes in the second year of program delivery (2018 – 2019), we can confidently conclude that multi-year delivery increases teacher, student and school capacity to engage this creative, real world education model, supported by the increasing acceptance and knowledge of, and confidence in the program throughout the school community.

From the comparative results 2019 to 2021, we draw the conclusion that whilst Geelong Kids as Catalysts was impacted by the Covid lockdowns and changes to students’ schooling, it still contributed significantly to building children’s personal wellbeing, educational engagement and outcomes, and social engagement, suggesting this program as a unique and effective approach to disaster resilience in vulnerable communities – forging personal and educational outcomes through community engagement.

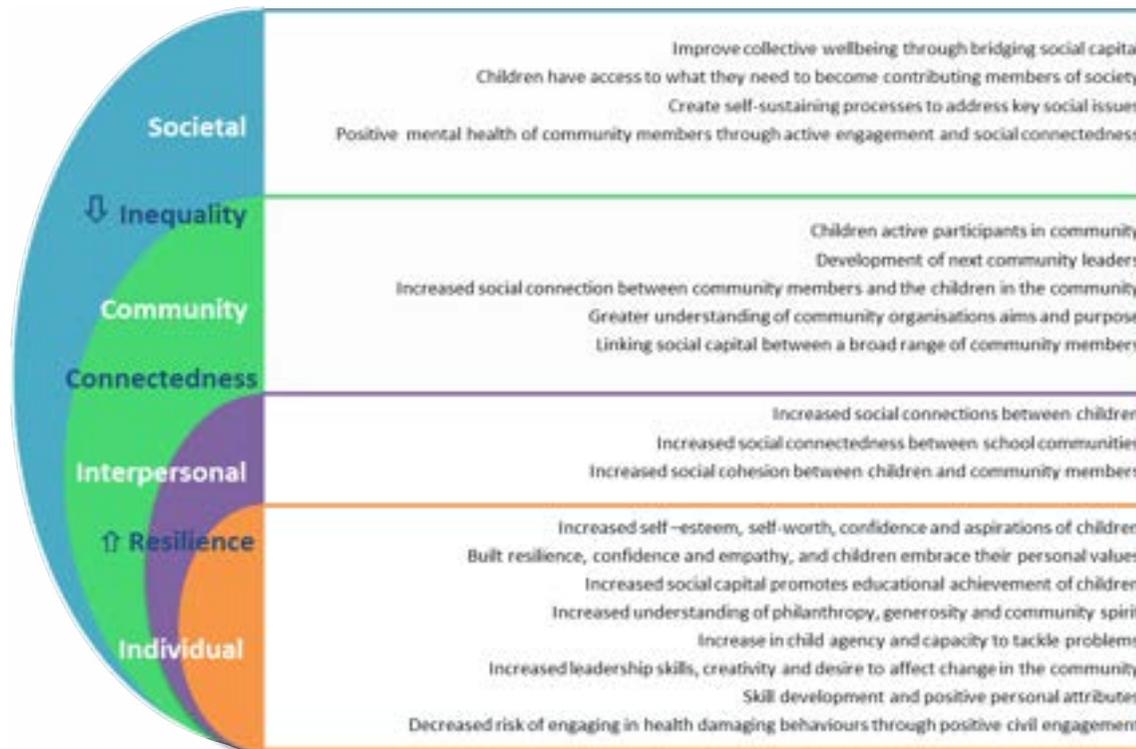
APPENDIX 1: Geelong Kids as Catalysts Project Logic



OUTCOMES



Kids as Catalysts outcomes mapped against the social-ecological model



APPENDIX 3: Geelong Kids as Catalysts – Student Community Action Projects

2018

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.

Project Name	Community Partner	Project Description	Students' Concerns
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.
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.

2019

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.

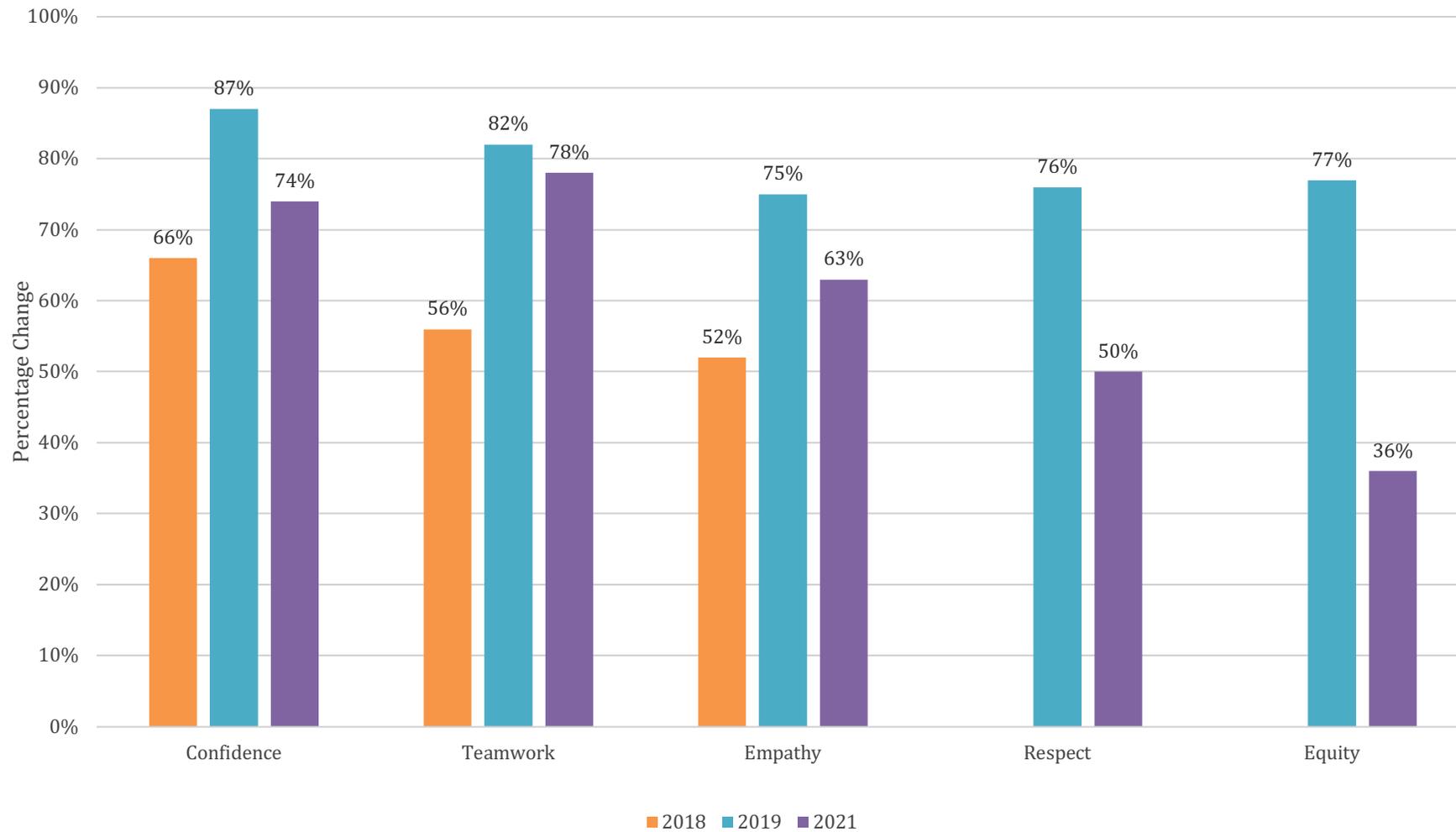
2021

Project Name	Community Partner	Project Description	Students' Concerns
The Kids for Change	Lara Men's Shed	Making scones at school and taking them to Lara Men's Shed.	Not much community support for the men.
W.H.E.	Cloverdale Community Centre	Preparing care packs for an Afternoon Tea at a community centre.	Isolation of elderly community members.
Librei – Spectacular Spokes	NBC Hendy	Making special guards for sport wheelchairs.	To make sport inclusive for all abilities.
The Rainbow People	Geelong Rainbow Inc	Distribute posters around the school to raise awareness about equality.	People of different genders are not being treated equally.
Gender Squad	Women's Cricket	Outside sport with girls from 5-6 community and making a poster.	Getting more girls engaged in sports.
Wildlife Warriors	Animal Rescue	Buying resources that will help Caroline rescue animals.	Animals in shelters do not have enough supplies.
Clarity of Disabilities	Round-a-twist	Hold a fundraiser at school and then donate funds to Round-a-twist.	There is a new cool company but they don't have much funding.
Cultural Civility	Fiston Art	Painting bollards to represent different countries and backgrounds.	People of different backgrounds do not feel represented.
Fantastican Five	Cloverdale Community Centre	Helping kids (aged 4 and below - from EAL backgrounds) learn and keep them entertained using simple word games and books.	Providing support and entertainment for families to play.
Kids	Cloverdale Community Centre	Purchasing games, playing games with kids at the community centre	The community centre does not have that many games and kids get bored easily.
Animals	Mount Rothwell	Making padding for animal cages.	Improving animal welfare.

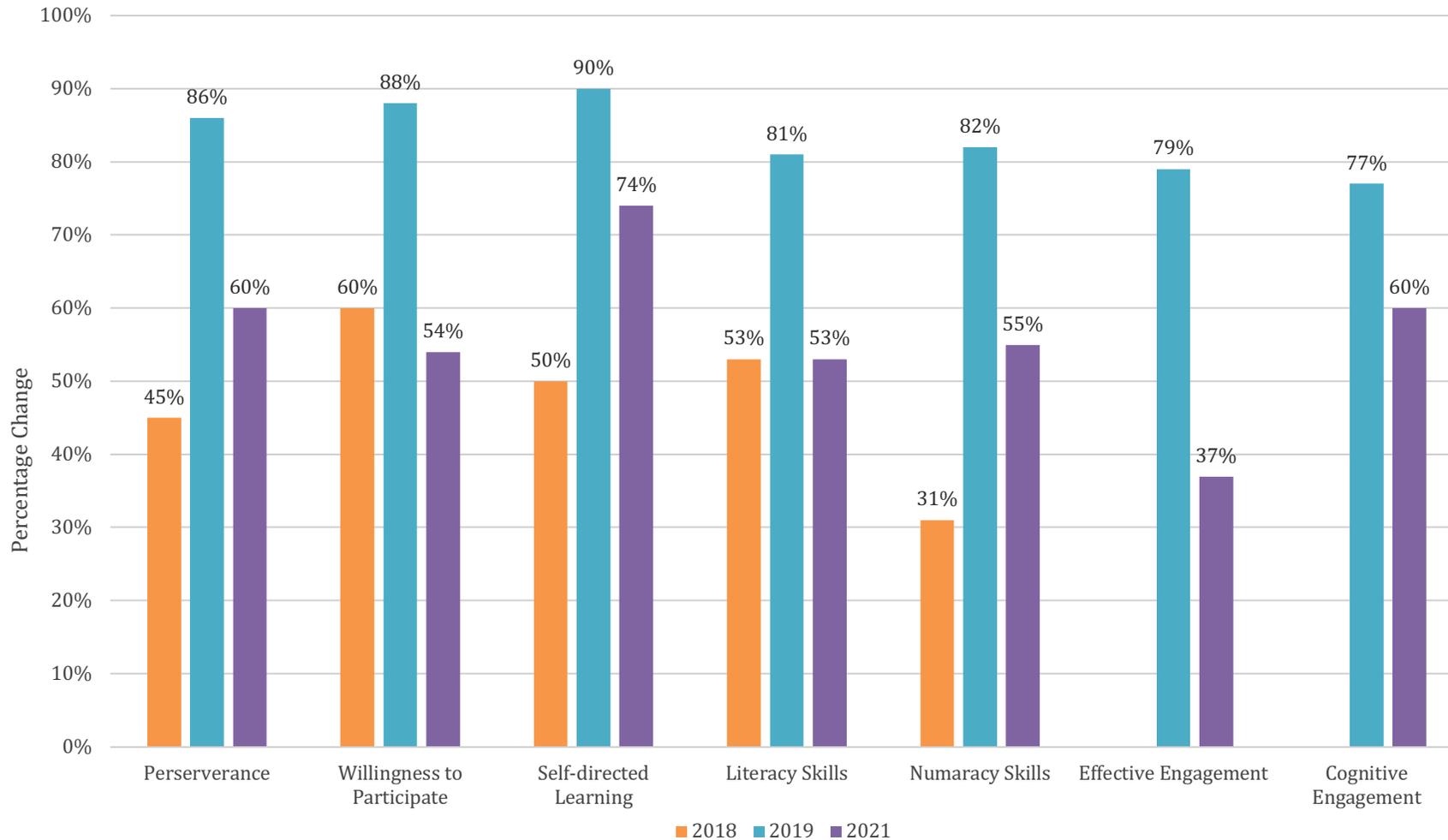
Project Name	Community Partner	Project Description	Students' Concerns
Cultural Diversity	Cloverdale Community Centre	Putting on a morning tea, sing/play an instrument to the over 70s at Cloverdale.	Isolation of elderly community members.
People with Disability	Norlane Community Centre	Hosting a responsible puppy ownership information session for P-2s and making puppy packs.	There are too many dogs in the shelters as people get puppies without knowing the responsibility.
Enviro 5	Cloverdale Community Centre	Painting bins to make them more appealing, planting trees	The outdoor area at the community centre needs T.L.C.
Gender Equality	Norlane Community Centre	Making filled baskets.	People do not feel supported and appreciated.
Kids	Geelong Mums	Hampers of sock , jocks, pyjamas and body wash.	Getting more kids engaged in sports.
Cultural Diversity	St Andrews Food Shed	Hamper and money to St Andrews Food Shed	Reducing isolation for people with all abilities.
Gender Equality	Humans in Geelong	Sanitary bags	A neglected garden needs T.L.C.
Animals	Cherished Pets	Snufflemats	Many pets are not being entertained enough.
Animal Advocates - Saving Sea Life	Queenscliff Marine Discovery Centre	Audit of rubbish in school yard, posters to help educate school community about impact of rubbish.	Our rubbish ends up in the ocean and is impacting marine life- causing pollution, disease and death.
Guardians of the Environment	Cloverdale Community Centre	Planting fruit trees and rejuvenating vegetable garden at Cloverdale Community Centre	Community Centre being able to provide fresh fruit and vegetables to community members and perhaps sell to community.
Cultural Kids	TSI support worker	Girls learning to make traditional dress. Boys learning to play yidaki {didgeridoo}.	Teaching indigenous and non-indigenous students at NBC indigenous customs to foster inclusion.
Girls in STEM	STEM teacher	Encouraging inclusion of girls in STEM - students involved in running STEM displays.	The decreasing numbers of girls participating in STEM programs.

Project Name	Community Partner	Project Description	Students' Concerns
Wellbeing Kids Corner	Our Place	Creating a well-being space for kids in the Early Learning Centre.	Kids don't have a well-being area that they can go to if they need.
Animal Warriors - Savers	Forever Friends	Making snuffle packs and kitten packs.	Helping abandoned animals in shelters.
Spoke Guard Warriors	Parallel Sports	Designing spoke guards for wheelchairs	To make sport inclusive for all abilities.
A Bench to call home	Lara Men's Shed	Building picnic tables for school.	Spending time and engaging with the elderly.
The EAL Homework Club	Lara Men's Shed	Supporting EAL education by purchasing equipment they need.	Giving support to our refugee students and help them with their education.
Geelong Kids	Geelong Mums	Sewing blankets for babies and kids.	Supporting mums and babies in need.
Animal Helpers - Wildlife	GAWS	Making toys to entertain the animals in the rescue shelter.	Helping to entertain animals at the Geelong Animals Shelter
Mangroves in the Water	Humans in Geelong	Saving the Mangroves.	An awareness of mangroves and importance.
Mural Makers	Wexford Refugee support program	Painting murals / bollards.	Helping to make our refugee students feel inclusive at school.
Parallel Sports	Parallel Sports	Making Wheelchair guards.	People with a disability don't receive much support to play sport.

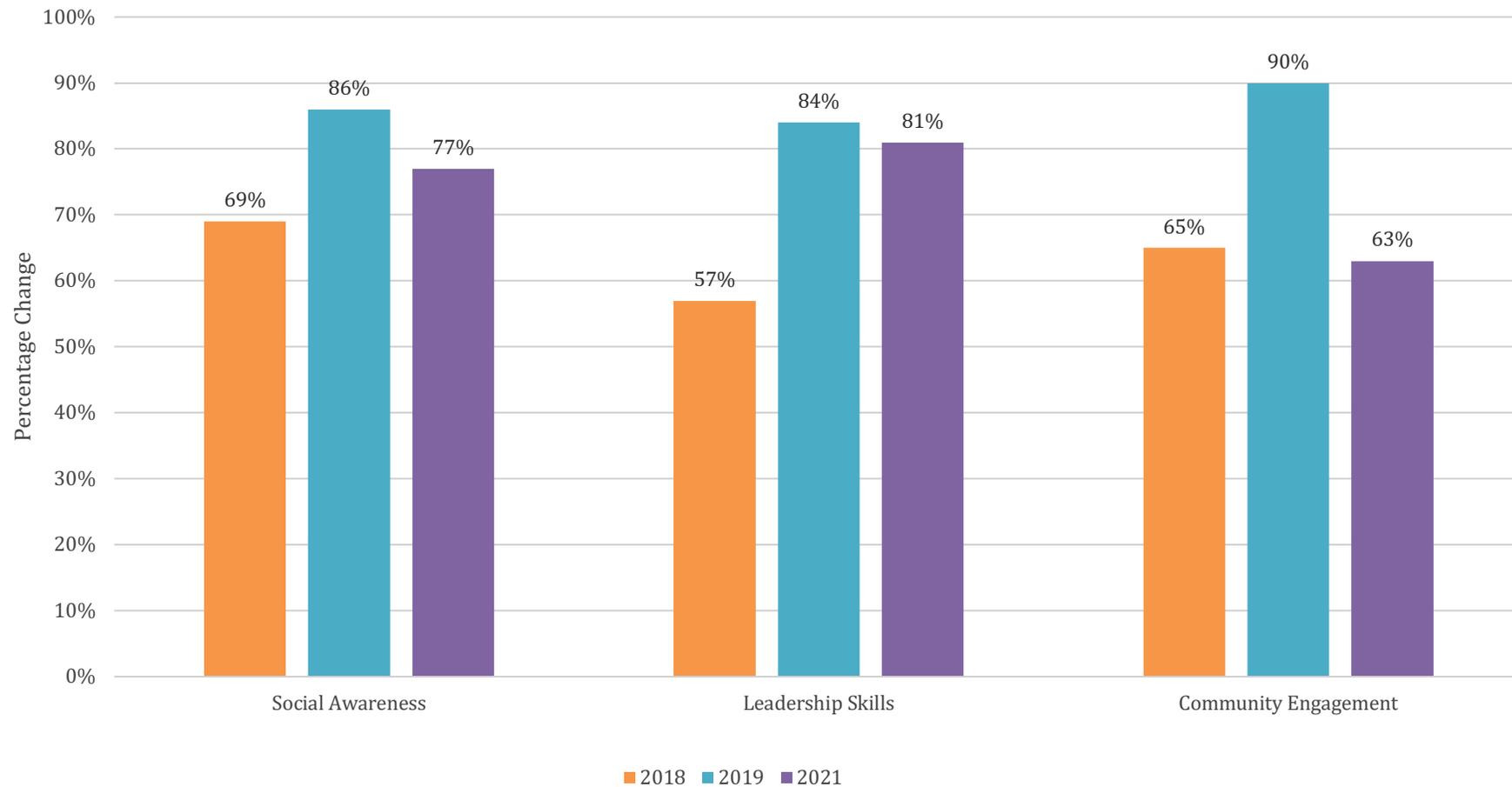
APPENDIX 4.1: Percentage of Students Demonstrating Increased Capacity - PERSONAL DOMAINS (Comparative 2018/2019/2021)



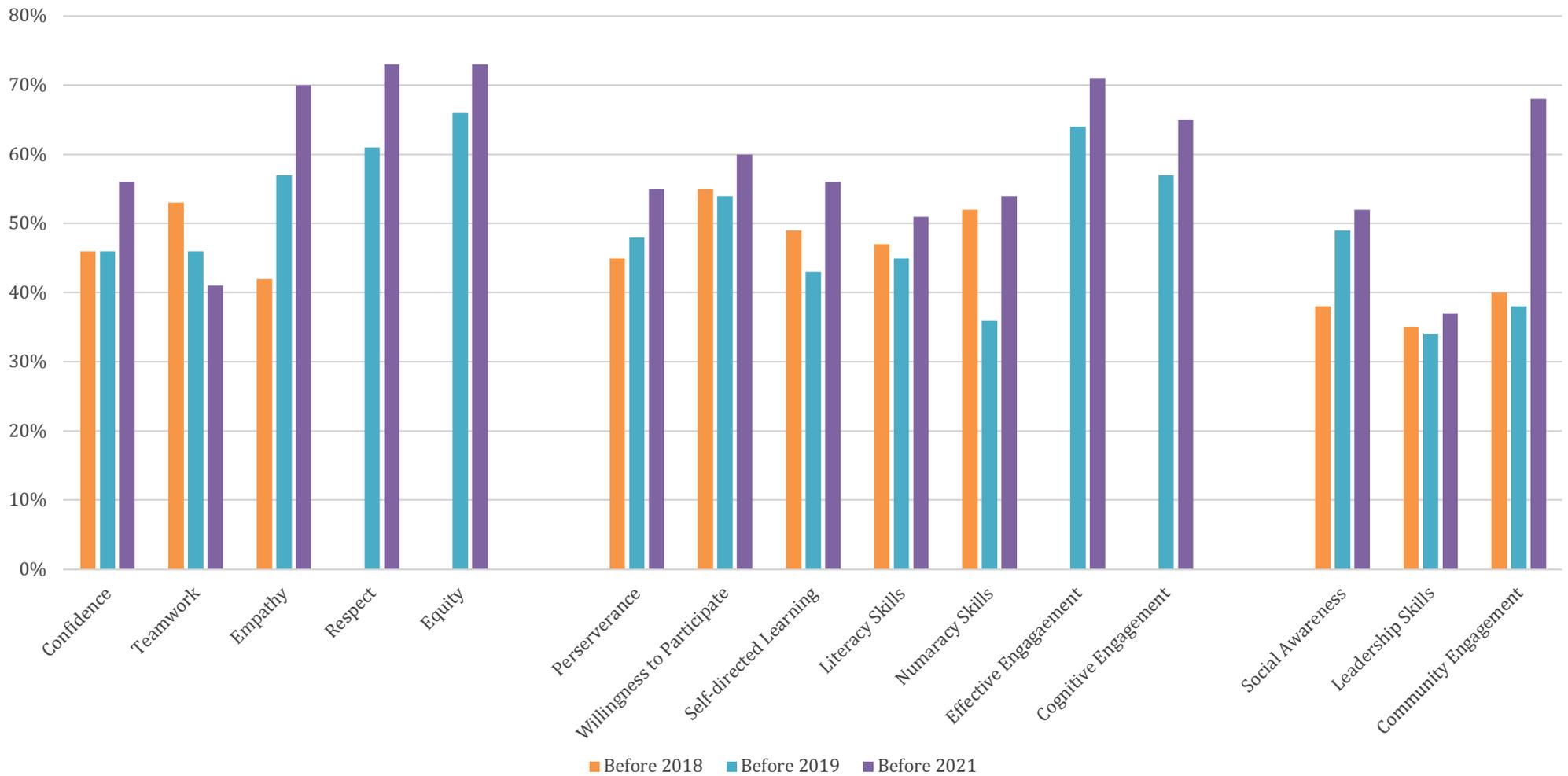
APPENDIX 4.2: Percentage of Students Demonstrating Increased Capacity - EDUCATIONAL DOMAINS (Comparative 2018/2019/2021)



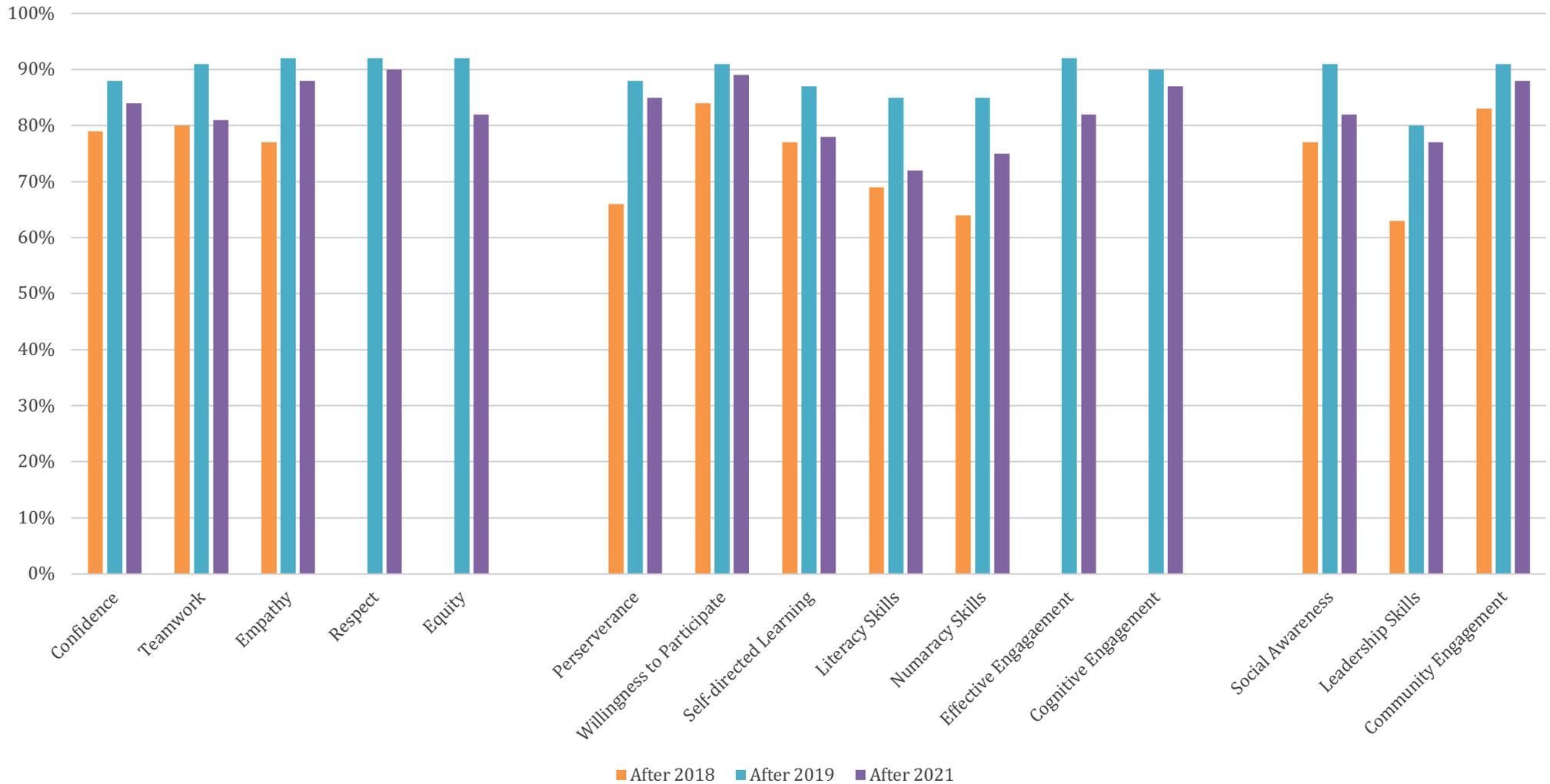
APPENDIX 4.3: Percentage of Students Demonstrating Increased Capacity - SOCIAL DOMAINS (Comparative 2018/2019/2021)



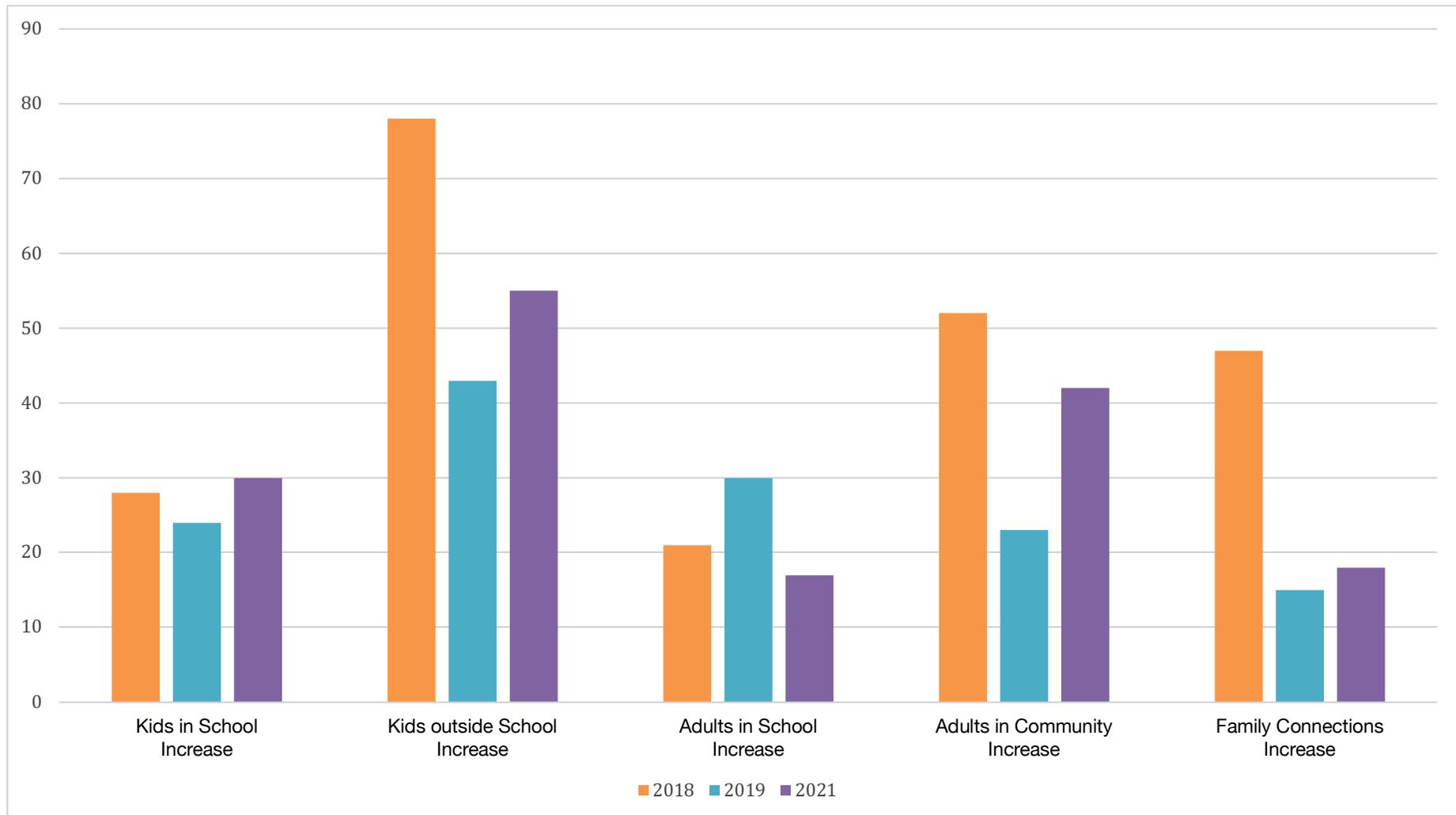
APPENDIX 5.1: Percentage of Students Achieving Age-Appropriate Level or Higher - BEFORE (Comparative 2018/2019/2021)



APPENDIX 5.2: % of Students Achieving Age-Appropriate Level or Higher – AFTER (Comparative 2018/2019/2021)



APPENDIX 6: Changes in Students' Trusted Social Networks (Comparative 2018/2019/2021)



APPENDIX 7: COMMUNITY PARTNER RESPONSES (2018/2019/2021)

Geelong Kids as Catalysts Community Partners were sent an online survey at the end of the program each year requesting responses to questions about their insights and experiences of the program, and their engagement with the students and school.

In 2018, we received responses from 15 of the 22 community partners

In 2019, we received responses from 15 of the 28 community partners

In 2021, we received responses from 10 of the 27 community partners

The response rate was affected by some community partners being less confident with IT, high level of year end commitments and disrupted access to community partners during the COVID-19 restrictions.

Survey Questions	Result 2018 15 Responses	Result 2019 15 Responses	Result 2021 10 Responses
1. Community Partners felt they received adequate support from Kids Thrive during the program.	87%	93%	100%
2. Community Partners indicated they would choose to be involved in the program again .	87%	100%	70%
3. Community partners believed there was a benefit to their organisation or group in being involved in the program.	93%	100%	100%
4. Community Partners believed students gained significant benefits from their involvement in the program.	100%	93%	
5.1 Community Partners felt students' community action projects achieved their objectives .		100%	
5.2 Community Partners mentioned impact of COVID-19 on the program but reflected they still achieved outcomes.			80%
6. Community Partners indicated that they loved the program despite COVID-19 issues and would recommend Geelong Kids as Catalysts program to other community groups .	100%	93%	80%

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 a great way to link with the school.

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

Learning something new! Sharing stories and old photographs while experiencing different school programs. I learnt not to expect or transpose my thoughts and ideas, but to listen and see how I could help and partner rather than lead.

Chance to work with lovely, switched on, passionate students that had an issue in mind that they wanted to help solve. I have learned through the couple of years that we have been involved that our world is in good hands, these kids are our future leaders.

Young people were enthusiastic, vibrant and enjoyable to work with once they got to know us.

Their [the students] excitement and willingness.

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.

The opportunity to engage with local school children who have a real passion for the elderly in our community and who wanted to engage on a personal level. Even though the personal contact didn't happen, the people engaged at the community centre were thrilled to be asked for their story and shared some wonderful life experiences. I found this very rewarding and realised that this is another outreach for the well-being team to adopt.

Getting to know the local school community.

Working collaboratively with a small group of students who were passionate about our work. Opportunities to regularly engage for short periods of time with the students where we were able to engage in reflective listening and work towards a common goal.

The students were very clear on what they wanted to achieve and how they wanted to 'make a difference' - it was quite inspiring and their efforts (creation of a wellbeing space in the family centre) will be long lasting.

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.

The passion of the students and the willingness to be a Catalysts for change at the community centre was very encouraging. The relationships that we formed will be long-lasting.

I loved seeing students take ownership of a program and especially developing all those 'soft' skills.

The more time you have face to face with the young people they become more confident in themselves.

Students built up their confidence.

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 to 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. 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

9. Can you share a moving moment?

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.

10. 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.

11. Anything else you would like to share?

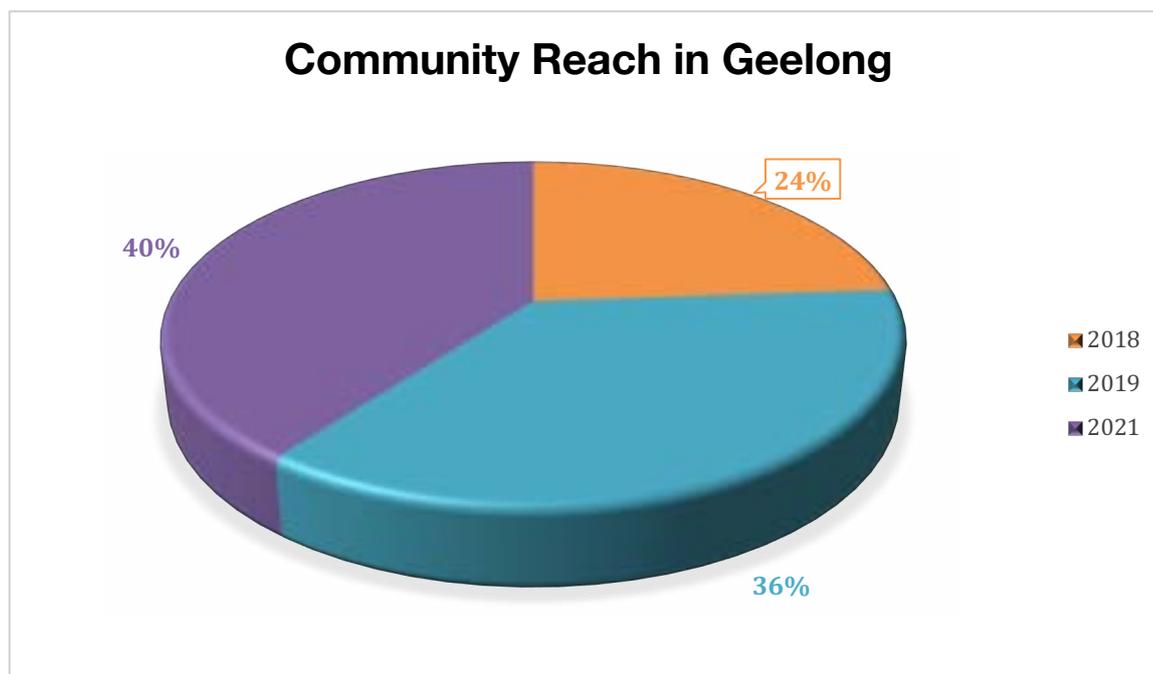
Things have obviously been hard with COVID-19. I’m not sure about the other community groups but if this happens again, I would be happy to meet with the kids online to see their progress and answer any further questions that had arisen as meeting in person is a hard task these days.

Just a big thank you for the opportunity you gave the community centre and me to try something new and hopefully long-lasting.

We would be happy to be involved and work with students again in the future... Working collaboratively and capturing student voice is a big part of our approach. This was a great example of 'living it in action' and i think was successful in breaking down some of the barriers between school and the early years.

My greatest admiration to the teachers who run this. Please don't get rid of this program. Such rich learning comes out of this.

APPENDIX 8: Comparative Reach of Geelong Kids as Catalysts (Comparative 2018/2019/2021)



Role/Community Group	People Reached		
	2018	2019	2021
Teaching & Support Staff	22	45	16
Deakin Teaching Pre-service	3	8	nil
School Management	6	12	9
Community Partners (interviewed & phoned)	67	86	27
Collaborating Organisations (Give Where You Live Foundation, Communities that Care, Deakin University, Geelong Community Foundation - Schools in Philanthropy program)	19	33	11
Community Members at Community Information Night, Pitches, Showcase Events (remote and/or in person)	228	68	757
Community Reach of Student Actions	1672	2787	2604
Mentors	nil	20	nil
Students (Grade 6)	128	196	154
Total	2145	3255	3567

*Community Reach in 2021 has been affected by the significant COVID-19 lockdowns of 2020 and 2021. For most of the program throughout 2021, there were no external visitors allowed on campus.

Appendix 9: Student Insights (Comparative 2018/2019/2021)

My Discovery about Myself

2018:

- 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.

2019:

- 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.

2021:

- That I'm brave enough to share my ideas.
- That now I am more confident speaking to someone I don't know. Better teamwork.
- That I can do more than I think I can.
- That I can work and I am important.
- When I get nervous I fidget and can't look people in the eyes.
- I discovered that to stand up if someone says you can't play with me. I wouldn't get scared.
- How much help I can do if I try!
- That I work well with my friends.
- I am a reliable team member.
- I like helping people.
- I discovered that I can have a growth and positive mindset even though we keep having to postpone our action plan.
- I was more artistic than I thought.
- Ask for help when you need it.

My Discovery about my Community

2018:

- 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.

2019:

- 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.

2021:

- People can help if you let them.
- There are more people like me.
- I can always depend on the people in my community.
- There are others that care about the wellbeing of others and the planet.
- My community can help a lot of kids to come to this school not feel different.
- That a lot of people care about animals.
- That they help people like we did for Kids Thrive but they do it because it makes them happy.
- There are a lot of people lacking the recognition they deserve.
- There are lots of people changing their community.

My Buzz about our Community Action

2018:

- 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 flagpole for our school (for the Torres Strat 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.

2019:

- 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.

2021:

- Helping I community and giving to the community.
- I really liked doings Kids Thrive because it made me think more about environment and also make a change in the community.
- I feel like a hero!

- What got me excited about my community action was that we had the chance to help the community.
- Helping people be more confident.
- A great thing about my community action is meeting my community action partners.
- Sharing the message.
- Helping people and seeing them smile.
- I was happy and more confident.

My Discovery about Learning

2018:

- 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.

2019:

- 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.

2021:

- That you have to work hard to achieve something.
- People with disabilities aren't different from everyone else.
- Learning doesn't actually have to contain 'learning'.
- Never say you're not good at anything.
- That learning can be really fun. That it is not always about learning from books or videos.
- That it helps benefit what I can do and my abilities.
- No matter what you can always learn more.
- When I work with other people it helps make it more interesting.
- You can always learn it.
- That anything is possible if you try.
- The discovery I found was that you can help anyone despite your age.
- I am a good team player.
- That it is fun and it might not be good at the start but trust the process and you will eventually get there.
- I think I did great by giving it a try and not giving up also making a change around my community.
- I never thought I would work with people I never met before.

My Message to Future Catalysts

2018:

- 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.

2019:

- 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.

2021:

- It's not easy being a Catalyst.
- Try your hardest & never give up.
- There are different ways to be a hero!

- Always believe in yourself and help others in our community.
- Some steps will be hard but at the end it will be all worth it.
- You can make a change.
- There is always going to be a community action partner out there that would love to work with you.
- If a first you don't succeed just try again. Then you'll succeed even if it's not perfect.
- Pick a topic to care about so you'll have lots of fun.
- Have a great time working with other people.
- Try this it might help your learning, speaking and team work.
- Kids Thrive is really fun and don't be scared to talk to new people.

APPENDIX 10: Students' Self-Evaluation Drawings

How I saw the MYSELF before and after Geelong Kids as Catalysts

2018

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 making a difference



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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 girl that is ~~scared~~ ~~scared~~
scared to talk in
Public



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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?
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 with
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

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?

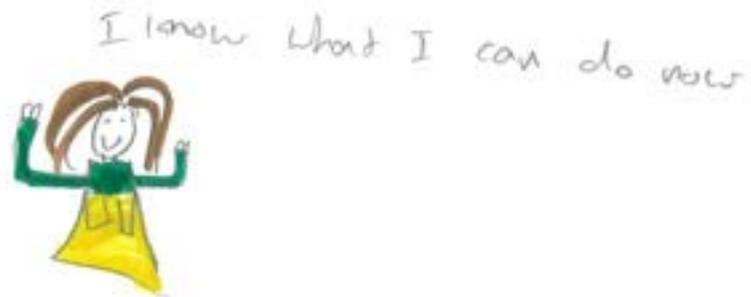
I felt I was a normal person



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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

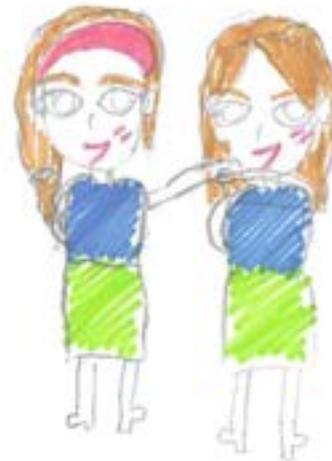


Anything you'd like to say?
*That i was not good
at working as a team.*



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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



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?

I was just doing my normal school work.

 Kids Thrive

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AFTER Kids Thrive I see MYSELF like this



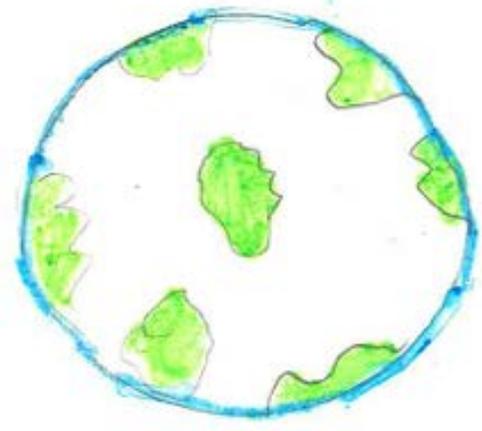
Anything you'd like to say?

- I helped by calling Kaye and organising times to meet.
- I think I could be a community helper in my community.

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



AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?
I never ~~me~~ new what catalyst
mean f.



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Anything you'd like to say?
I want change the community
and the world And be on a
Philanthropise

**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 liked to be alone and didn't talk much...



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AFTER Kids Thrive I see MYSELF like this



Anything you'd like to say?

I talk more and enjoy others company.

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



Anything you'd like to say?

I feel like I should
make a positive
affect!

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AFTER Kids Thrive I see MYSELF like this

I feel proud
to be a
hero!



Anything you'd like to say?

HAVE I CHANGED? Please draw pictures

BEFORE Kids Thrive I saw MYSELF like this

Public speaking before

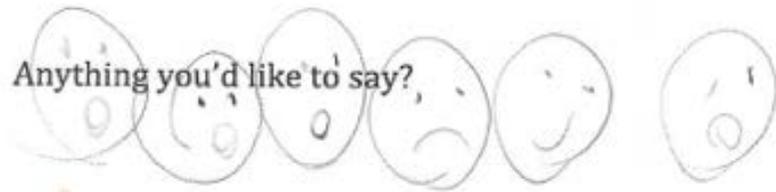


AFTER Kids Thrive I see MYSELF like this

Public speaking after



Anything you'd like to say?



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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



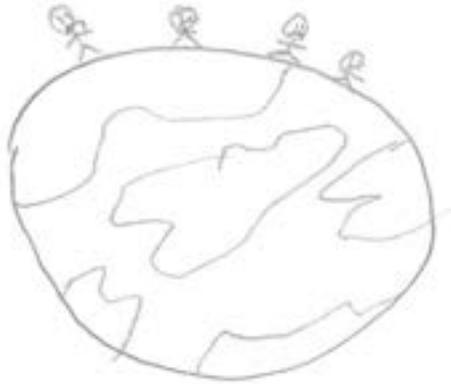
Anything you'd like to say?

APPENDIX 11: Students' Self-Evaluation Drawings

How I saw the WORLD before and after Geelong Kids as Catalysts

2018

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 the future.

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?.....



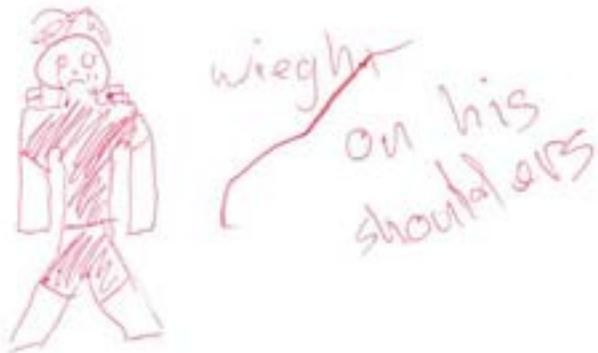
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AFTER Kids Thrive I see THE WORLD like this



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



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

i was a bit lost and could not 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 when i got so much done i knew what to do yay.

i see the work a better place for kids to get out and ~~be~~ play sport.



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



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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

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?



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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 ^{world} MYSELF like this



Anything you'd like to say?

I saw my self as being sad when
someone would say no to me.



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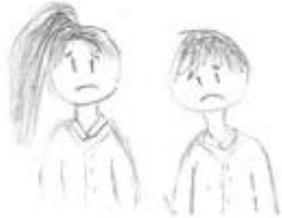
AFTER Kids Thrive I see ^{world} MYSELF like this



Anything you'd like to say?

The why I changed was with standing
up and not being sad after someo
e would - say you can't Play
with me.

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



Learning is not fun without good equipment.

Anything you'd like to say?



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AFTER Kids Thrive I see THE WORLD like this



We could fundraise, buy equipment and donate to make them happier.

Anything you'd like to say?

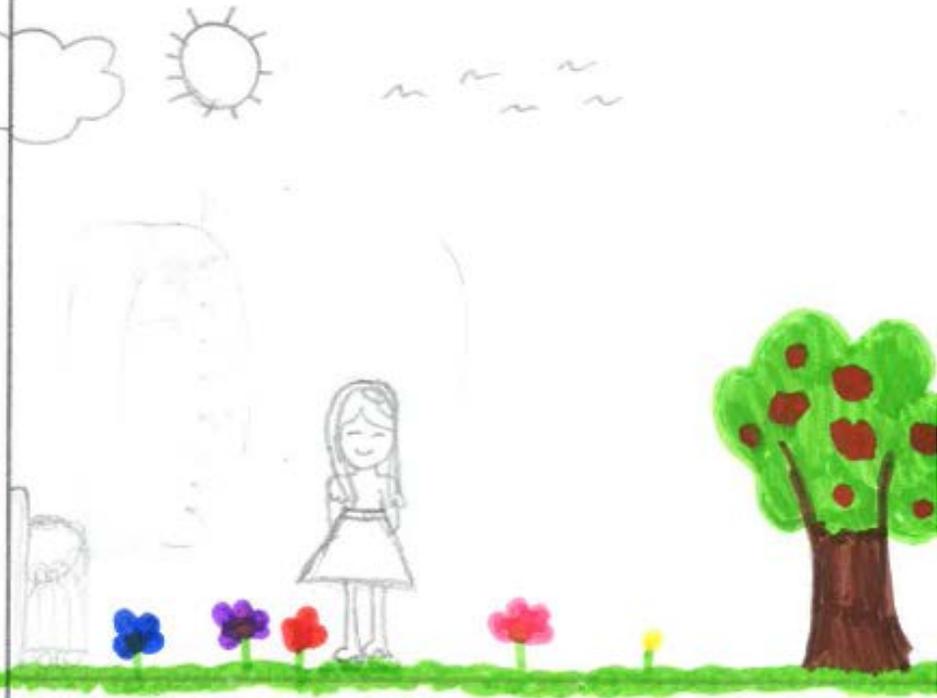
HAVE I CHANGED? Please draw pictures

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?



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



Anything you'd like to say?
I used to see the world
like this.

 Kids Thrive

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AFTER Kids Thrive I see THE WORLD like this



Anything you'd like to say?
But if we can encourage more
girls to do STEM we can
make a difference.