

## 1. BRIEFLY DESCRIBE YOUR PROPOSED SCHOOL-COMMUNITY PARTNERSHIP AND ITS PURPOSE

Criterion 1: The partnership is being set up to address an identified need or opportunity that will benefit students.

- Identification of a significant need or the identification of an educational opportunity
- Evidence of student performance or behaviour
- Reference to relevant research



### Need In 2009:

- Pacific Island and Maori students comprise 21.6% of the school community however they made up: 26% of all short suspensions (1-5 days), 42% of all long suspensions (6-20 days) and 62% of school exclusions.
- Absentee rate for all year levels was 28.55% - the highest rates being in years 8, 9 and 11 with their rates being 44%, 30% and 33% respectively
- National Assessment Program - Literacy and Numeracy NAPLAN is consistently below the national benchmark.

It was also noted through the collection of qualitative data collected through meetings and discussions with external support agencies which support the school that Pacific Island and Maori young people do not initiate or engage with their support services. These young people as a cohort were becoming increasingly disengaged from their learning environment.



Research informs us that young people who disengage from active participation at school are more likely to:

- Leave school early and be unemployed
- Enter the criminal justice system and progress through that system
- Alienate their families and their community

To address the educational implications of a large cohort of young people who are not actively engaging and attaining at school were apparent to the school and a partnership was sought with a community organisation that was culturally relevant and had cultural knowledge of protocols and process of Pacific Island and Maori communities.



A partnership was sought with Relate CDP a local community organisation. In 2009 Relate CDP had approached the school with an offer to facilitate an engagement project which targeted young Pacific Island and Maori young people. The school and Relate CDP initiated the development of a joint action team who were mandated to develop an approach to deal with the disengagement of the young Pacific Island and Maori students within the school community. In partnership the school team and Relate CDP initiated a pilot project with identified groups of young men. Numerous meetings resulted in a draft strategic plan based on a framework of best practice recommended by the Moreton Pacific Island Education Reference Group was developed. This project was implemented in semester one 2010.



The purpose of the partnership is to engage a community partner who has access to cultural understanding and knowledge that the school community does not have in developing strategies to address the concerns of the young people identified. It is proposed that the outcomes of this partnership with the school will result in:



- a layered response to the situation and a wrap around model that is embedded within the whole school community

- An increase in attendance and attainment of Pacific Island and Maori young people
- An increase in cultural identity within the school and wider community
- A greater understanding within the school community of Pacific Island and Maori young people and their specific needs
- A greater connectedness between the wider community and school community in regards to Pacific Island and Maori culture and identity
- 

## 2. DESCRIBE THE PLANNING THAT HAS GONE INTO YOUR SCHOOL-COMMUNITY PARTNERSHIP

Criterion 2: A plan is being developed with each partner contributing to the plan.

- Clear links between the identified need and goals/objectives for the program
- Evidence of strategic thinking/documents
- Clear methods for ensuring a collaborative approach to planning

For example, what steps have you already taken? What are the key goals? What budget and timeline have been identified? What resources will be needed? How will you ensure joint decision making? What evidence will be collected? How often will progress be reviewed?

### History of Program:

In 2009 the school community initiated a partnership with Relate CDP out of a need to address the increasing suspensions and disengagement of Pacific Island and Maori students. In response to advice received from our community partner a program was designed to respond to the cultural, emotional physical and community needs of Pacific Island and Maori young people within their educational experience. The program provides enrichment opportunities for young people with a particular emphasis on cultural awareness and ownership with our Pacific Island and Maori young people.

### Outcome of Pilot Program:

The success of the program was documented through qualitative and quantitative surveys and feedback.

Positive outcomes:

- the young men were able to develop positive relationships with the facilitator
- the young men were able within the confines of the program to articulate concepts and behaviours which would indicate the students were able to positively engage within the community and school
- a young man nominated and received a position as a school leader
- a young man has reassessed his future career options and changed his subjects accordingly

However a number of the young men have not been able to transfer those behaviours and beliefs into the every day functioning within the school community and hence their absentee and attainment rates have not increased.

In consultation with the community partner and through intensive dialogue the team determined that for a program to be meaningful it needed a wrap around approach that was embedded within the school system and was culturally relevant to the young people involved.

As a team the members looked to other examples of best practice to further enhance and develop the program currently being offered to the young people to ensure that a program which addressed the issue of disengagement was developed. It was decided that a weakness to the pilot program was that it was delivered in isolation and lacked a systems approach. The system needed to develop a wrap-around approach to servicing their needs which included more input from the wider Pacific Island and Maori community.

In 2007 the Moreton Pacific Island Education Reference Group developed a **Framework for Action in Education**. The framework identified that for a program to be successful in meeting the needs of the Pacific Island and Maori young people the following three components are needed for a program to be effective:

- Partnership
- Engagement and
- Aspiration

It is this framework that the school's action team has used to develop the proposed Pacific Island and Maori Students Intervention Project.

The Pacific Island and Maori Students Intervention project (PIMSIP) is designed to benefit those who are at risk of disengaging from the school system, through to those who have shown consistent academic aptitude in one or more specific areas of the curriculum. The program has been divided into three components: engagement, aspiration and inspiration to lead and mentor.

The developed a strategic plan

The school and the community partner have an agreed upon **memorandum of understanding**. The school is committed to funding the engagement section of the program and has made a firm commitment to do so within the school annual operation plan. The community partner will fund the Aspiration component of the intervention.

Joint decision making: the program leadership team which includes the community partner meets monthly to discuss and debrief the program and to plan for future implementation

How often will we meet – school support staff meets regularly – every fortnight to discuss

How will staff be informed of the process: through leadership meetings, staff meetings and regular updates via staff intranet.

#### **Goals for 2011:**

1. engagement program to continue
2. initiate aspire program with young leaders
3. community partner to begin to develop community links and networks,
4. development and brokerage of relevant services – to widen stakeholder resources and partnership
5. increased positive perception and understanding of Pacific Island and Maori students from the wider school community
6. mentoring training framework is designed and implemented
7. internal and external mentors are trained
8. students will receive mentoring
9. staff will receive skilling in cultural awareness, protocols and processes

Changing community perception is a reciprocal arrangement whereby the school wide community and Pacific Island and Maori community creating positive spaces of participation. These cultural relevant interfaces may include.....

Interface

Understanding the community focus and perceptions assist the school in cultural and relevant mechanisms that engage and encourage community participation in the intervention. The flow on effect .....

Core values: inclusive, learning, participation, access, knowledge

### 3. DESCRIBE THE PROGRAM/PROJECT THAT WILL BE SET UP, THE ACTIVITIES THAT WILL BE UNDERTAKEN AS PART OF THIS PROGRAM/PROJECT AND HOW EACH PARTNER WILL CONTRIBUTE TO THE ACTIVITIES

Criterion 3: A well-organised program will be implemented.

- **High quality, student focused activities that link clearly to the identified need or opportunity and the goals/objectives**
- **Sharing of expertise**
- **Proposed monitoring and review**

For example, how will teachers, parents, students, school management, school council or board, local community organisations, businesses or members of the wider community be involved in the partnership activities? Make clear the roles of different people, who will take a lead for different activities and why. (500 words maximum)

PIMSIP is based on the Pacific Island Framework for Action in Education (2007) the project is divided into three stages **engagement, aspiration and inspiration** to mentor and lead. The intent of the project is to:

- to increase youth exposure to a variety of social, educational, cultural awareness and other enrichment activities
- to emphasize the value of learning and provide academic support
- to improve motivation and achievement regarding school, work, and future
- to afford young people the benefits of special, regular and consistent contact with faculty staff and trusted adults
- to provide appropriate reinforcement and support regarding each young person's accomplishments and decisions
- to provide young people with positive adult role models, mentors and friends sensitive to their problems and needs
- develop a school system that understands and supports young people from a Pacific Island and Maori cultural background
- increase involvement of the Pacific Island and Maori community within the school and to provide enhanced engagement between community and staff
- widen the community's perception and understanding of young people with a Pacific Island and Maori background.

### **Stage One Engagement**

- Continued commitment of school leadership team to fund and continue the implementation and delivery of original engagement program
- Program delivered by community partner and associates
- Students identified by absentee, attainment and school disciplinary data
- Students meet once a week with their mentor
- Delivery of a culturally relevant life skills program which builds the students self-esteem and self-belief towards a positive future, as well as their understanding and acceptance of the diverse society in which they live
- Implementation of research based methods such as group mentoring which has been reported to work well with Pacific Island and Maori students.
- Graduation event to bring together family and school and community
- Program used in engagement section
  1. I/SPACE – At risk youth with behavioural issues.
  2. ACHIEVERS – Independent and responsible for their learning.
  3. LEADERSHIP – Self motivated and well organized.

### **Stage Two Aspiring to lead and mentor**

- Continued commitment of community partner to deliver a secondary intervention program for young Pacific Island and Maori students
- Students are referred to the program :
  - who have been identified through improvements in their school attainment, reduction of unexplained absents and school disciplinary data.
  - Have actively participated in the engagement program and have been referred by the facilitator
- Students involved in the aspiring to lead and mentor program will be individually mentored by culturally relevant community mentors
- The community mentors will come with a wide range of experiences: community elders, religious leaders, sports personalities, have a music focus, professionals and actively involved in their cultural community
- The mentoring program will be grounded in cultural aspects and relevant issues pertaining to each individual young person
- Staff are up-skilled through staff workshops, being invited to mentoring activities led by community mentors, involved in supporting and developing networks.
- Aspiration aims to build student aspirations and celebrate success and culture.

### **Stage Three: inspiring peers to engage and become leaders**

- The final stage of the wrap around program Students become the mentors and work with younger peers within the school community
- Students and community volunteers are trained through the school to be mentors
- Students and community mentors work together to deliver a culturally relevant program to peers and identified students
- Students and community mentors develop methods in which the young people they interact with are able to deliver to the community parts of their program
- Community is invited to celebrate the success of the young people

**Role of strategic team:**

- is comprised of, principal, guidance officer, and community partner
- develop and design the strategic and operational plan
- to finance and audit budget of the program
- to meet monthly
- to manage and review program delivery
- analyse the broader implications of the strategic plan

**Role of school management team:**

- is comprised of the strategic team and deputy principal, middle school management and community development officer
- support delivery of the program
- communicate intent of program to the school community and wider community
- manage the referral process
- manage the reactive aspects of the strategic plan
- celebrate success of the program
- develop
- community links and negotiate community networks

**Role of case management of team:**

- comprised of community partner facilitator, teachers, guidance officer, mentors community develop project development officer
- meet weekly
- manage daily issues of student well being
- facilitate family group conferencing, family and community visitation
- interagency referral process
- facilitating interface between class teacher and student's family

**Role of community development project officer (funded by School's First Funding) is to:**

- broker relevant services – to widen stakeholder resources and partnership
- develop and facilitate a mentoring training framework that is embedded culturally and relevantly within the school environment
- training internal and external mentors that are culturally relevant to Pacific Island and Maori students
- up skill staff in cultural awareness, protocols and processes; and
- Deliver and delegate the mentoring program.

**The Goals of the Program is to:**

- discover and understand the importance of cultural identity
- understand the importance of education
- participate positively in the school curriculum
- develop strategies that assist in coping with social, cultural and academic demands of education
- foster the full range of post-school pathways available to Pacific Island and Maori young people
- increase the involvement of parents

**DESCRIBE THE BENEFITS/OUTCOMES THAT STUDENTS ARE EXPECTED TO GAIN FROM THE PARTNERSHIP**

#### **Criterion 4: Students will benefit from the program.**

- **Improvements in student learning or opportunities and how they will be measured**
- **Benefits for others in the school and how these benefits will be measured**
- **Benefits to partner organisation(s)**

For example, in what ways will students benefit? Are there likely to be benefits for others, such as parents, staff, the school as a whole, the non-school partners? In particular, how will you know you have been successful? (500 words maximum)

#### **Expected Outcomes for Pacific Island students:**

- Increase the engagement and active engagement in class
- Increase school attendance in order to increase their potential academic attainment
- Engage young people in school life to attend regularly, solve issues appropriately, attain to their potential and have multiple options for the future
- Develop community mentoring network and training process
- Developing a 360o student peer mentoring intervention within the school as a long-term strategy

How we measure the outcome:

- Increase in attendance, attainment and a decrease in SDA
- Students engaged in their school
- Feel better about who they are and their identity
- 

Successful – Pacific Island and Maori families are engaged at school. Community has a greater understanding of the Pacific Island and Maori culture

This program strengthens home-school community partnerships through the use of cultural community mentors. By acknowledging that parents are an important part of developing the capacity of their children to be more engaged in education the mentoring and leadership program taps into a readily available resource. This demonstrates a genuine willingness to work in partnership with Pacific Island and Maori parents and communities which is an identified best practice as cited by the Pacific Island Framework for Action in Education.

Students will benefit from a mentoring program as it will provide additional support to Pacific Island and Maori students in their learning.

Strengthen teacher skills are an integral part of this program:

- Cultural awareness progressions developm – by providing appropriate cultural training to increase teachers' understanding of Pacific Island and Maori culture, structure and family system, as well as preferred learning styles.

Relate CDP – have greater exposure

**EXPLAIN THE STEPS YOU WILL TAKE TO ENSURE THERE IS A CONTINUING COMMITMENT TO THE PARTNERSHIP AND IT WILL BE SUSTAINABLE**

**Criterion 5: The partnership will become part of the culture and planning activities of each partner organisation.**

- **Evidence of continuing commitment by the school**
- **Evidence of commitment by the partner**
- **Evidence of mutual sharing of resources**

How will you ensure that the partnership can be sustained? (500 words maximum)

How will the partnership be sustained???

- Cycle through