



AfterCARE (After-school Connection And Re-Engagement) Final Report

Date 15 December 2023

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Context

Banksia Gardens Community Services is a neighbourhood house and social service provider in Broadmeadows, a suburb of enduring low socio-economic status in the rapidly expanding local government area of Hume. About 15 years ago BGCS started running a Somali homework club in response to an identified need in the area and since this time, BGCS has continued to engage school aged children in a variety of afterschool programs the extent to which has varied with available funding (generally a collection of small grants) and many hours of volunteer support.

The funding from Northern MPDF has allowed BGCS to focus on developing the educational enrichment program further and testing some assumptions we have had about our own service delivery and the role, benefits and demand for non-school-based afterschool programs that combine an academic focus with engagement activities including art, sport and garden activities. While BGCS has a long-standing commitment to trauma informed practice and social

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and emotional skills development the MPDF has allowed us to embed these elements into our programming while also improving the rigour of our academic assistance.

The Northern Region of Melbourne, Australia, is divided into seven local government areas (LGAs). Within one of them, Hume, a small suburb known as Broadmeadows has long been ranked as one of the most disadvantaged neighbourhoods in the area. Children living here are significantly more likely to have jobless parents, live in government-funded public housing, and have experienced abuse or family violence.⁶ Outside of school, a child spends the majority of their time at home, where their stress levels, exposure to resources, and parental support will affect their educational growth. While schools offer an ideal place for personal growth for children, a lack of engagement as a result of their family life can damage future outcomes.

A child's education is crucial for their social, emotional, and cognitive development. When a child is given a safe and encouraging educational experience, they thrive in other aspects of life. However, children from disadvantaged areas are often preoccupied with situations at home such as violence, an absence of parental support, and a lack of basic needs, resources, and stability. These adversities can be detrimental for many developmental reasons and can cause children to become disengaged from their education and fall behind in school.¹ Poor education outcomes for children also spread throughout families and communities, which often challenges the advancement of future generations.

Engagement principles for underprivileged children have been a widely researched topic due to the various challenges of families and communities. Emphasis on social and emotional learning, community outreach, and family connections supports educational programs and proves to be beneficial, but the needs of youth are constantly evolving, and the specific approaches must be localized.²

The After School Programs at BGCS are the largest non-school-based programs in the region and reach hundreds of children each year from Prep to year 12. The activities are free of charge and the participants are culturally and linguistic diverse and we cater for children with development needs as well as young people working towards achieving very high ATAR results. All students are from economically disadvantage backgrounds and some students have multiple and complex needs. This arrangement can provide significant opportunities for growth and development but requires skilled practitioners and the capacity to engage with families and schools to meaningful support the participants.

Another feature of the project was to look more broadly at the after-school programs in the region and the literature on after-school enrichment programs to inform both BGCS program development and to make recommendations to government about the best approach to supporting disadvantage students outside school hours.

Additional important context is the profound level of disengagement being reported for students as young as 8 years old in the area and increase school disengagement and attendance since the start of the COVID19 pandemic.

Children of parents with low educational attainment are at increased risk of intergenerational poverty and every year of educational attainment has enduring quality of life implications. In areas with more concentrated disadvantage, the schools struggle to address the needs of all students, particularly the more disengaged students who disconnect with school in primary school and early secondary school have no alternatives for education.

Delivery

During the funded period we have delivered four sessions per week with academic support during school terms (note: Week 1 of each term is devoted to planning and professional development). We also delivered enrichment programs during the school holidays which were a mix of recreational activities designed to build life skills (cooking, surf life-saving) or expose students to a wide range of experiences (excursions to other suburbs, museums, zoos, circus) and to connect with families (family fun day BBQ).

We have provided extensive academic support to students from prep to VCE with paid staff and volunteers assisting students one-on-one and in small groups. We continue to recruit skilled volunteers from a range of disciplines including those studying or who have completed primary and secondary education master or bachelor degrees. All tutors have access to training from the Centre for Multicultural Youth's Learning Beyond the Bell program as well as training through the Northern Centre for Excellence in School Engagement which focuses on engagement and trauma-informed practice, executive functioning and social and emotional skill development. Paid staff and several volunteers have also completed the Berry Street Education Model training and many of the techniques and principles from that model are used in the Study Group.

We have continued to provide a positive and inclusive classroom environment to strengthen students' feelings of safety and belonging when learning. We have also provided recreational and sporting activities that build cooperation and social skills and healthy relationships. Conflicts that arise through our programs and dealt with using restorative practice principles and are an opportunity to further entrench social and emotional skills.

IN 2022 we conducted a research project (included as an attachment) that mapped after school programs in the Northern Region, explored literature on the role of enrichment programs in overcoming educational disadvantage and made recommendations for program delivery at BGCS. The program delivery recommendations were incorporated into BGCS models at the start of 2023 and we have continued to deliver and refine our practice and systems during this year.

One of the challenges of mapping after-school programs is that many of the programs are small, vary considerably each year based on funding and have limited presence online. BGCS has consistently run at capacity so we don't need to promote the program in order to get new participants and many other after school programs are similar. We found that council and other listings of programs had outdated information and missed programs.

In addition to our mapping exercise, we also supported a Centre for Multicultural Youth (CMY) review of Out-of-School-Hours Learning Support Programs (OSHLSP). This review heavily featured BGCS with interviews of staff, participants and their parents and carers. Their final report is also attached as a reference.

The research conducted late 2022 informed a number of changes to the program with additional adjustment made through the year based on feedback for students, their families, their schools and BGCS staff and volunteers.

After School Program Structure 2023

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Monday	Tuesday	Wednesday	Thursday	Friday
Cooking and Nutrition	Secondary Study Support Online Study Support Offsite Sport	“Community Day” (Pre to 12 academic support, creative and physical activities)	Primary School literacy and numeracy support “Level Up”	Sport for Secondary Students
Program delivered with Oz Harvest (term one only) Guitar Lessons (terms 1 and 2)	One to one tutoring for Secondary students and online participants Offsite boxing fitness program	Study support and educational games for primary students Secondary Study Support and tutoring Arts program led by Art Therapist Soccer program run by Melbourne Victory Gardening and environment program Parents and carers group Various other seasonal activities (chess, circus skills, novelty sized boardgames)	Play-based learning activities, phonetics instruction and numeracy games	We ran basketball at the start of the year and after low engagement we switched to a Muay Thai program delivered in partnership with Reclink

In addition to these activities, we tried a number of new activities including a drama program during the holidays and we ran a pilot session for digital music production with a connection of Father Bob which didn't proceed as a result of Father Bob's death.

In redesigning the service offer we wanted to address a number of issues and maximise our impact so we could support more children more effectively.

The notable elements identified through this process were:

1. significant number of early years students were behind their year level in literacy and numeracy.

In response to we have created a targeted program for primary school children on a Thursday with an emphasis on using play-based learning techniques with a focus on literacy and numeracy and prioritise reading with children. Over the year we have supported the Thursday and Wednesday academic support for primary school students with individual student files, and level-appropriate educational resources that can be easily accessed by staff or volunteers to support the children. We have also worked with school to provide more in-depth support for a small number of high need children.

2. Students were frequently given standardised optional homework that wasn't tailored to their level and CALD parents and students who were unfamiliar with our education system were prioritising the completion of this work over more productive learning activities

We established a parent/carer group to support our engagement with carers and to help them understand the education system and the best way for them to support young people. We have also spoken to schools about homework provision and we have aligned our resources (where appropriate and feasible) to the schools' curricula.

3. Our food offer – due largely to COVID rules and funding – had become packaged, processed and not healthy

We reviewed our food and committed to healthier and more sustainable options. The current offer is fruit and freshly popped corn with low salt. All the food is halal and we have removed processed and packaged food from the offer. We have tried a number of other cooked options – eg healthy, freshly made muesli bars - although most are too time consuming and not sufficiently popular.

4. Parallel activities (non-academic) are a significant draw card and have many educational run parallel activities under the Study Group Program.

We tried to separate activities to remove conflict and distraction while also retaining at least one day (Wednesday) that brought all groups together. We also wanted to have coverage over more days per week although this was difficult to maintain with available staffing and the Monday session was discontinued after term one.

5. Our data collection system and booking process have created challenges reporting on our impact accurately and supporting young people as effectively as possible.

We developed a browser-based client information management system through RAGIC and improved our registration and attendance tracking process. This has allowed for improved information management that allows us to track and record support to the highly vulnerable students.

6. To develop young people's potential through the promotion of healthy lifestyles, wellbeing, development of leadership skills and opportunities to increase their social and emotional skills.

We developed a leadership program for young people that lead into the establishment of a youth advisory body for the After-School Program. Through this initiative we identified a mix of children in the upper primary and early secondary age group (an age when engagement can drop off) and delivered a training program over four weeks. The group then continued to meet monthly and provided feedback about activities in the After School Program and BGCS more broadly.

Outcomes and Achievements

Highlights

- 220 total attendees across the year of 2023
- 83 new registrations
- Average of 59 students per week
- My Education Award OSHLSP of the Year
- 58 volunteers involved (27 current).
- Delivered three weekly sports program (Soccer, boxing and kickboxing).
- Delivered a weekly Art and craft program
- Families more engaged with the learning needs of their children.
- Curriculum-aligned education materials continuously developed to support our students.
- Berry Street Education Model techniques embedded

In September, BGCS AfterCARE program was recognised at [My Education Awards](#) for Out-of-School-Hours Learning Support Program (OSHLSP) of the year (Metropolitan).

Participant numbers for our afterschool program continues to remain strong. With the exception of Ramadan, we have had at least 40 students to each Wednesday session and regularly host 50-60 students. The cooking program in term one involved 12 students across 8 weeks, the boxing program has averaged 12 students across 36 weeks and the Thursday program has averaged 14 students across 36 weeks.

The program participants range from Prep to VCE students. 220 students have registered (or re-registered) this year - 67 Secondary School Students and 153 primary school students. The age range is 5 to 18 with an average age of 11 years at the start of the year.

159 of 220 (72%) speak a language other than English at home with Many of the remaining students also have parents who moved to Australia from a non-English speaking country.

Most participants are living in the City of Hume with a few regional enrolments in online Study Group and living just outside the Hume catchment in nearby suburbs.

We don't routinely ask for disability status but a number of regularly attending students attend the program with NDIS support workers and we are aware of a small number of regularly attending students who are neuro-diverse.

In addition to the program delivery, we have also supported students to re-engage with school, addressed conflict between students and their schools or other students, referred participants

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to other support services, helped parents (particularly CALD parents) navigate the education system, attended student support group meetings at schools, liaised with schools to develop individual plans for students with multiple and complex needs.

This year we also have welcomed several new students from the Banksia Gardens Housing Estate, including the children of two Indigenous families with whom we have had a connection for over 15 years. Some of these new students are experiencing extreme levels of disadvantage, and their participation in our programs has led to other forms of support offered by our organisation and others. For instance, one of these families has received a \$1,000 scholarship brokered by the Brotherhood of St Laurence to support the children's education.

Tuesday Secondary Sessions

The Secondary School Study Support session started off slowly, with only a few students but has gradually grown with 8 or more students now attending each week. We expect this growth to continue throughout 2023.

We provide excellent, targeted support across a range of subject areas including VCE units such as Chemistry, Biology, Physics, Maths, English, English Literature and Psychology. Students are reporting high levels of satisfaction with tutoring received. Notably, through this program we are providing intensive support to a young person with an undisclosed learning difficulty. Our tutors go above and beyond for him each Tuesday.

Thursday Level Up Sessions

Our Thursday Primary School Only session, named Level Up, is designed to provide targeted learning activities to "junior" (F-G2) and "senior" (G3-6) primary school students. During 2022, our tutors identified delayed learning among some students, and Level Up responds by creating fun and friendly literacy learning. Each session delivers games-based learning, social and emotional learning, group and one-on-one reading, and project-based collaborative learning.

In the first two terms of 2023, we focused on refining the model for delivery for this program by planning, briefing, de-briefing, and actioning learnings from each session. We now have a strong model for providing the intended literacy support in this program and will continue to build on this in the last two terms of the year.

Quotes from participants: "I like doing fun activities with Lulu." "I like reading and the games".
"playing soccer words is fun"

Another highlight this year was the Careers Information Dinner we hosted in September 2023, which attracted more than 40 students in Years 10, 11 and 12. Students were able to hear from professionals in a diverse range of fields, such as health sciences, engineering and science, commercial and criminal law and media and communications.

Evaluation Process and Results

The After-School Program has been evaluated using an ongoing action-research evaluation process in addition to annual surveys of students and qualitative interviews with students, staff, volunteers and parents. The surveys and interview processes are limited by the target group – younger children are difficult to gather reliable information on as they need a lot of help with surveys and can be unintentionally led and a lot of the parents have limited English and translating surveys in to multiple languages and then translating the responses is cost prohibitive. The survey results show very positive results (as seen below in Appendix B) although the numbers are low. Interviews with primary school children are often chaotic and the data can be skewed by what happened on that day, for example a child who trips over while playing soccer and hurt their knee might say they hate everything about our program and then when they enthusiastically attend the following day, they express a contradictory opinion.

Our action-research methodology involves a process of recorded briefings and debriefings at the start and end of each session. The feedback and observations from staff, volunteers and students is collected and then responded to with changes made to the program monitored and further refined (see appendix A for example debrief minutes).

Staff and volunteers are tasked with asking a child/young person what they enjoyed about the session and what can be improved. When delivering basic information to parents about how their child is progressing at the session's end we also ask parents if they are satisfied with our support and make notes where improvements can be made. The information in the debrief is evaluated the following morning by the ASP coordinator and actions are chosen in response. These can be either short, medium or long-term responses, which carry back to the briefings with tutors if appropriate.

During 2023 we also worked with String Theory on behalf of CMY as part of a broader evaluation of after school programs and our program featured heavily (see attachment).

The report by String Theory emphasised one main conclusion: after-school programs are one of the most important ways to enrich the lives of disadvantaged children.

Quote from the Report:

In Broadmeadows, the positive impact that these programs have had on the community is clear and could be recognized even in the short time our team was there. Through each interview, program visit, and discussion, the excitement from the community on their work's ability to affect so many students and families was prominent. We hope that our findings will help Banksia Gardens Community Services extend its program to impact more children as they look to the future. We also hope that the community recognizes the important role that after-school enrichment programs play in advancing the success of children, especially those with additional adversities. Our mapping revealed a lack of programs that reach all of the needs and interests of children and have available space for those who need this support. We hope that the communities within the Northern Region understand these opportunities to support a range of families, and the ability for that change to impact the disadvantaged communities for generations to come.

Community Engagement and Partnership

The After School Program at BGCS is actively engaged with a number of community partners and has regular contact with internal stakeholders (other support programs) and external stakeholders (schools, council-run programs). We remain active in the community, by maintaining our liaison with the Centre for Multicultural Youth (CMY) who act like a central networking institution and participate in workshops and communities of practice.

We have also maintained and strengthened relationships with existing partner organisations including Melbourne Victory Football Club, the Tibetan Buddhist Society, the Centre for Multicultural Youth, K1 Kingdom Boxing Gym and Reclink.

Here is evidence of the success of the news programs and partnerships from partners and coordinators:

From the K1ngdom Boxing and BGCS Partnership, gym/business owner and instructor Julia Gavegan:

K1ngdom Boxing and kickboxing has had the privilege of working with the Banksia afterschool program for the past year teaching boxing kickboxing, physical fitness skills, fun and so much more. We have concentrated on developing team work, cooperation and looking after each other as a family in the wider community. To this end we have seen dramatic changes for those who have engaged on a regular basis, increased coordination, concentration, physical fitness levels but most importantly to us seeing children of all ages displaying teamwork, support for each other and developing skills in expressing their emotions in a healthy way with us and each other. We look forward to continuing and strengthening our working relationship with Banksia to entrench and develop these life skills.

Quotes from participants: "I love boxing with Mark and Jules, they are kind but fair and my skills are getting better". "I'm cooked when I finish". "With the scholarships Jules and Mark give out, I now attend 3-4 sessions a week for free."

From Muay Thai Kickboxing program coordinator Natasha Albakov:

Muay Thai Kickboxing coach Jasmine shared that she is seeing a need within the Pacifica community across her work in the West, mirroring what we are seeing in our Hume community. Even Though her work is predominantly located in the West, she is coming out of her way to run the Muay Thai program at our community centre. Recently, she said it "warms her heart" to see so many young men (with 1-2 women also attending) wanting to come down on a Friday afternoon/evening and participate every week, keeping them from being bored or getting into trouble. She has quickly gained the respect of the young men with regular attendance at around 15YP, all of whom are first generation Australians from the middle-east, African nations, the Pacific Islands and Asia.

A number of the Pacifica boys already attending have been in encounters with the criminal justice system and are supported by BGCS social workers and advocates. This cohort has not previously engaged with After-School Program activities, so this is something of a first for BGCS.

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While Jasmine teaches technical aspects of Muay Thai Kickboxing and runs a disciplined warm up routine, she also role models positive behaviour and coaches on de-escalating and exit strategies for situations that may otherwise require self defence.

Jasmin has been outstanding in every way and we look forward to continuing our partnership with her and Eliza from RecLink into the months and years to come.

Quotes from participants: “Jasmin could destroy anyone here”, “I wouldn’t mess with her”, “her instructions are good”.

From Melbourne Victory, Gulcan Genitsaris, Community Female and Inclusion Manager:

BGCS, in partnership with Melbourne Victory Football Club, has pioneered a remarkable community initiative aimed at uplifting underprivileged youth who have faced challenging family circumstances. This soccer program has become a beacon of hope, providing a nurturing space for these young individuals to find solace and potential. The collaboration between Banksia and Melbourne Victory goes beyond sports, offering healing and personal growth. Coaches have witnessed remarkable progress, with participants gaining life skills and experiencing improved well-being. This initiative showcases the profound impact of community involvement and sports in empowering underprivileged youth to overcome adversity and build a brighter future.

Success factors, Learnings and Recommendations

Critical to the program’s success has been the quality of people delivering services and the training and support they receive to work effectively with a large number of children with diverse needs. Our team debriefs after every session and takes these learnings into the next one. This creates togetherness, confidence in our systems and in each other, and produces tangible results. We have very capable staff, passionate and invested volunteers, and love having so many interesting and unique children and young people visit each week. We have strong relationships with our partners, all of whom are invested in our approach to youth and community engagement. We offer quality education support but also a myriad of other recreational, environmental, and creative activities of equal importance. We have something for everyone, but don’t spread our team too thin in the process.

Recommendations

1. After-School Programs play an important role in addressing educational disadvantage and should have a dedicated funding stream

Evidence-based enrichment programs like the BGCS After-school programs play a pivotal role in addressing educational disadvantage by providing an alternative location to engage students who are struggling at school, being a link from community to school and providing the support that students from CALD or educationally disadvantaged families aren’t able to get at home.

After School programs also serve as a protective factor in the lives of young people from families disadvantaged areas.

There is currently no dedicated funding stream to support these programs.

2. Improve Mapping and Networking to understand need and target services

A comprehensive and up-to-date mapping system for after-school programs compared should be analysed in conjunction with school performance to identify locations for additional after school program support.

3. Develop the sector to ensure interventions adopt and promote trauma-Informed Practices and build in social and emotional learning

[Executive Function](#) and [Social and Emotional Learning \(SEL\)](#) and key determinants in school performance and can be taught. After School Programs can offer a trauma-informed service for school aged children and can also promote trauma informed practice through liaison with schools and engagement with communities of practice.

A well-resourced sector would also be able to provide training and resources to support educators and program leaders to effectively implement trauma-informed and SEL approaches.

CMY currently play a key role in sector development and support for OSHLSP and this should be further resourced and developed.

Appendix A

ASP Debrief Minutes

This document will be used to gather pertinent information about how the classroom spaces operated in terms of student engagement and educational support needs. We will aim for the debrief to commence at 5:30, once the large classroom space is fully packed-up. It will generally take 15 minutes to debrief unless circumstances justify a longer debrief. A placement student or staff member will summarise the minutes taken here and we will use this information to understand and respond to student/tutor needs ongoing.

Day/Date:	15/12/2023	Minute taker: Rhadika
<p>Tutors (no.): 3 Staff (Lulu, Dana, Sumeya) 9 Volunteers (Angelica, Cormac, Sienna, Jenna, Houssam, Madeleine, Barni, Lorjel, Eli) 1 Placement (Rhadika)</p> <p>Classroom attendance: few/moderate/many</p>		
<p>How successfully did we begin the session?</p> <p>Sienna: Students trickled in from 3 to 4pm, then there was a massive rush. Even though we had many volunteers, it was still slightly tricky to tutor students already in the classroom space then organise others as they came in. Things were then settled and productive.</p> <p>Lulu: It was great to see Rana so engaged. She has brought challenging behaviour almost every session but she is now settling into a consistent routine. The advice that her school wellbeing officer gave us seemed to work. Giving Rana limited options that appeal to her is best and when she starts to escalate, taking her to the art room.</p> <p>(If yes, what worked?; Were there areas needing improvement?)</p> <p>How did the tutoring go?</p> <p>Dana: Was happy with how focussed Retal was today. She has been very determined to complete her homework each session and also another worksheet.</p>		

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Cormac: Aleena is struggling with literacy work, doesn't seem to understand phonics and struggles with high-frequency words. Might have to make that a focus.

Any comments about individual students' education support needs (delays, proficiency, learning style)?

Jenna: Usman was very engaged with the phase 5 literacy board games. Seems "at the level". Is quite self-directed.

Sumeya: Anes and other secondary students were very focussed today. Jaime helped Phil out with mathematics for a good 45 minutes, then moved onto physics with Meaz. Meaz keen to prepare well for science subjects heading into Year 11.

How did student engagement go?

(Eg, were there barriers encountered with some students and has anyone else had struggles and successes with a student; Do we continue to persist with working with the disruptive behaviour or should we give ourselves some air?)

Eli: Making paper-planes with some of the harder to engage prep boys like Imran and Mohammed was great. I helped them read instructions then went to the community garden to fly them. They loved this activity and if we create activities

Houssam: Abdullah was quite dysregulated and threw tanbark at me. Didn't expect this. Seemed to be winding up to have a conflict with Izak

Sumeya: Soccer was quite competitive today, Abdullah became quite upset because the older young-people weren't sharing the ball. Can we ask Melbourne Victory trainers to be on top of rules that actively include all players regardless of skill level?

How were the resources we used?

(Did we have what we needed to work with students' effectively, and if yes/no, what should we use or do we need specific learning materials/resources that we don't have?)

Lulu: New literacy games going great, encourage other tutors to use them more frequently. New books that reflect the cohort who attends are going down well, let's get some more. May need to get another few packs of grey-leads as they are disappearing.

Anything to report to schools?

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Cormac: Aleena's learning level. Perhaps we can contact her teacher?

Any suggestions for improvements (Briefly)?

Angelica: Noticed that once the classroom starts filling up it's difficult to adequately greet students into the primary school learning space. Can we assign someone to this? She can volunteer to begin with?

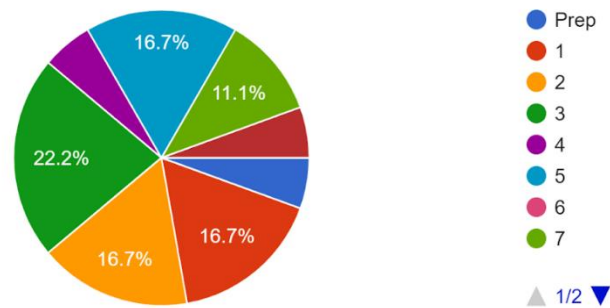
Sumeya: Can we please introduce more convertible laptops from the supply. They are easier to use and more popular.

Actions:

Appendix B

Research Results from Student Survey April 23:

School grade:
18 responses

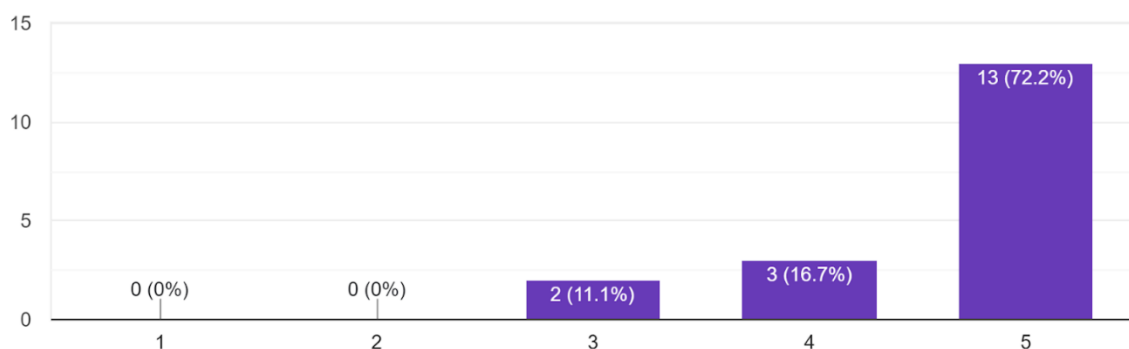


In a survey conducted with 18 children/young people attending the ASP at the end of term one 2023:

- 5.6% of respondents were in Prep Grade (p=1)
- 16.7% of respondents were in Grade 1 (p=3)
- 16.7% of respondents were in Grade 2 (p=3)
- 22.2% of respondents were in Grade 3 (p=4)
- 5.6% of respondents were in Grade 4 (p=1)
- 16.7% of respondents were in Grade 5 (p=3)
- 11.2% of respondents were in Year 7 (p=2)
- 5.6% of respondents were in Year 8 (p=1)

How enjoyable is ASP?

18 responses



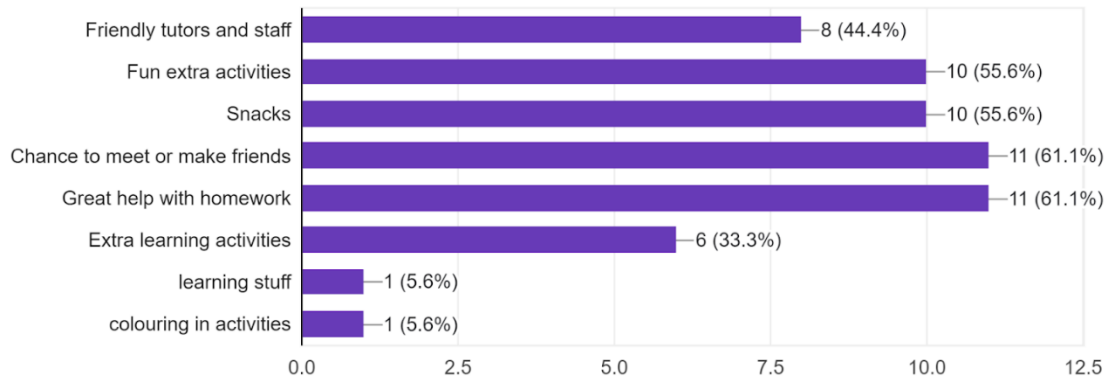
On a Likert scale for how enjoyable the ASP is, with lowest enjoyability at 1 and highest enjoyability at 5:

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0% (p=0) of respondents answered 1 (Least)
0% (p=0) of respondents answered 2
11.1% (p=2) of respondents answered 3
16.7% (p=3) of respondents answered 4
72.7% (p=13) of respondents answered 5 (most enjoyment)

What makes the ASP sessions enjoyable?

18 responses

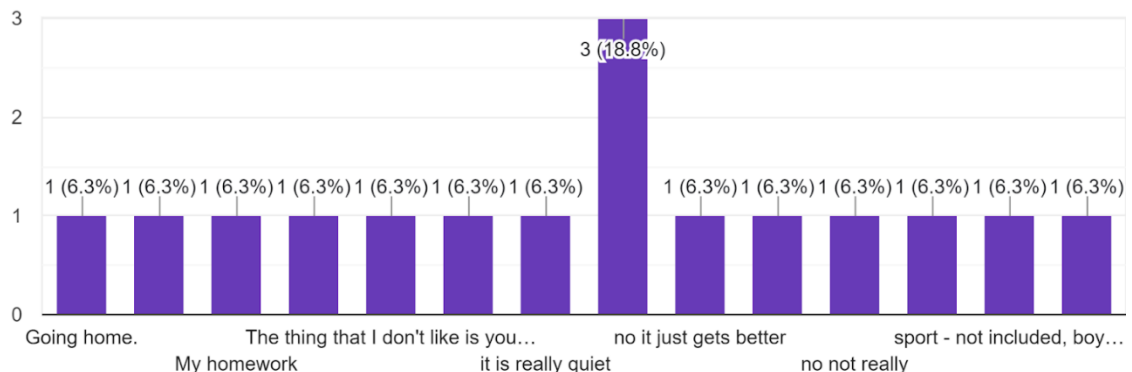


When asked to identify what makes ASP sessions enjoyable:

44.4% (p=8) of respondents answered *Friendly tutors and staff*
55.6% (p=10) of respondents answered *Fun extra activities*
55.6% (p=10) of respondents answered *Snacks*
61.1% (p=11) of respondents answered *Chance to make friends*
61.1% (p=11) of respondents answered *Great help with homework*
33.3% (p=6) of respondents answered *Extra learning activities*
5.6% (p=1) of respondents answered *Learning stuff*
5.6% (p=1) of respondents answered *Colouring in activities*

Does anything make the ASP less enjoyable?

16 responses



When asked to identify things that make the ASP sessions less enjoyable:

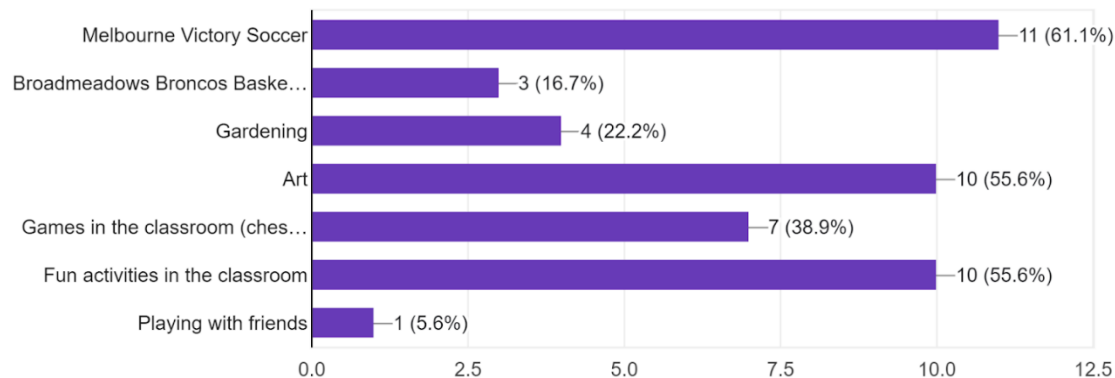
6.3% (p=1) of respondents answered *Going home.*
6.3% (p=1) of respondents answered *No more bingo*

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6.3% (p=1) of respondents answered *sport - not included, boys can be rough*
18.8% (p=3) of respondents answered *No*
6.3% (p=1) of respondents answered *Nothing*
6.3% (p=1) of respondents answered *Sharing with my sister*
6.3% (p=1) of respondents answered *Getting bullied*
6.3% (p=1) of respondents answered *My homework*
6.3% (p=1) of respondents answered *no it just gets better*
6.3% (p=1) of respondents answered *they go to short*
6.3% (p=1) of respondents answered *I like everything*
6.3% (p=1) of respondents answered *The thing that I don't like is you can't bring your iPad*

What are your favourite activities

18 responses



When asked to select their favourite activities from a list:

61.1% (p=11) of respondents selected *Melbourne Victory Soccer*
16.7% (p=3) of respondents selected *Broadmeadows Broncos Basketball*
22.2% (p=4) of respondents selected *Gardening*
55.6% (p=10) of respondents selected *Art*
38.9% (p=7) of respondents selected *Games in classroom*
55.6% (p=10) of respondents selected *Fun activities in classroom*
5.6% (p=1) of respondents selected *Playing with friends*

What activities would you like to see at ASP in the future?

14 responses

- a chess club of some sort for high school
- nothing
- cooking/ dancing
- more drawing
- mon and wed
- A playground and bouncy castle
- So much playing
- Basketball court
- netball, chess club

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movie room with popcorn and healthy drinks

Yoga please!

basketball

building blocks, dominos, marbles run, jenga

the thing i would like is computer class such as

Do you have a favourite memory of ASP tutors/staff?

15 responses

nothing yet I haven't been here long enough.

no I haven't been here for long

not yet

all the staff are wonderful

helping me

doing art with the teachers

Yes with Dana - She's really nice to me.

Drawing/Art

gardening with Edgar

no

making slime with staff

no!

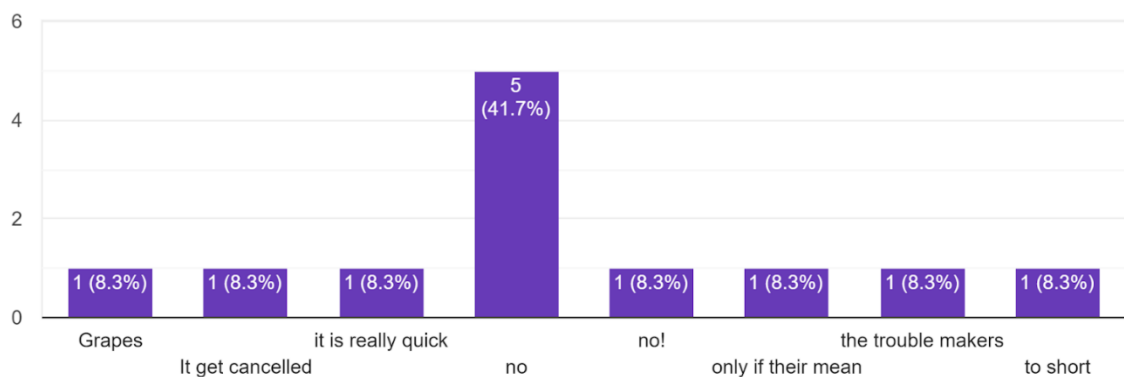
Lulu she is always there for me!

hit someone in the head with a ball by accidents

nope not at the moment

Is there anything you don't like about ASP?

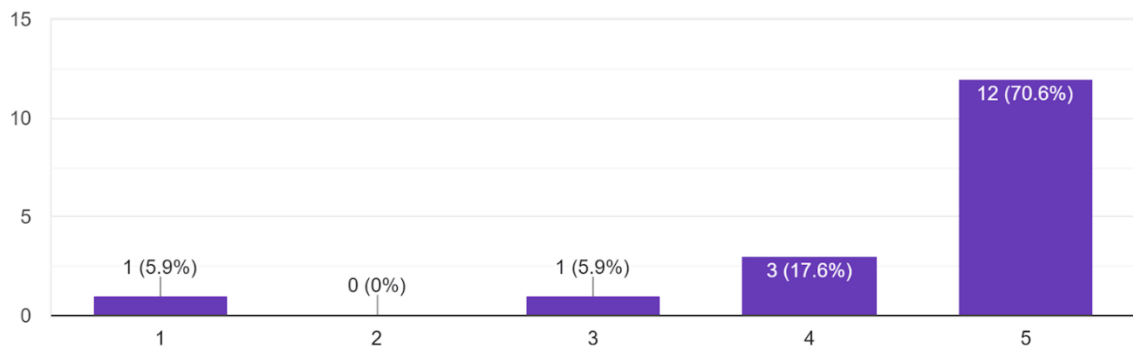
12 responses



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How helpful is ASP for your learning?

17 responses



What would you like to do more of to help with your learning?

11 responses

nothing at the moment

more of everything

Playing games - maths games

more safe play

Groups of two

nothing

to have a homework program!

homework.

Divide, times, minus, add

soccer

IT/ computers

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Is there anything else you would like to say about the ASP?

9 responses

no

It's fun!

It's boring

It always amazing

to have a favourite movie night!

It's super fun and cool!

It is fun to play

The thing is what does ASP mean

Is there anything else you would like to say about the ASP?

9 responses

no

It's fun!

It's boring

It always amazing

to have a favourite movie night!

It's super fun and cool!

It is fun to play

The thing is what does ASP mean

Student Survey December 23

Summary from After-School Team Leader:

We have started gathering data from attendees of the ASP for our yearly student survey, with respondents numbering 11 thus far. We will continue to gather data in the new year.

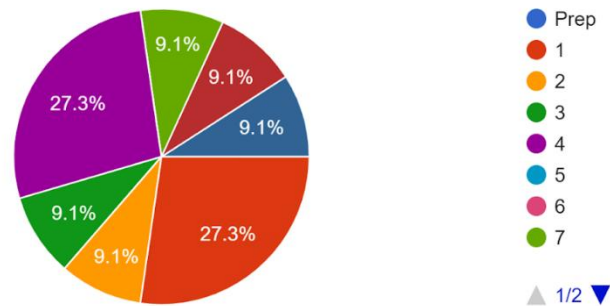
Data types in the survey include Likert scales, limited question lists with other options, open-ended short-answer questions. Much of this data is to develop an "impression" of what student needs and concerns are. When gathering data from children and young people, some answers need to be understood in context. Surveys can be answered with irony, playfulness, sarcasm, a one-off trigger for unhappiness or lack of care/effort. Consequently, data can sometimes be non-representative of a participant's true views.

Like our briefings and debriefs for continuous improvement, much of this data will be assessed by senior staff in the program and will either be investigated further (if clarification is needed) or put into action in our preparation and delivery of the various ASP activities.

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School grade:

11 responses

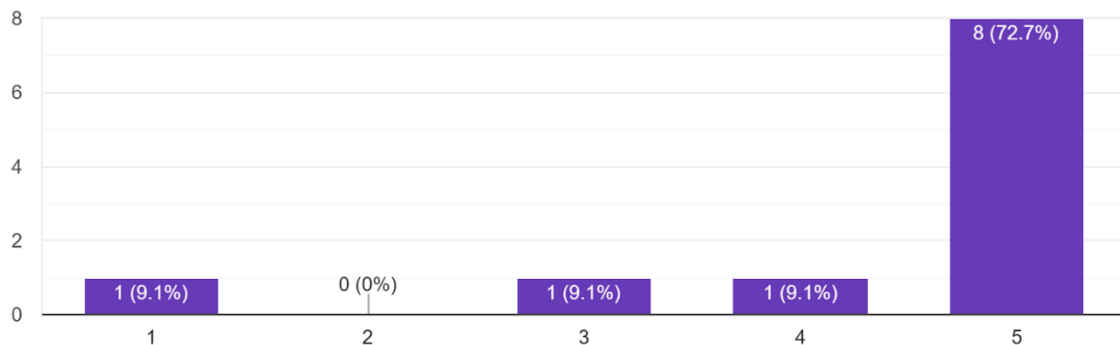


In the December 2023 participant survey with 11 children/young people attending the ASP:

- 27.3% of respondents were in Grade 1 (p=3)
- 9.1% of respondents were in Grade 2 (p=1)
- 9.1% of respondents were in Grade 3 (p=1)
- 27.3% of respondents were in Grade 4 (p=3)
- 9.1% of respondents were in Year 7 (p=1)
- 9.1% of respondents were in Year 8 (p=1)
- 9.1% of respondents were in Year 9 (p=1)

How enjoyable is ASP?

11 responses



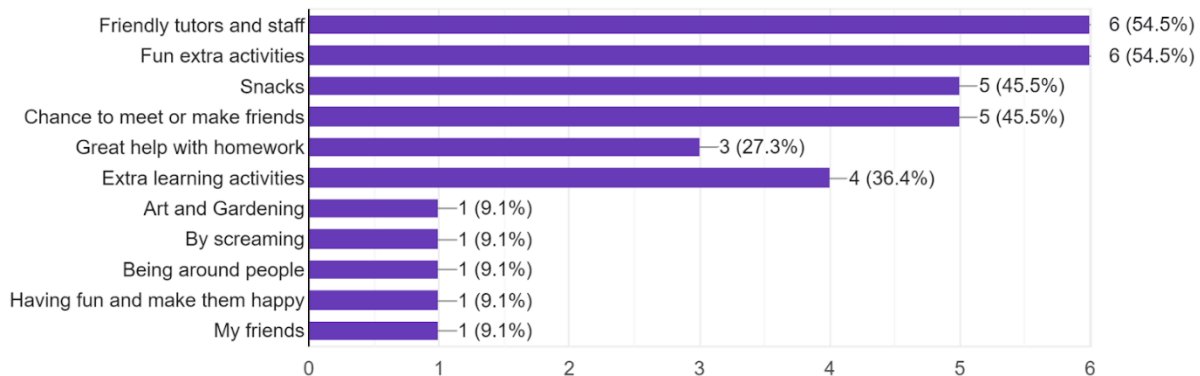
On a Likert scale for how enjoyable the ASP is, with lowest enjoyability at 1 and highest enjoyability at 5:

- 9.1% (p=1) of respondents answered 1 (Least)
- 0% (p=0) of respondents answered 2
- 9.1% (p=1) of respondents answered 3
- 9.1% (p=1) of respondents answered 4
- 72.7% (p=8) of respondents answered 5 (most enjoyment)

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What makes the ASP sessions enjoyable?

11 responses

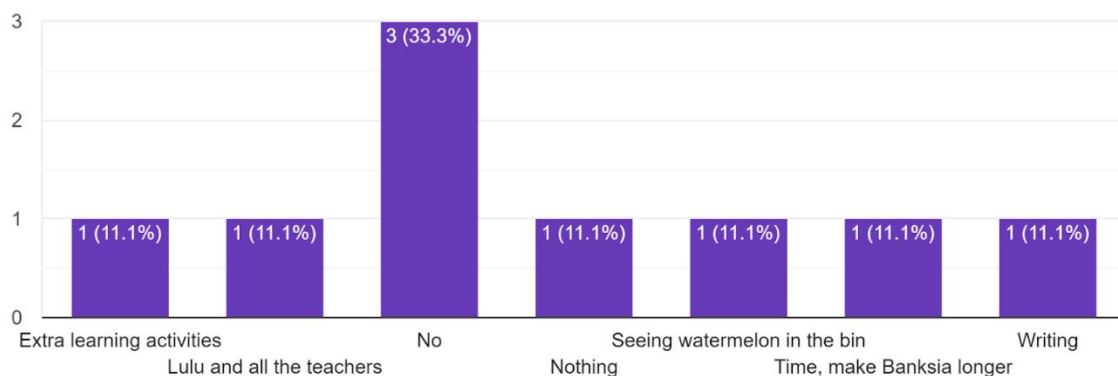


When asked to provide short statement about what makes ASP sessions enjoyable:

54.5% (p=6) of respondents answered *Friendly tutors and staff*
 54.5% (p=6) of respondents answered *Fun extra activities*
 45.5% (p=5) of respondents answered *Snacks*
 45.5% (p=5) of respondents answered *Chance to make friends*
 27.3% (p=3) of respondents answered *Great help with homework*
 36.4% (p=4) of respondents answered *Extra learning activities*
 9.1% (p=1) of respondents answered *Art and Gardening*
 9.1% (p=1) of respondents answered *By screaming*
 9.1% (p=1) of respondents answered *Being around people*
 9.1% (p=1) of respondents answered *Having fun and make them happy*
 9.1% (p=1) of respondents answered *My friends*

Does anything make the ASP less enjoyable?

9 responses



When asked to identify things that make the ASP sessions less enjoyable:

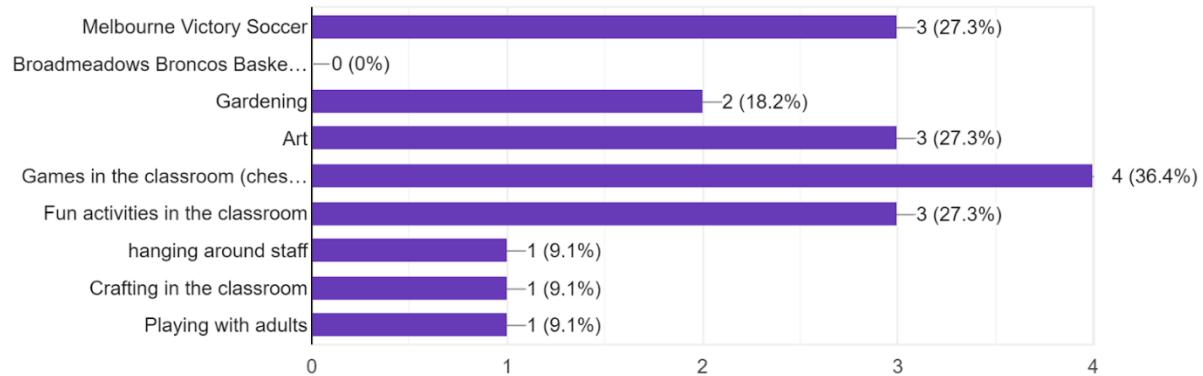
11.1% (p=1) of respondents answered
 11.1% (p=1) of respondents answered *Extra Learning Activities*
 11.1% (p=1) of respondents answered *Lulu and all the teachers*
 33.3% (p=3) of respondents answered *No*
 11.1% (p=1) of respondents answered *Nothing*

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11.1% (p=1) of respondents answered *Seeing watermelon in the bin*
11.1% (p=1) of respondents answered *Time, make Banksia longer*
11.1% (p=1) of respondents answered *Writing*

What are your favourite activities

11 responses



When asked to select their favourite activities from a list:

27.3% (p=3) of respondents selected *Melbourne Victory Soccer*
0% (p=0) of respondents selected *Broadmeadows Broncos Basketball*
18.2% (p=2) of respondents selected *Gardening*
27.3% (p=3) of respondents selected *Art*
36.4% (p=4) of respondents selected *Games in classroom*
27.3% (p=3) of respondents selected *Fun activities in classroom*
9.1% (p=1) of respondents selected *Hanging around staff*
9.1% (p=1) of respondents selected *Crafting in the classroom*
9.1% (p=1) of respondents selected *Playing with adults*

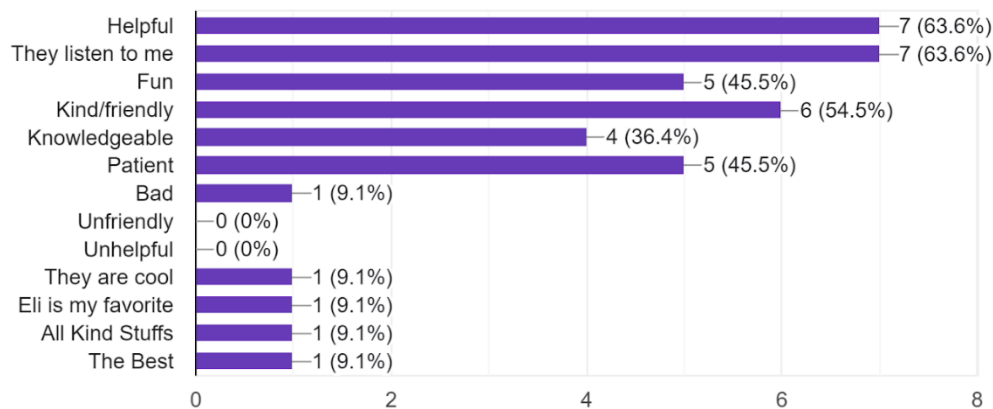
When asked to provide suggestions for activities at the ASP, respondents provided the following statements:

- Different activities like Basketball
- Bowling
- More Drawings
- Block Games
- Drinking boba
- Original
- A TV so I can watch on it
- Twister
- PS5 and MMA
- MMA, PS5
- Soccer in a Pitch

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Which of the following best describes the tutors/ staff?

11 responses

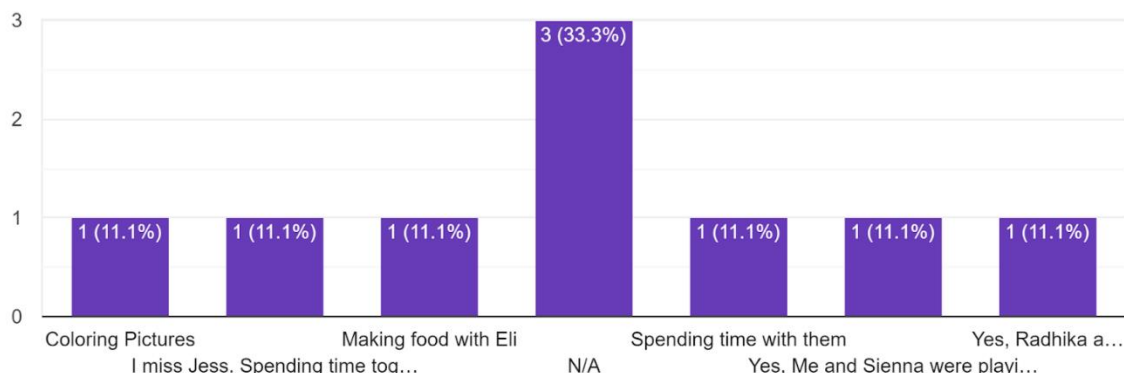


When asked to best describe the tutors and staff at Banksia from a list and with an option to write their own description:

63.6% (p=7) of respondents answered *Helpful*
 63.6% (p=7) of respondents answered *They listen to me*
 45.5% (p=5) of respondents answered *Fun*
 54.5% (p=6) of respondents answered *Kind/friendly*
 36.4% (p=4) of respondents answered *Knowledgeable*
 45.5% (p=5) of respondents answered *Patient*
 9.1% (p=1) of respondents answered *Bad*
 0% (p=0) of respondents answered *Unfriendly*
 0% (p=0) of respondents answered *Unhelpful*
 9.1% (p=1) of respondents answered *They are cool*
 9.1% (p=1) of respondents answered *Eli is my favourite*
 9.1% (p=1) of respondents answered *All kind of stuffs*
 19.1% (p=1) of respondents answered *The Best*

Do you have a favourite memory of ASP tutors/staff?

9 responses



When asked to recall a favourite memory of ASP tutors/staff:

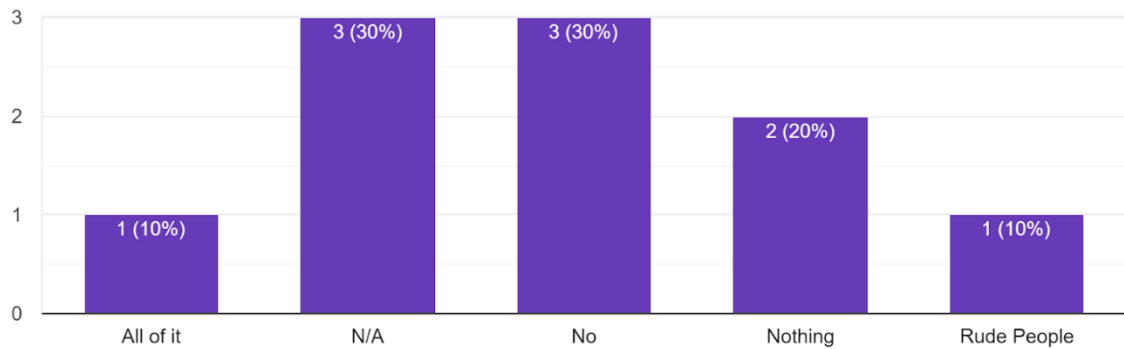
11.1% (p=1) of respondents answered *Colouring pictures*
 11.1%(p=1) of respondents answered *I miss Jess/spending time together*

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11.1%(p=1) of respondents answered *Spending*
33.3% (p=3) of respondents answered *N/A*
11.1%(p=1) of respondents answered *Making food with Eli*
11.1%(p=1) of respondents answered *Yes, me and Sienna were playing HeadBandz and I won*
11.1%(p=1) of respondents answered *Yes, Radhika and Angelica*

Is there anything you don't like about ASP?

10 responses

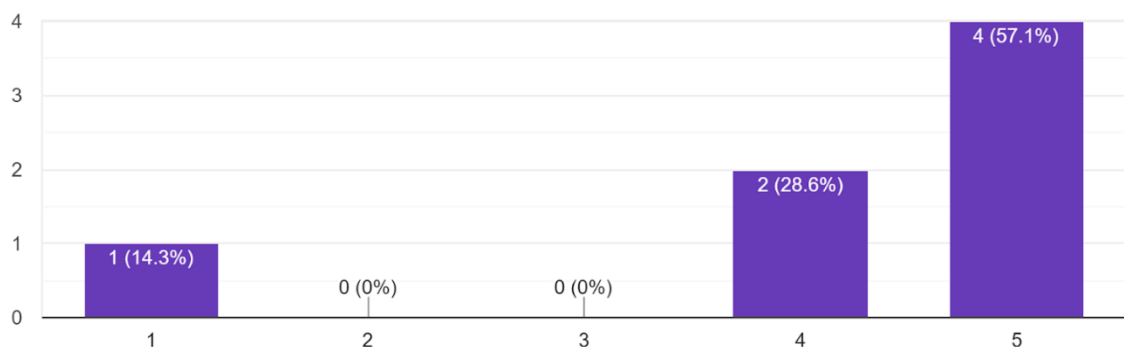


When asked if there is anything they don't like about ASP:

10% (p=1) of respondents answered *All of it*
30% (p=3) of respondents answered *N/A*
30% (p=3) of respondents answered *No*
20% (p=2) of respondents answered *Nothing*
10% (p=1) of respondents answered *Rude People*

How helpful is ASP for your learning?

7 responses



On a Likert scale for how helpful is ASP for their learning, with 1 being *Not at all helpful* at 5 being *Very helpful*:

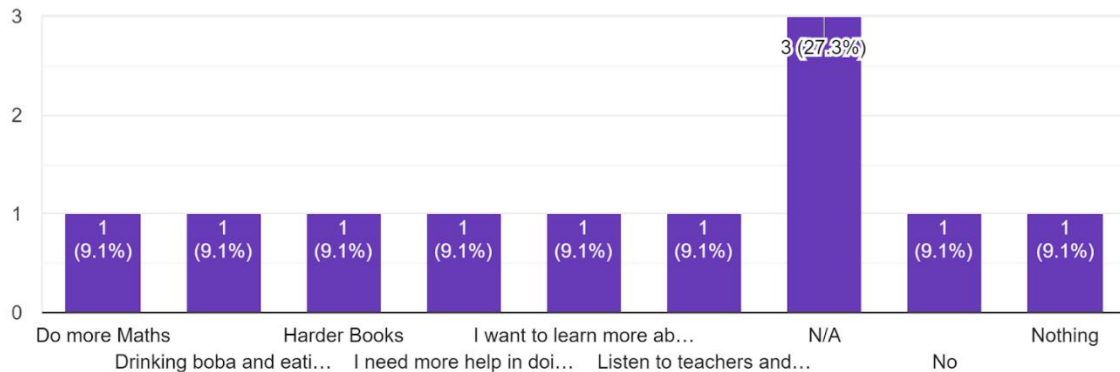
14.3% (p=1) of respondents answered 1 (Not at all)
0% (p=0) of respondents answered 2
0% (p=0) of respondents answered 3
28.6% (p=2) of respondents answered 4

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57.1% (p=4) of respondents answered 5 (Very helpful)

What would you like to do more of to help with your learning?

11 responses



When asked what they would like to do more of to help with their learning:

9.1% (p=1) of respondents answered *Do more maths*

9.1% (p=1) of respondents answered *Drinking boba and eating watermelon and avocado*

9.1% (p=1) of respondents answered *Harder books*

9.1% (p=1) of respondents answered *I need times [tables]. I'm pretty good at plus and minus*

9.1% (p=1) of respondents answered *I want to learn more about science*

9.1% (p=1) of respondents answered *Listen to teachers and be kind*

27.3% (p=3) of respondents answered *N/A*

9.1% (p=1) of respondents answered *No*

9.1% (p=1) of respondents answered *Nothing*

Is there anything else you would like to say about the ASP?

11 responses

No

N/A

I want it to be longer until 6:00 P.M

Ugly

Todd is the best, more popcorn

Yes, I love Them!

The adults are kind

When asked if there is anything else they would like to say about the ASP, respondents provided the following statements:

-No

-No

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- No
- N/A
- N/A
- N/A
- I want it to be longer until 6:00 P.M
- Ugly
- Todd is the best, more popcorn
- Yes, I love Them!
- The adults are kind