**Meeting With Dr Bruce Flegg**

**3 November, 2012**

**Pit Rd Baptist Church, Burpengary**

(Suggested Meeting agenda format)

**Agenda: (1 hour 10 mins)**

(3 mins) Welcome – greet everyone, acknowledge Dr Flegg first

* (7 minutes) Provide Context – (we will build the story over the course of the meeting so by the end Dr Flegg get’s it)
* These are background comments, what surrounds this meeting. Story, example, facts, perceptions that relate to the meeting. Bills Bit
* Newspaper Article and His comments attracted our interest because we are modelling his understanding for these sorts of students.
* ‘Shekinah’ exists to reconnect girls into life, learning and the local community.
* Boys (Learning/engagement issues) vs Girls (Traumatic Incident/Social Challenges)
* Social Compliancy and Ed Refocus and
* interest based education (Natural Education)
* I suggest a short story about a couple of the girls, why they are here, how long they stay, their struggle and the success of the program Karen’s Bit
* Michalea and horses. Distant-engaged-cert 2-Racing Qld (do a bit about horses here)
* Kayla and Graf: Rebellious serial long term suspensions/exclusions-improved compliance and engagement-family quality up-planning for future
* Shaylee and cooking: Socially challenging-cooking-future focused

(15 min) Lunch and short time to see the facilities – let the folks know that we are going to have lunch with the girls

Karen

* Warn him the girls may be a little colourful but let him talk to some of the girls and if they are a little colourful then so be it, that is who they are and we love them anyway.

(10 min) Provide Purpose –

* Why this is important? Why will it be worth spending time on? What drives Bill and Karen?
* Bill and Karen:
* Leadership-Times article as in top one hundred all had a TI between 9 and 14. They will be leaders- someone has to give them the chance to be good leaders. Captured by their extraordinary stories that developed often alone and unassisted.
* Talk about consequence of not helping the girls.
  + - The prognosis would be 80% plus social and financial marginalisation at best. At worst a life of incredible cost to society.
    - (Karen)That’s 62 girls (and More!!) and families with over 80% satisfaction.
  + Use Dr Flegg’s own words from that article and show how what you are doing accomplishes his vision.
  + Bill
    - In response to a culture of being tough on rebellious students he said “Suspensions failed to address underlying problems” and “”the system did not adequately support students who were disengaged, fell behind and became disruptive or those who had personal and family problems” and “It’s a mistake to think that simply suspending kids and giving them a holiday from school is actually going to fix the underlying problem”
    - We run a great model of a highly successful interest based educational program and parent support. And effective use of Equine Assisted Education/Therapy.
  + Explain the funding arrangement that need to be put in place to make Shekinah work and what was in place at the start of 2011.
  + Karen
    - Group of 20 students preferably 1/3 Nuts and 2/3 Bolts
    - Three paid staff. 1 Teacher $80000 and 2 Youth workers $40000-$60000. Some extra for admin, rent and program.
    - Lots of Volunteers
    - 2010 self funded
    - 2011 Yat funding and flexible arrangement with a local school and this released 75% of census funding (approx $10000) per student.
  + Explain your current circumstances and what has happened. The risk of not having Shekinah in 2012 and what you’ve done so far to try to keep Shekinah going. Explain why it is so hard to get funding.
    - Karen
    - Asked to move and we couldn’t. Unsuitable site and loss of volunteers
    - 2 phone calls and cancelled MOU
    - Extraordinary indicator of success was the effort that these students put into returning into the program (dis-enroll-re-enroll-arrange exemption/flexible arrangement. All this from students who had long truancy and/or systemic marginalisation issues)
    - Continuing on with what is left of YAT funding. 2 staff essentially volunteering.
    - Bill
    - Funding from Social Clubs; individual donations; markets; speaking engagements; relief teaching;
    - Hard to get reliable funding because of;
      * Stigmatization of these kids as rebellious and bad
      * Which “box” do they fit? Education/Justice/Mental health. Tend to pass round the responsibility
      * The funding for these kids stays in the hands of the school admin. No incentive to do anything as they at worst “get rid of the rebellious student” and keep the money allocated for that students education.
      * The 62800 events from a pool of 485798 students is high! Especially if this is a loss of positive leadership.
  + Why does this make sense summarised:
    - Social impact – it takes kids that are otherwise going to end up in mental health social support dependency, jail and repatriates them to being engaged in society. Forgetting about the human story, the cost saving here to society is huge. Less police effort, less court time, less cost for juvenile detention, much less stress in the mainstream schools, and Returnees tend to have a ripple effect of positive outcomes at home and school.
    - The Economic model – it costs society less to run than traditional schools per student as in the infrastructure is there and we have modelled the Dynamic. One of these could run in any “organisation” that cares.
    - The individual impact – These kids are leaders but need to be pointed in the right direction. This impacts their entire lives and those of their families. Tell a couple stories here. They become productive members of society, not a drain on it.
      * Destination studies:- Karen (eg Michalea = job in her field: Kayla = artist: Krystal=job and positive outcomes for parents; Bree=back to school and possible school leader; Cheyenne=TAFE and independant living

(10 min) Outcomes – SMART statement of what we will see by the conclusion (this just helps to focus this agenda item)

* S=Specific, M=Measurable, A=Achievable, R=Realistic, T=Timeframe
* What is it you’d like Dr Flegg to act on and how? I suggest frame this in terms of your immediate needs and then future needs.
  + Immediate needs:
    - Funding to the end of the year – give a figure, see if Dr Flegg will go and see the Education Minister personally to ask for emergency funding for you.
    - We have 2 staff currently operating in unpaid positions and rent for the year owing ($12000). If staff are paid then we can cover the rent from YAT funding.
    - Staff Costs needed: 8 to 11 weeks pay for a teacher (end of year/start of next year) About $1500 per week = $12000 to $17000 and 8 to 11 weeks pay for a Youth Worker: About $800 per week = $6400 to $8800. Total $18400 to $25800
    - Funding for 2012, I’d put a simple budget together here showing your total cost breakdown at a high level so Dr Flegg gets a feel for what it costs to run Shekinah. E.g. (you are best placed to do this, this is just an example)
      * Staff:
        + 2 x teachers $80000
        + 1 x counsellor $40-60000
        + 1 x youth worker $40-60000
        + 1 x Admin $40000
      * Facility rent $12000
      * Bus $5000
      * Equipment purchase/repair $10000
      * Horses $5000
      * Program costs $10000
      * Total is about $250000 for a basic program.
  + Future needs
    - The LNP put’s policy together to facilitate and fund schools like Shekinah (out of the education budget) so they can be set up right across Queensland, using it as the model.
    - Happy to work with you to promote our successful model as an effective community involvement program that supports their own students to reconnect them into life, learning and the local community
    - We think that 5 big schools need 2 of these programs (one for Boys and One for Girls)

(5 min) People –

* Tell Dr Flegg of everyone you have spoken to and their response re your current situation.
* Bill
* Principals/Community Organisations (churches/Smith Family/Intercept/ Youth Justice and clubs)/Partnership Brokers/Three levels of Government/Students and Parents/Business/Dept of Communities/Police/ all interested but not their direct responsibility. Some financial support from individuals and service clubs.

(15 min) Discussion

(5 min) Summary –

* Do a brief summary of the meeting
* Give Dr Flegg a summary Shekinah to take with him in brief point format style, something like the 2 page booklet you gave me.
* Give him a summary of what you need him to do for you using the SMART format above, this would be based on the part of the presentation under “Outcomes.”

E.g.

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| --- | --- | --- |
| **Task** | **Who** | **By When** |
| Represent immediate funding need to minister | Dr Flegg | Immediately |
| Search to see if there is any emergency funding available for Shekinah to the end of the year | Dr Flegg office | Immediately |
| Represent 2012 funding need to minister | Dr Flegg | As Soon As is possible |
| Create LNP Policy to facilitate programs like Shekinah and their funding without the need to get as creative as is currently needed to make it work | Dr Flegg  Bill and Karen | To be Determine |