

# **The Glendyne Model-an evidence based evaluation**

## **(An evaluation of Glendyne Education & Training Centre Hervey Bay 2006)**

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## EXECUTIVE SUMMARY

This document reports on research which was commissioned to explore the outcomes of the Glendyne Education and Training Centre. Major Key Stakeholders were approached and participated in the research. Literature in this field was reviewed showing paucity in research into this particular aspect of alternative secondary education. There are approximately 80 students currently enrolled at the Glendyne Education and Training Centre offering an alternative student-centred approach to learning for at-risk students in the region. Several decades ago, non-graduating year 11 high school students could obtain jobs, join the military but today they are much more likely to be unemployed, involved in crime or imprisoned (Jeffries et al 2004 p. 64). Today at-risk youth often drop out of school or are excluded from mainstream high schools either for behavioural /learning disability reasons or to seek financial support as a result of family structures, support or opportunities (Jeffries (et al 2004).

The aims of this study were to evaluate the 'Glendyne educational model' as implemented by the Glendyne Education and Training Centre (hereafter referred to as Glendyne') as an alternative model of secondary education for 'at risk adolescents'. Glendyne aims to address this with their mission of; *removing barriers to education and to nurture the intellectual, physical, social emotional and spiritual development of young men and women.*

Findings support the proposition that the Glendyne is a model of excellence for alternative education for adolescents who are unable to achieve in mainstream secondary school systems. Academic standards were found to be appropriate for the learners. The fact that learning is strongly linked to personal development, social skills development and work readiness following supported community experiences, indicates that students are not being short changed nor are they being graduated with unrealistic expectations of their potential in the community. Respondents did however identify that not all students were totally reformed. It was identified that when a student became pregnant processes were available to support her during pregnancy and birth with processes to enable her return to school. For the few students who re-offended and were returned to the Justice system, support was also provided to facilitate continuation of their learning.

Issues commonly dealt with by the Glendyne Centre include; family issues, relationship issues, academic issues, attitudes, inappropriate behaviours, self esteem issues, suicide ideation, sexual abuse, anger management, chronic/ drug misuse, homelessness (Krueger 2005). Following the success of the initial program the Glendyne model has been reproduced in another regional city (Bundaberg) Funding was received for support for a further 30 students in 2006. The centre won a National award for crime and violence prevention as recognition for the work with youth on the Fraser Coast. A 2005 Glendyne Report indicated that issues dealt with in the last part of 2005 by counselors, mentors and as a direct result of court appearances and Department of Communities input included past and present juvenile offenders (n-12), probation (n-22), drug diversion counseling (n-25), anger management programs (n-20) counseling (n-16). Major substance abuse counseling dealt with by the ATODS (In full) Drug Rehabilitation worker at Glendyne included tobacco (n-3), alcohol (n-9), marijuana (n-15), inhalants (n-15), amphetamines (n-3).

Stated outcomes (Westpac final report 2006) for Glendyne Girls indicate the following; 18 students have returned to education or training, 1 student obtained an apprenticeship, 2 students are in detention, 2 have been or are pregnant, and 2 have either moved from the area or lost contact. The Hervey Bay Independent (Nov 11 2005) reported that Glendyne girls in their second year at the centre had been successful by winning an award at the Queensland Training Awards

The Glendyne Indigenous youth worker was awarded the Queensland Training Award for the most outstanding Indigenous trainee in 2005.

Little has occurred generally within schools to improve the situation regarding at-risk groups of students. This report has been compiled as a result of researchers from the USQ Wide bay Regional research Unit working closely with the school staff, parents and teachers to enable them to evaluate educational and personal support at Glendyne.

All respondents (students, parents, staff and community members) commented favorably about the learning environment, staff commitment to students as individuals and student achievements. Notable was the overwhelming support of parents of students for the staff and centre and how it has impacted positively on student behaviour, learning and employability as well as overwhelming support and gratitude for the Principal.

Addressed within the study were issues such as how is a culture of remediation constructed by teachers at the centre? How does the education obtained by students prepare them for society? Does the centre provide the instructional climate necessary to maximize the potential of the students? Does the centre fortify or undermine the potential of the students? The answer to each of the questions has been a positive one by all respondents regardless of their relationship with the Centre. It is difficult for educators of at-risk adolescents who are committed to social justice, educational equity and desiring to teach in a manner that develops mature educationally prepared and socially conscious students. It would appear that teaching at Glendyne requires an adaptive philosophy

## Introduction

*“It is a very caring environment-students are not judged or criticized-we aim for a family environment – most of the students are from environments where this is not so”*

This evaluative study was commissioned by the **Glendyne Education and Training Centre** to evaluate the effectiveness of the program in its current structure and to determine the level of benefits for both the students and the community.

Most current educational or training opportunities for ‘at risk’ students to develop skills and knowledge do not address specific educational strategies as an alternative model for those students who do not ‘fit’ the standard model of education currently provided in Queensland. Educational initiatives can be integrated with other community functions and locations, and be provided as a package. Community issues identified include: a high attrition rate from high school, no marketable skill among a cohort of school leavers, limited support for at risk students; high teacher workloads (Personal communication Kruger 2006).

The Glendyne Education and Training Centre-is owned by **Queensland Baptist Care**, and is managed by the Governing body Queensland Baptist Care. Queensland Baptist Care has made / continues to make a significant investment in Glendyne in Hervey Bay Queensland, which caters for some 85 students who study with the support of 45 mentors and 20 teaching staff (*Fraser Coast Chronicle* August 5 2006 p. 12). The centre has been in existence for 9 years and the focus is on adolescents who would otherwise be-or have been excluded from the mainstream education system for a variety of reasons and are termed ‘at risk’. Students may be referred from other services (see below) or may self refer (*Hervey Bay Independent* Aug 11.2005 p.7). Since its inception, the school has worked with 483 boys and 88 girls (even though it was not originally intended to cater for girls). Many of the students have a history of learning difficulties, social issues, Attention Deficit Hyperactivity Disorder or Autism (Aspergers’ Syndrome in particular) The disability often limits achievements by students in mainstream education (personal communication (FROM??? 2006). As a result of current outcomes, the Glendyne program is now being reproduced to run in Bundaberg QLD in 2007 and has been guaranteed funding to cater for an increase in numbers from 20-30 students for 2007.

The overall stated objectives for the Glendyne project are to provide an integrated to treatment and rehabilitation program for students who do not cope with mainstream education. Referrals are also made from broader community as appropriate. For students who are identified as having abuse problems the aim is to shift the focus for these youth from substance abuse to healthier alternatives and to provide ongoing awareness programs to reduce the incidence of substance abuse in the long-term. Techniques used by Glendyne to facilitate the program include the use of a contract system and parent support group, youth workers to support families, mediation where appropriate, close liaison with drug rehabilitation officers, life skills training and the employment of a Counselor to assist with each of these is above techniques.

## **1.0 BACKGROUND AND AIMS**

Several decades ago, high school students who failed to complete courses could obtain jobs or join the military but today they are much more likely to be unemployed, involved in crime or imprisoned (Jeffries et al 2004 p. 64). Today at-risk youth often fail schooling/ or are excluded from mainstream schools either for behavioural /learning disability reasons. Many students who fail to complete seek financial support from government agencies as a result of poor family support or opportunities (Jeffries, et al 2004).

The Glendyne Centre works closely with Department of Families, and Child Safety and Youth Justice Department and has won a number of awards as follows; 2001 Queensland Training Award for Training Incentives, 2003 National volunteer award, 2004 Queensland Training Award for Implementation of the Education Training Reforms, 2004 Queensland Training Awards for Training Initiatives, and a National award for recognition of the efforts towards crime and violence prevention in 2005. The centre has a separate Indigenous Advisory Committee with an average attendance of 13 indigenous representatives. The group provides advice and direction on Indigenous implications within the curriculum. The centre has integrated Indigenous culture as part of the curriculum with special camps with Indigenous representatives who teach culture, native foods, and sacred sites around Fraser Island and the district. Special indigenous days are commemorated especially during Naidoc week. Two Indigenous youth workers are employed and presently, Indigenous students account for 30% of student enrolments.

The aims of this study were to evaluate the 'Glendyne educational model' as implemented by the Glendyne Education and Training Centre (hereafter referred to as Glendyne') as an alternative model of secondary education for 'at risk adolescents'. Glendyne aims to address this with their

mission of; *removing barriers to education and to nurture the intellectual, physical, social emotional and spiritual development of young men and women.*

### **1.1 LITERATURE REVIEW:**

Literature covering educational strategies and learning approaches was explored in detail to understand the pros and cons of providing an alternative education model to a specific cohort in Queensland. In essence, the phase of the project was aimed at understanding the needs of the “at risk” group in relation education provision. Literature covering instructional strategies, multimedia development and learning approaches was studied to understand the pros and cons of providing alternative models of education to a specific cohort of adolescents. Most current training opportunities for “at risk” students to develop skills and knowledge do not address specific educational strategies as an alternative model for those students who do not ‘fit’ the standard model currently provided in Queensland. Social justice is a foundation upon which an approach to education for such students may be provided (Dade-Dade-Smith, 2004, p xiii) and informed the direction of this evaluation.

As suggested by Foley and Lan-Sze Pang (2006) the last decades have seen a rise in the number of alternative education programs serving youth at-risk of education failure (p10). Normally such education programs have been characterized as small enrolment programs (200 students or less) with individual instruction in supportive environments that strengthen relationships between peers and teachers and are often seen as a quality of alternative education option (Franklin 1992, Foley *et al* 2006). These findings are supported by those of Taylor (2005) who identified that in the UK that although there were pockets of exemplary practice, “*too many young people were in danger of being lost to the system, becoming disaffected and underachieving*” (p.48). Those who offended before they were excluded from school continued to offend while others commenced doing so. She also identified that current services for this group were based on local vacancies rather than a careful matching to appropriate provision. Generally, according to Foley *et al* (2006) in America, alternative education programs primarily serve adolescents between the ages of 12 to 21 years. Youth with disabilities related to learning comprise a large portion of student populations served by these schools. The researchers were unable to find comparable statistics for Australia.

The term *alternative education* has been confused many, including teachers as it has been over used to describe a broad array of schools e.g. military academies, magnet schools, “schools within a school projects”. None of the latter are designed specifically for disruptive or disaffected youth (Jeffries *et al* (2004 p. 65) For the purposes of this paper alternative education is as per the Jeffries *et al* (2004) definition which states; *one that specifically serves at-risk students and is not located within or attached to a mainstream school* (p65). Kellmayer (1995p.15) suggests that such a school should fulfill the following criteria;

- is a stand alone facility as opposed to being attached to a mainstream school
- it offers work-study opportunities
- it has administrators who continually promote the school successes.

He also identified that opposition may be presented to such schools by the community due to fear of the students and that it is vital for school principals to develop good public relations with the community by promoting the successes of the schools, allowing students to undertake service projects in the community thus converting the fear to support. Such a school according to Raywid (1999 p.49) should be non-punitive as the punitive orientated programs rarely prove effective in altering behaviour. Like Kellmayer, Raywid suggests that a tough love or punitive approach usually will not work.

### **1.1.1 Social justice**

The delivery of health, education and justice related services requires the development of an overall infrastructure that incorporates the use of mainstream educational requirements within a specific context. This requires that the Government and private sector cooperate to provide such a necessary environment (Srinivasan & Han S 2000). The conceptual framework for this project is based on social justice theory (as discussed by Couzos and Murray, 2005; Dade-Dade-Smith, 2004; Thomson & Holsdworth 2003; and Gutberlet, 1999). In doing so it is planned to redress to some degree the issues of human rights equity, access to services and appropriateness of what is provided-in this case in the area of secondary school education.

### **1.1.2 Marginalization**

Adolescents with learning difficulties often experience prejudice and discrimination within society and as a result may be categorized as a stigmatized group. The discrimination that this group experiences can have major negative social, economic, political and psychological consequences for members of such a group (Finlay & Lyons, 2000; Crabtree & Rutland, 2001). Social exclusion as experienced by ‘perceived misfits’ in Australia is an extreme form of marginalization, and can be understood as 'one or more dimensions of non involvement or

participation in that society' (Gutberlet, 1999) but according to Dade-Smith (2004) social justice is the foundation upon which a services could be provided (p xiii). Social exclusion as experienced by non-standard secondary students (including Indigenous Australians) is an extreme form of marginalization, and can be understood as 'one or more dimensions of non involvement or participation in that society' (Gutberlet 1999).

While little Australian data exists on this topic, Jeffries et al (2004) identify a school in Milwaukee (Wisconsin,USA) that has addressed such issues successfully. The school was established by Carol Sample in 1994. Sample was concerned about high attrition rates of adolescent Indian students from mainstream schools. The school has eighty students (80% graduate successfully) and ten faculty members. Student characteristics included chronically disruptive or disaffected youth, drug and/or alcohol problems, many students have parole officers, are teenage parents, or are involved in gangs. Sample identified that having work study programs in alternative schools is a valuable strategy that enables a measure of independence for students while simultaneously helping to reduce the dropout rate in alternative schools (p.66). Within this particular school, students may be referred by school administrators, the justice system or parent or family members. Students are required to provide 100 hours of community service in a variety of settings for which they receive credits.

Students interviewed from the Milwaukee school in the Jeffries (2004) study identified that the smaller class sizes, inclusion in governance issues and processes, trust relationships and caring attitudes of teachers made students feel safe enough to be able to learn and achieve. While the small size of the school enables closer teacher student relationships and better outcomes for learners, Kellmayer (1995) suggests however, that schools of such size are vulnerable economically and politically and with too few students and thus are more at risk of being closed down (p.23).

### **1.1.3 Self Determination**

A key issue in the provision of appropriate levels of education is that of self determination which means there must be stakeholder involvement at all levels of policy and provision of services. O'Donohue (1999) states that this is about empowering communities and must be seen in terms of rights-survival rights (p. 67). This factor is missing in many mainstream educational programs. Involving students in governance processes such as planning activities, discipline issues,

assemblies and graduations, serves to improve student behaviour and improves self determination. While it may appear counter productive it has been found to actually improve the disruptive students' own behaviour as on committees they are forced to reflect on issues such as misbehaviour, devise and implement solutions and model cooperation and good conduct (Jeffries et al 2004 p. 75). These authors suggest that this may, in fact, be their first attempt at school or any other type of governance and as a result students take it very seriously (p.75).

In order to be successful, programs must involve learners in setting the agenda, use peer involvement and utilize parent and community support. They must focus on enhancing and creating positive environmental aspects (families, school and community) that in turn reinforce positive behaviours (Miles, 2006 personal communication).

#### **1.1.4. Motivation to learn**

Based on the theory of reasoned action, a person's intention (to learn) is a function of two basic determinants, one "personal" in nature and the other reflecting "social influence" (Ajzen & Fishbein, 1980). The personal factor is the individual's positive or negative evaluation of the value of performing the behaviour (or learning), which is called "attitude toward the behaviour" and refers to attitudinal factors such as motivation, value worth etc. The second determinant of intention is the person's perception of the social pressure put on him/her to perform (or not perform) the behaviour in question. According to Ajzen and Fishbein, a person's attitude toward behaviour (or in other words whether or not they desire or choose to learn) is determined by his/her beliefs that performing the behaviour is worthwhile for them. In other words, the individual's decision of a behavioural adoption such as learning or changing their non social behaviours is strongly influenced by the surrounding social systems and their own personal values. This factor is significant especially for those students who have a history of non engagement in mainstream educational processes.

Compatibility is defined as *the degree to which an innovation (such as learning or changing behaviour) is perceived as being consistent with the existing values, past experiences, and needs of potential adopters* (Rogers 1995, p15). It measures how compatible an innovation is with the existing culture, structure, infrastructure, and previously adopted ideas. Complexity in this situation is defined as being; *"the degree to which an innovation is perceived as difficult"* (Rogers 1995, p16) and measures how difficult an innovation is to understand, learn, and use. Observability is "the degree to which the results of an innovation are visible to others" (Rogers 1995, p16) and reflects how explicit are the results and outcomes of an innovation. Besides the

five perceived attributes of an innovation, other variables also affect its rate of adoption, such as: (1) the type of innovation-decision, (2) the nature of communication channels diffusing the innovation at various stages in the innovation-decision process, (3) the nature of the social system, and (4) the extent of change agents' effort in diffusing the innovation. These concepts all impact on student behaviours and decisions to learn and are relevant to the study at hand in that the Glendyne students have all come from a background which may have lacked tangible evidence for students of these factors and thus did not enable them to learn at optimal levels.

Furlong (2005) explored the way that class cultures impacted on patterns of educational participation and motivation suggesting that those students with reduced support in class, who did poorly on tests continually lost confidence in their ability to learn and therefore lost the motivation to learn. He identified that these learners saw themselves on the periphery (p.382). Also identified in the study was the fact that students acknowledged that at times their own actions were not helpful and later they usually regretted not working harder but still rationalized their behaviour by self identification as the victim in the process. Other factors identified by Furlong included poverty, social class structure and cultural issues all of which have relevance today in Australia.

According to Foley et al (2006) parental involvement is also one of the key factors in alternative education students completing the courses and achieving an academic outcome. However they identified in their study in Illinois (USA) that only approximately one third of schools actively encourage parental participation. They suggest that consideration could be given to alternative communication strategies for working with the child and parents through self directed transition plans, or the use of family centred approaches to support the student at school (p.20). This view would seem to facilitate support for access to community support services.

### **1.1.5 Impact of classroom and structure of programs**

In 1998, the Queensland School Reform Longitudinal Study was commissioned by Education Queensland to identify the impact of classroom, school and systemic reforms on outcomes, especially for those students deemed at risk. The study was conducted by the University of Queensland from 1998 to 2000 and involved a range of school sizes in widely dispersed locations around Queensland. Community characteristics included:

- High indigenous populations
- Variable multicultural compositions
- High to low socio-economic features
- Significant numbers of transient students

- Settled rural and suburban schools

The design of the study assumed that improvements in the quality of students' academic and social learning required changes in classroom practices, in pedagogy and assessment and supports comments above by Asjzen and Fishbein (1980) and Rogers (1995). This involved “backward mapping” from student social and academic outcomes to key classroom practices to school organization and then to systemic supports. This approach is based on the Center on Organization and restructuring of Schools (CORS) concentric circle model of levels of school structure. The research builds explicitly on prior international research, particularly that of “Authentic Pedagogy” and “Authentic Achievement” by Newmann et al, from the University of Wisconsin (2000). The following Key Indicators of success were identified by these authors:

- All students should be involved in intellectually challenging pursuits – those that provide opportunities for deep engagement with a topic or concept. When students of all backgrounds are expected to undertake work of high intellectual quality, overall academic performance improves and equity gaps diminish. The “dumbing down” of curriculum must be resisted especially for at-risk students.
- Classroom practices that engage students in solving a particular problem of significance and relevance to their worlds – be it a community, school-based or regional problem/issue – provide the greatest opportunity for connectedness to the world beyond the classroom.
- Strategies that promote Supportive social environments have high expectations of all students, make explicit what is required for success and foster high levels of student ownership and motivation. Teachers respond positively to all attempts by students to display their knowledge and skills and explicitly acknowledge behavioural and classroom procedures.
- Strategies that recognize difference do so in ways that actively support individuals in participating, having their individual perspectives and experiences given status and operating within embedded democratic values.

In her article *Fostering Community, Heart and Spirit in Adolescent Education: New Horizons for Learning*, Kessler (1988) suggested that skills and capacities named by employers as key to success go far beyond the three R's once emphasized as the goal of education. She identified that in *Workplace Basics: The Skills Employers Want* (1988), the US Department of Labor identified

the following criteria for employees they would consider prepared for the contemporary workplace:

- learning to learn,
- listening and communication skills,
- competence in reading, writing and computation,
- adaptability (creative thinking and problem-solving)
- personal management (self-esteem, goal setting, motivation)
- group effective (interpersonal skills, negotiation and teamwork)
- organizational effectiveness and leadership.

With the exception of "competence in reading, writing and computation," these skills can be identified as primarily social and emotional competencies, now being integrated systematically into education through the field of social and emotional learning. These criteria very closely match the Australian *Mayer Key Competencies* for employment identified in 1992 as:

- collecting, analyzing and organizing information
- communicating ideas and information
- planning and organizing activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

Identifying the strategies which will best prepare adolescents for the world of employment will therefore require questions addressing the following:

- Key competencies in reading, writing and computation
- Development of social competencies - self-esteem, interpersonal/teamwork/negotiation
- Problem-solving, creativity and adaptability
- Information and communication skills including use of technology

The broad structure of the questioning will therefore address three key areas to identify strategies contributing to the achievement of the stated objectives based on the indicators of success in adolescent education as suggested by the research documentation:

- 1) Effectiveness of the teaching and learning program
- 2) Effectiveness of preparation for the realities of the world of work

- 3) Effectiveness of key community/parent-caregiver connectedness to the program and of the program to the broader community.

The following is a telling summary of the challenges faced by faculties such as Glendyne in dealing with contemporary youth:

*I feel like I'm on a road at a huge intersection with thousand of streets yet I'm at a loss. There is no one to tell me the way, no "000" in the real world. You can't just call up and say, "Hey, I need a destination, I need a place to go. Even if someone did tell me where to go, I wouldn't listen. Sometimes I feel like I'm going nowhere. Sure I'm on the freeway, but where am I going in life? (Personal Communication High School Senior 2006)*

The importance of small schools for at-risk students is of utmost importance according to Jeffries et al (2004 p. 69). These schools have the advantage of being able to offer extra curricular activities, teachers are able to spend more time with each student and as a result, students feel safer. At the Milwaukee school described by Jeffries et al (2004) there were no school uniforms but here was a dress code for students who are able to wear hats, beads, jewellery and baggy clothing should they choose. Teachers were a close knit group who were focused on the success of students. They were required to demonstrate patience, persistence, courage, energy and compassion. Teachers commented that their “social lives aren’t very active” as they dedicate too many hours to work. They strive to establish friendly relationships with students by creating engaging lessons, and going the extra mile for students.

### **1.1.6 Impact of leadership**

Gersten et al (2001) identify that administrative leadership was a powerful predictor of positive teacher attitudes in schools as teachers implement inclusive education practices for students with disabilities. Leadership impacts on working conditions and outcomes. Gersten et al suggest that it is the principal’s values that influence the teachers and the learning outcomes in the school . Their study indicated that effective special education services depend on the ability and willingness of the leaders to

- promote an inclusive school culture,
- provide instructional leadership
- model collaborative leadership
- manage and administer organizational processes and
- build and maintain positive relations with teachers, families and the community

Deal & Peterson (1999) agree stating that if student achievement improves over time, it is due to the fact that stakeholders share the leaders vision for student success based on common values, traditions and beliefs.

### **Summary and Preliminary Research findings from literature review:**

Issues identified for the target group include:

- a high attrition rate from mainstream high schools
- no marketable skill among cohort of school leavers
- poor support for at risk students;
- high workloads and time pressures of teachers in the current models of education.

The literature reviewed identified a high need for alternative education options such as Glendyne with a need for evaluative studies such as this to explore the outcomes of the Glendyne project.

## **2.0 SIGNIFICANCE AND INNOVATION OF THIS STUDY**

As stated earlier, adolescents who fail to complete High School or are excluded from high schools are likely to be unemployed, involved in crime, excluded for many job opportunities or imprisoned. It has been suggested that the model developed by Glendyne could offer an alternative outcome for marginalized students. It has also been suggested that the program could offer potential for reduced stigmatism and increased community acceptance for those who successfully graduate from the centre. It has also been suggested that such a program might be applicable in other Australian environments with similar characteristics and facing similar challenges. It has also been suggested that such a model could be useful for educators and community evaluators when planning education for specialized groups of students.

### **Industry Partner Commitment and Collaboration:**

Researchers were approached initially by the Glendyne Training Centre and requested to undertake this study. A contract has been signed by the University and Glendyne to this end. Ethics approval to undertake the study was obtained from the Baptist Church Hervey Bay following a successful University of Southern Queensland ethics application outcome.

## **3.0 METHOD**

### **3.1.1 Research Question**

The focus of this research project was to determine the success to which the Glendyne facility at Hervey Bay is providing answers to these questions facing “at risk” youth and to identify those strategies which successfully address their needs

This study addressed the question;

*“How has the Glendyne model of education and training impacted on the students learning achievements?”*

### **3.1.2 Study region and setting**

The project was conducted in Hervey Bay-a regional area of Queensland.

### **3.2 Research participants and sample**

A cross-sectional descriptive design using triangulation was employed in this project to provide a baseline upon which future data on at risk adolescent students might be compared. This project worked closely with the school and parents, teachers, students and employers to enable each group of stakeholders to evaluate the education and support mechanism at Glendyne whilst they in turn provide the relevant education and support to their own peers as appropriate ??????. A forced sample was utilized owing to the specialized nature of the target population (Neuman 2005).

### **3.3 Conceptual Framework**

**3.3.1** The conceptual framework for this cross sectionally designed project is based on social justice theory as discussed by Thomson & Holdsworth (2003), Dade-Dade-Smith (2004), and Couzos and Murray (2005). In doing so it is planned to identify how the Glendyne program has redressed to some degree the issues of human rights equity, access to services and appropriateness of what is provided in the area of education for adolescents who do not fit the ‘normal educational system’. The alternative education model which was evaluated has been developed by Glendyne and is significant in that the outcomes if successful may be generasable to other Australian settings with similar student characteristics, facing similar challenges.

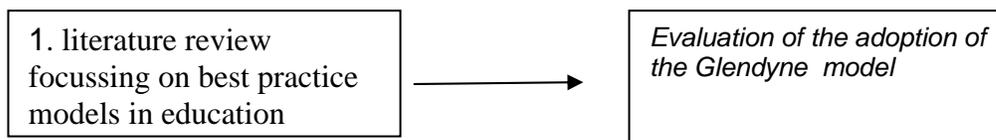
**3.3.2** A participatory evaluation approach (Wadsworth 1997) was used for this project to develop a model of implementation and evaluation. Evaluation research was applied research for purpose of informing action, enhancing, making and applying knowledge to solve the problems identified

in practice. A simple definition of evaluation research is “*the systematic application of research procedures for assessing the conceptualization, design, implementation and utility of services programs or practice*” (adapted from Rossi and Freeman 1993, p5). In this particular study, the specific approach of collaborative evaluation was used. This approach moves beyond process evaluation and included stakeholders in the evaluation process. In other words it is with people????.

A central notion driving this type of evaluation is negotiation involving all participants affected by the evaluation. The process enabled participants to research alongside the evaluator, integrated program development and implementation from the beginning, and it incorporated evaluation data throughout the life of the project so that actions became more congruent with the evolving goals. The process identified views that may be in conflict and it also worked to create a safe place for those views to be engaged as it integrated new thinking processes into the organization's culture (Koch 2003).

**3.3.3 Fourth Generation Collaborative Evaluation (FGE)** was used because it employed both process evaluation and engaged stakeholders in the process. Evaluation was formative so that actions remained congruent with the study goals. Evaluation research also gathers information about how well a program, practice...or policy is working (Polit & Hungler, 1993) and recognizes the participant’s expertise (Wadsworth *in* Talbot & Verrinder, 2005).

This project had two major phases which are shown in Figure 1:



Steps included:

1. Determining what resources and training opportunities are currently available and being utilised (rationale-to enhance existing content where appropriate); (compatibility???)
2. Determining what level of access students have to teacher and educational resources (rationale-to help determine the most effective methods of delivery to target population);

3. Ascertain the benefit of appropriate resources and training opportunities for these students, as well as barriers to effective delivery of training/information (in terms of trial-ability, compatibility, observability, complexity);
4. Determine perceptions of community students and their families in relation to the school outcomes.

The survey tool was developed specifically for this study and was validated via peer review by a reference group of experts before implementation. Demographic information about institutions, contact persons and their details for the purpose of further clarification if needed, date of contact will be collected and stored as outlined above.

### **3.3.4 DATA COLLECTION**

Data was collected in a two stage process as follows:

**Stage 1:** A copy of the survey form (see appendix i) was provided to the school Principal, teachers, parents and students.

**Stage 2:** Focus group interviews were conducted to clarify any issues which arose from the survey. Only one member of the team conducted the interviews to maintain reliability of data collected. Descriptive statistics were utilised for data analysis of the quantitative data with content analysis being used for the qualitative data. Focus group interviews were utilized in order to glean an understanding of educational and social issues involved with this project. For example did it change the way the educational process was managed and why/ or why not. Was it cost effective?

Issues to be explored included literacy and numeracy skills of students, needs for behavioural supervision, mentoring as well as best ways to include macro management at the school community level for performance and feedback strategies to be developed. Questions were structured to obtain useful data to deliver the above objectives. Targets were students (present and past) parents/caregivers, staff and management of Glendyne.

The questioning framework was designed to address the four key success indicators as described in the literature review.

Questions were structured to identify the extent to which at least the following are being achieved:

- a) The extent to which programs reflect the individual differences of students and support their active participation in learning;
- b) The success of engaging students in programs which have “real life” connectedness to both the general world and the world of students’ own experience and needs;
- c) The intellectual quality, challenge and relevance of learning programs;
- d) The features of campus programs which promote a supportive social environment.
- e) To what extent expectations are set which make explicit what is required for success.
- f) The fostering of high levels of student ownership and motivation.

The project objectives also required the identification of how successful the school/community co-contribution has been both as a product and as a process of Glendyne’s existence. The enhancement of social and character development is identified as a key component of Glendyne’s role and evaluating its impact in these areas is a project objective.

Questions were structured to identify the following:

- a) Extent of involvement of learners in the setting of their agenda and in the development and management of learning and behavioural expectations/issues
- b) Strategies which enhance community partnerships in academic, social and moral development.
- c) Structures and strategies that reinforce positive behaviours

Following collection of the data at interview, thematic coding and open analysis was employed as proposed by Corben & Strauss (1988) to identify themes within the responses.

#### **3.3.4.1 Evaluation concepts included:**

##### **Process:**

the ease of accessing this model of education for potential students  
admission criteria and time taken to be accepted into the system for students

##### **Impact:**

the success rates of students  
the number of actual students accepted each year to the program  
the number of inappropriate or unnecessary student admissions

**Outcomes:**

User Satisfaction

Staff, client and student satisfaction

**Economic impact:**

A schedule for focus group interviews was implemented with teachers and staff of the centre to provide an understanding of educational issues involved with this project. For example did it change the way they managed the educational process and why/ or why not. Was it cost effective?

**3.3.5** The Maslach Burnout Inventory (MBI ) (1996) was administered to staff of Glendyne following the focus group interview as part of the evaluative process to determine how this approach to education impacts on staff satisfaction and burnout. This survey comprises a 22 item self-report described in the literature as “the most widely used operationalization of burnout” (Lee & Ashforth, 1996, p. 124). The MBI consists of three subscales: emotional exhaustion (EE: sample item, “I feel emotionally drained from my work”), depersonalisation (DP: “I feel I treat some students as if they were impersonal objects”), and personal accomplishment (PA: “I feel I am positively influencing other people’s lives through my work”). Participants responded on a seven-point frequency rating scale, ranging from “never” (0) to “every day” (6). High scores on the EE and DP subscales and low scores on the PA subscale are characteristic of burnout. Reliability coefficients published in the technical manual are .90 for EE, .79 for DP, and .71 for PA (Maslach et al., 1996).

**3.4 ETHICS:**

Ethics approval for the study was obtained from the University of Southern Queensland and the Baptist Church Diocese in Hervey Bay. Following ethical approval, a plain language statement, and information and consent forms were sent to prospective participants and parents of students. The School Principal was approached in the first instance and asked to distribute consent forms (see appendix i) and plain language statements to parents and students. Those who returned the consent forms were contacted to organize a suitable time and venue for the focus group interviews. Three separate focus groups were conducted;

a) with students

b) with teaching staff of the school and

c) with parents.

Human rights were protected by following NHMRC guidelines for protecting self determination rights of participants, the voluntary nature of participation, right to withdraw at any time without

any penalty as well as their rights of privacy and anonymity. The project team was prepared to deal with any unforeseen risks or inconveniences which may arise. Culturally Appropriate questions and styles were used by the researcher for those participants who were Indigenous.

**4.0 FINDINGS:**

**This section presents an overview of the data collected in focus group interviews. Full findings may be viewed in Appendix (v).**

**Student profile;**

School records indicate that between January to September 2006, student characteristics included the following; 5 past and present Juvenile detainees, 8 students on probation, 9 names lodged with Juvenile Justice, 8 students involved in conferencing, 17 involved with drug diversion counseling, 8 involved in anger management program, 39 undertaking counseling, 60 involved in violence aggression training, 8 involved in community service and 67 with some level of criminal involvement. 9 students were identified as being under (DOCS) supervision, 11 identified as NOT being involved in crime. 8 students were identified as having a medical condition, 23 identified as being Indigenous, 21 identified as having been sexually abused, 38 had been involved in self mutilation, 13 were identified as having Obsessive Compulsive Disorder (OCD), 13 (ADHD), only 5 students were not taking a sedative type drug, 49 had been diagnosed with depression, 23 were identified as being suicidal, only 3 did not have an alcohol issue, while 5 did not identify as having drug issues. 1 student has a hearing problem, 1 has a visual problem and 2 have a speech difficulty.

**Student numeracy levels** on entry were identified by the centre staff as being; What do the levels mean????

**Preliminary:** 1 student in group 2.

**Level 1:** 3 students in group 3, 1 student in group 4, 1 student in GFSW2.

**Level 2:** 6 students in group 1, 8 students in group 2, 5 students group 3, 7 students group 4, 6 students in group 5, 8 students in group 6, 2 students in GFSW 1, 5 students in GFSW2.

**Level3:** 1 student in group 3, 1 student in group 5, and 1 student in GFSW2. There are 3 level 3 students in group 4, 4 students in group 5, 1 student in group 6, 5 students in GFSW1 and 3 students in GFSW2.

Application of the South Australian Standardized spelling test for students in the range of 5-16 years are indicated **the following;**

**Table 4.1 Spelling Assessment Results**

Born between	Percentage	Reading age in
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		years
1990-1991(i.e. 16-17)	73	<10.9
	15	11-12.4
	12	>15.5

### Student Literacy level

**Table 4.2 Outcomes based progressive assessment using the TAFE Pre-Training and assessment Test.**

**Need this explained to me???**

Percentage	NRS level
26	1
63	2
11	3

Fifteen (15) students were interviewed in two focus groups seven students participated in the first group and eight participated in the second group. Qualitative data derived from open-ended questions were transcribed directly into a Word-Processing document for analysis. Responses were then examined and categorized into themes and associated sub-themes. To increase the reliability of emergent themes, two people (the Project Officer and a senior member of the project team) conducted separate analyses and compared findings. Themes and sub-themes were determined by mutual agreement between both analysts. The results of the data analysis are contained in the following section. In order to provide clarification some words have been added into some responses by author in parenthesis as;( ). Respondents actual comments are reported in “*italics*” for ease of identification.

#### **4.1. Interview with Program Director (School Principal): provided the following statistics on student outcomes:**

**Table 4.3. Student outcomes**

	<i>Casual Part time</i>	<i>Full Time</i>	<i>TAFE</i>	<i>Return to Glendyne</i>	<i>Job Seeking</i>	<i>Moved or Lost contact</i>	<i>Detention</i>	<i>Social security</i>
2003	16	6	0	6	2	5	2	1
2004	11	13	4	5	17	3	0	0

2005	8	18	8	1	4	10	4	0
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## 4.2. STUDENT REPSONSES

Major themes identified in each of the student focus groups (total n-15) were; educational entry levels of students, teaching behaviours of teachers, truancy, work readiness, own communication abilities, life skills development, student input into programs, extra curricular activities. These are each identified below.

### 4.2.1. Student academic competence (sub themes: literacy/numeracy)

#### How would you rate your level of English/ Maths when you first came to Glendyne? (n-14)

Inability to read and function at a basic level of competence in both English and Maths was reported by all respondents (identified as being caused by issues such as suspension from school, stress, not getting anything out of it). All indicated they disliked these subjects as evidenced by comments such as;

*“failed”, “could never do it with the stress and stuff”;*

*“I never went at all I was always suspended so so I was a bit like that to math I didn’t get nothing”*

One (female) student who indicated competence in these areas reported achieving to about “high achievement” in year 8 but that this had dropped to barely a “sound” by the time she enrolled at Glendyne in year 9.

### 4.2.2 How would you rate it (your Maths and English ability) now?

Every student indicated at least some improvement with most rating the improvement as “substantial” and three as “heaps better”. Every student indicated achieving at least “pass” level currently and saw further improvement as possible and desired; “Now getting “B’s”. All indicated great improvement in attitude towards these subjects as a key to their improvement in outcomes and motivation to attend classes each day.

### 4.2.3 If changed, what helped you to improve in these areas?

Students indicated that the prime causes of their improvement in academic achievement were:

*Smaller classes allowing teachers to respond to questions immediately*

*Teachers did not yell and were understanding – they took time to explain*

*Safe environment in class – no need to worry*

These were identified as contributing to a safe learning environment for students

#### **4.2.4 Structure of the educational system**

Participants identified that the unique structure of Glendyne and close attention by teachers to their performance and emotional well being e.g.;

*“you have the teacher coming ‘round to see you every five minutes”*

and;

*“they make it more fun and they actually give you respect unlike normal high school teachers- they just put it up on the board, these teachers explain it and say do you understand and if you say no she comes over and says what don’t you understand and then she’ll write .... an example and then you know what you’re doing then you can do the rest”*

*“Doing practical things such as measuring”*

*“Doing it at your own pace”*

#### **4.2.4.1 Relevance of education programs (sub theme complexity /usefulness/ adequacy)**

##### **4.2.4.1.1 Do you rate any of your topics/subjects as too easy? Why?**

*“At the start of the year you do a test to see what level you are”*

*“Maths is not too easy – mostly hard”*

*“Standards are rarely too high – but are sometimes too easy”*

*“You are given confidence that you can do it”*

##### **4.2.4.1.2 Do you consider standards sometimes too high for your ability? Any examples?**

Fourteen respondents answered this question the same as for 4.2.4.1 above

One student out of the 15 responded; “no”

##### **4.2.4.1.3 Are you generally aware of what standards you are required to meet to achieve particular levels of achievement?**

*“Yes – teachers explain these things to you”*

*“You can ask questions to clarify – teachers will tell you”*

*“You could go to university if you wanted to”*

#### **4.2.4.1.4 Do you feel that your current level of competency in literacy/numeracy is sufficient to achieve what you want?**

Most (n- 14) of the students stated that they believed their educational standard was now sufficient to allow them to gain employment of their preference. The remaining students (n-1) were less certain, using terms such as “*maybe*” and “I but none were saying “I” – *it could be done but they did not enjoy it*. All these students said they felt competent to achieve necessary improvement.

*“They get you to a high enough standard that you can go straight out and get yourself an apprenticeship”*

*“Not rocket science – you can understand what they are getting at in the practical subjects like metal work”.*

#### **4.2.5 Student competence in communication**

##### **4.2.5.1 Do you think you are good at communicating with people? Why?**

No student rated themselves as incompetent in this area. Two (2) students stated that their ability to communicate with adults was in fact better than with peers. No student could articulate why this may be the case.

*“Better than I was before – still not perfect”*

*“Experience of working in work experience type roles, able to communicate effectively with fellow workers”*

*“If I need to be heard I can be heard”*

##### **4.2.5.2 What activities/programs at Glendyne have helped you become better at communicating?**

Examples of strategies assisting in developing communication skills were identified by students as being:

- *The business, retail and catering courses contain strong elements of communication skills, both oral and written and these are integrated into the subject e.g. writing recipes in catering, taking written and verbal orders, recording stock.*
- *Teachers spent time with the students helping them identify and articulate their goals. This is done on a regular basis right from the moment of enrolment*
- *The family atmosphere is important. Coordinator and the other teachers are often referred to as “dad” and students are dealt with as if they were family*
- *Non-judgemental approach (by staff) and giving respect to individuals throughout the school*
- *The youth worker (Tom\*<sup>1</sup>) was identified as a particularly effective communicator who was seen as a model for how to communicate well with people. He listens. Rather talk with him than anyone else in the world. All staff could easily be spoken to. The whole atmosphere allows and models good communication.*
- *Youth In-search<sup>2</sup> – you can talk to people – helps you talk. They give you respect – they deal with your family problems, then they achieve from there. They work out what doors you can open. You get to work on your goals*

#### **4.2.6 How well the Glendyne program addresses student personal needs/interests**

##### **4.2.6.1 How well do you think the things you learn here match your own needs and interests?**

*Give you time to catch up with the work*

*May be more so for the boys than for the girls*

*Perhaps something like hairdressing would be good for the girls*

Art, motor-bikes, computers, movies, skirmish, horse-riding were all mentioned positively by students at this point

*Much more involved here as there is more time and your opinions matter*

*Friday options program really good – 2 hours of sport and activity after lunch*

*Holiday mentoring program is also very good*

*The staff members are more like friends than teachers and they support you in all the outside activities as well as in the school time.*

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<sup>1</sup> Tom\* is a pseudonym

<sup>2</sup> Youth –in-search is an organization that ....

*Church.*

*If you were out at the weekend and got stuck, you can contact a staff member and they will come and help*

**4.2.6.2 Can you tell me how these programs have worked and why you found them helpful/not helpful.**

This question was generally answered in the following dialogue;

*“We are still here”*

**4.2.6.3 Student inclusion in decision making about own learning/ educational standards**

**4.2.6.4 Can you give examples of where you have a say in what you learn and how you set the expectations?**

*“To a degree”*

*“You get to have a say in what you think you are able to achieve”*

*“Lots of discussion in class about what we will learn”*

*“Much of the stuff you learn is set in the (subject) booklet that we work from*

*A lot of say in what standard you want – if you want to pass or get higher mark, the teacher helps. If you ask the teacher will help”.*

**4.2.6.4 Student inclusion in decision making about behaviour standards**

**4.2.6.5 Do you think you have any input into the setting of expected standards of behaviour?  
Can you give me some examples?**

*“There is a student rep group – 1 elected from each class – these have to be redone since the class rearrangement. This group has a big say in setting the standards”.*

Students provided the following as an example of sorting out an issue about one of the boys (who was in trouble for vandalism);

*“-we had to say if he came back or not/ if he came for half days, or bring him back after a couple of weeks”.*

*“They (students) have a part to play in making the rules as well as dealing with students who break the rules”.*

*“If student is found bullying, they go on contract and if that doesn’t work, they have days off.*

*“They put it to the teachers first, and then it comes to the students to finalize”.*

*“ Student reps can make suggestions e.g they suggested contracts”.*

**4.2.6.6 Do you think the teachers at Glendyne encourage good behaviour? How do they do this?**

*(They) “Use positive words”*

*“Encourage you talk about it”.*

*“Tell them your problems. You can talk to anyone”.*

*“They don’t treat you like “crap”*

*“no use fighting – might as well sort it out – they get you into a room to sort it out”.*

**4.2.6.7 Are you aware of (or have experienced yourself) any form of bullying on this campus? What methods does the school use to prevent/minimize this behaviour?**

*“Because (the) school is smaller, you notice it more when it happens”*

*“There are no bullies, we just have fights”*

*“If there is bullying, they are gone out of here”*

*“They get chances – lots of them – but in the end they will not be back – it is really hard to get kicked out of here”*

*“If you are suspended, they still send work home for you to do. The school would rather continue to help you rather than get rid of you completely”.*

**4.2.6.8 Do you “do drugs”? If so, how does this school respond to that?**

*“Who hasn’t? Everyone has had a go”*

*“If you get caught with drugs, you get suspended for one week”*

*“There is a drug program – pictures around to show us the effects of drugs”*

*“If you’re busted you get charged for it.”*

**4.2.7 Levels of intrinsic motivation of students**

**4.2.7.1 Do you feel more motivated at this place than in your previous schooling experience.**

**Why?**

*“Yes”*

All 15 students validated this answer with the following responses;

*“Other schools you can’t express you own feelings – here you can do that”.*

*“We can talk in class and not get yelled a -.But no doubt about standards”.*

*“Much the same as other school work, but more paced to your ability. Books allow you to go at your own rate”.*

*“Incentive scheme where you get points towards rewards such as caps, clothing, fishing rods, computers, general items etc is also very good”.*

*“Yes – want to do a traineeship here when I finish schools at the end of the year”*

*“Previous school – English teacher did not like me so no matter what I did, nothing would go right”*

#### **4.2.7.2 How do you feel about coming here each day? Why?**

*“I like coming here to see my friends every day”*

*“If I miss the bus, I will get someone to drive me here”*

*“Every student wanted to come to school each day”*

*“Some even come from Maryborough, Burrum Heads every day”.*

*“Feel more positive about coming here”*

#### **4.2.7.3 Addressing student emotional needs-What does the school do when the “wheels fall off” and everything goes wrong?**

*“ You can go to the counselor – you can get to see her easily e.g. one of the girls was pregnant, had no money – money and items such as pram was donated through the church” “if you really need help with something, they will help you”.*

*“I got into trouble over the weekend and they came to help me”*

*“They talk with you”*

*“They will go to the court house with you if you are in trouble – they will help you in any way possible”*

#### **4.2.8 Development of life skills sub themes; (friendships, networks, arguments,)**

##### **4.2.8.1 Which extra-curricular activity (e.g. fishing, boating, camping, sport) do you enjoy most/least? Why?**

*Motor-bikes*

*Horse-riding*

*Go-carts*

*Also making go-carts*

*MIA (computers)*

*Soccer/football*

#### **4.2.8.2 Have you made good friends here amongst other students?**

*Yes- most of the time*

*Enjoy doing the ropes course together – you get a lot of encouragement even just for trying it*

#### **4.2.8.3 Have you made good friends here amongst the staff?**

*“Staff are like friends”*

*“...Not friends, they are like family”*

*“Coordinator is like Dad and Tom\* like a brother”*

#### **4.2.8.4 Personal safety**

##### **4.8.4.1 Do you feel safe here? Why?**

*Another reason we like this school better than normal school – if you get pregnant, they will stand by you – normal schools just kick you out. It still happens.*

One other student provided an example of ‘normal school’ having classes for pregnant students and baby rooms.

### **4.3 TEACHER RESPONSES**

Major themes emerging in Teachers focus group revolved around the following; educational achievement and abilities of students, educational processes, teacher satisfaction disciplinary processes within the school, extra curricular demand placed on teachers, motivation to support students, life skills development for students.

#### **4.3.1 How strongly do you rate the development of basic literacy and numeracy skills at the school?**

*Class size is a big issue*

*Content is tailored to individuals – not so much down-graded – giving more time – presenting subjects in a more interesting, hands-on presentation.*

*Relationships– be with them everyday, pointing out their problems, encouraging being positive and treating as individuals*

*When (the Coordinator) picks staff, he picks them more on personality rather than academic considerations – personality and compatibility are important*

*It is a very caring environment-students are not judged or criticized-we aim for a family environment – most of the students are from environments where this is not so*

*Even the theory is done in a practical way – never just with paperwork – always in discussion form.*

*Integration of subjects such as Maths into things like metal work. Doing measuring and Maths and English in catering. Making shopping lists/orders .*

*There are Individual Education Plans written for each student and Education Support Plans for those students in care.*

*Ascertainment is also done for a lot of students here.*

*The involvement of parents and numerous volunteers is also a feature of the operation and contributes to student success.*

#### **4.3.2 Do you regard this campus as an alternate secondary schooling or as an alternate VET facility? Why?**

*It is both really*

*The students are encouraged to achieve whatever they can. We attend both Uni and TAFE open days. We have strong links to industry*

*Many of the students have a history of learning difficulties and social issues (ADHD, Aspergers' Syndrome) and this often limits possible achievements. They respond well to the positive rewards system. They feel really "chuffed" about accomplishing something.*

*We could help a student get an OP and go on to Uni if that was possible. There are some students currently who could certainly achieve that.*

*There is nothing to stop them going on to uni if they wanted – many go on to further study, TAFE type programs.*

*We encourage them and put things in place to help them. We work closely with industry – work share and placements – hopefully these turn into traineeships*

##### **4.3.2.1 What processes/strategies do you rate as most successful in enhancing the self-esteem and interpersonal skill development of students?**

*A lot of stuff outside of school. – gives a confidence boost – it's something we encourage. It is no use sugar coating things to make it look better for them.*

*We try to develop a family atmosphere. It's how you treat them as individuals. We take the time to get to know them. Not just in school but out of school as well. 24 hours if necessary.*

**4.3.2.2 How are learning programs designed to include real-life examples and life-like experiences for the students? Please provide at least one effective example.**

*The teaching of Life Skills -This term looking at drugs – next term conflict resolution and anger management. We focus a lot on their social life. The options program on Friday night – mentoring, football*

*The catering program is made as real as possible – they prepare lunches every day and do outside catering. This has been very successful. Ordering, serving recipes, industry standards – this is all very real-life and practical. Catering job to be done tomorrow off campus.*

*The workshops (metal and carpentry) are practical as well – making go-carts, scar-crows, boat repairs – very like industry environment.*

*We aim to keep them as busy as we can – avoid “down time” – especially in holidays - which is when they get into trouble, do drugs. – Fishing, motor-bikes are offered Monday nights footsal, touch football, Tuesday nights girls footsal.*

*Holiday program aims to take them from when they wake up in the morning to when they go to bed at night (surfing at Rainbow, Skirmish). Youth workers and interested teachers are involved in this. Show them the life-style – be an example*

**4.3.2.3 Where do you place literacy and numeracy in the priorities for students?**

*Everything we do is somehow based on or involves these areas.*

*It is important not to single them out in class as many can't read or write at all. We use one on one – Whatever they do in the real world, they have to be able to read.*

*Some practical things are now coming up such as doing resumes and going for their licenses. Got kids writing recipes from old books as practical exercise.*

*Motor bike manuals for example – using things they are going to have to use*

**4.2.3.4 What data do you have to indicate improvements in these areas?**

*Not much – that is something Dale (Deputy Principal) is doing and he has stuff.*

*You can see the improvement in their class bookwork and things like that.*

*Getting a lot of that stuff together to register as an RTO (Registered Training Authority)*

**4.2.3.5 Parent Communication and inclusion**

*“A parent and carers’ support group has been organized with an average of 11 parents and guardians attending a morning tea where instruction was provided relating to youth issues and their management. These sessions were run by our*

*Counsellor and the Drug Rehabilitation officer at Glendyne. This has led to higher parent involvement and volunteer levels at the centre.*

#### **4.2.3.6 What are the main barriers to success in enhancing these skills?**

*Family structures/backgrounds; Crime and drug habits*

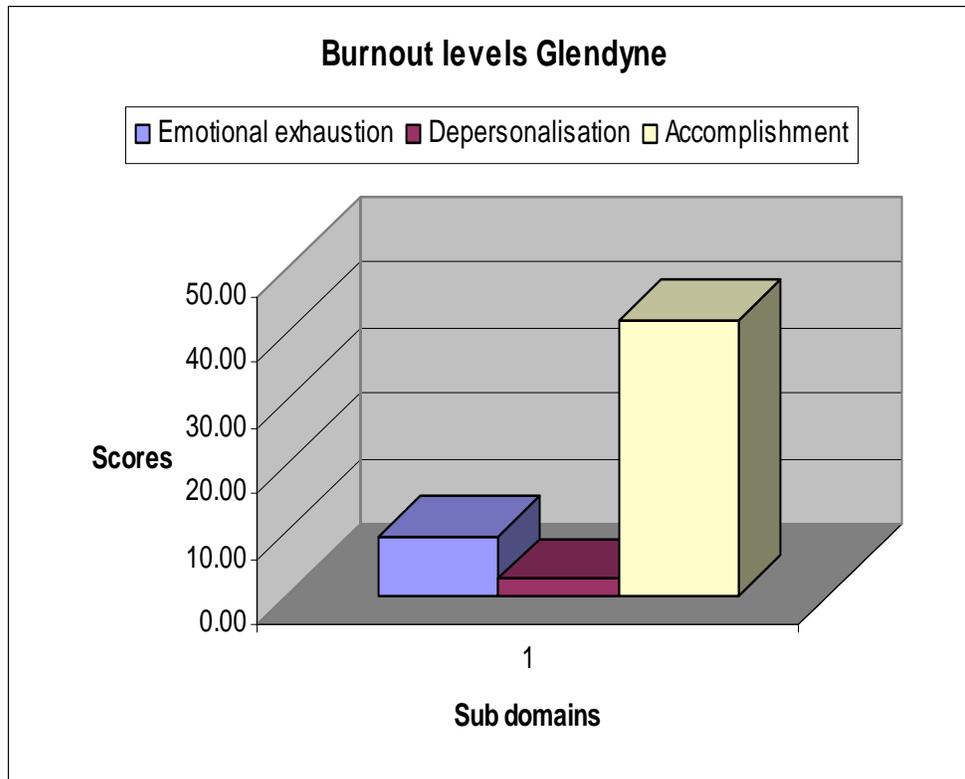
*We work very closely with families: The parents are kept very well informed on a number of levels – knowing about the accumulation of little incidents can help a parent understand when something bigger occurs and what we then do about it. We use forms (which we hate) but we can keep a really close track of what is happening. Parents get to see the reward points as well. They feel very well informed.*

#### **4.4 Responses to Maslach Burnout Index (MBI) survey :**

The MBI was administered to 11 staff at Glendyne. It was used to assess three aspects of educators’ burnout and is a useful validated tool for teachers, aides and administrators.

Results indicated that administrators showed lower levels of personal accomplishment than did teachers (see table 4.4)

**Table 4.4 Burnout Responses of Glendyne**



## **Staff;**

10 teachers reported high levels of perceived accomplishment while one reported moderate levels of accomplishment. Many (4) teachers reported the highest level possible in feelings of accomplishment (see table 4.1). None of the teachers were able to be diagnosed as meeting the criteria for burnout

### **4.5 PARENT RESPONSES**

Parents were interviewed as a group and discussed the following issues pertaining to their children's enrollment at Glendyne; childrens' self esteem development, communication issues, lengthy of involvement with the school, ability to access teachers for information about their child, feedback from teachers, academic achievement of their child, motivation of their child to attend school each day

#### **4.5.1 Has your child demonstrated any marked changes in self-esteem and ability to relate to others in the time they have been attending Glendyne? Please give a brief description of the changes (if any).**

*My son had previously kept to himself – a real loner.*

*He has now made many friends from both here and outside. Previously self harming activities so he wouldn't have to go to school.*

*Daughter had been a school 'refuser- since coming here, wants to come all the time. Tutor in Aboriginal traditional language three nights a week.*

No other reported stories of significant changes – generally self esteem seen as unchanged

#### **4.5.2 Have you had any input into the programs your child is undertaking at Glendyne?**

*No-no say in what the kids are doing, but we know what they are doing.*

*Haven't really thought about that*

*Have parent meeting at start and reporting meetings*

#### **4.5.3 How would you rate your level of involvement in both the academic and behavioural development of your child while at Glendyne? What opportunities have you found most valuable? What opportunities have been least valuable?**

*We are always told about what is happening – always get a letter.*

*Absolutely sure that if something happens, we will know about it.*

*On enrolment, sat down (nearly always with Coordinator) and spoke of issues, child's goals – shown around the school – orientation.*

*Talked about what she wanted to get out of coming here.*

**4.5.4 How frequently do you receive formal feedback on your child's progress? How useful and clear is this feedback?**

*Formal report card comes out each term.*

*Report is clear and has comments about everything the child does from each teacher*

*They are really good*

**4.5.5 How easy is it for you to contact your child's teacher? Do you need to make an appointment to see them? How long do you normally have to wait for such appointment?**

*You can ring up and they always get back to you.*

*They encourage you to let them know about anything that is going on at home or anything.*

*They know then why the child might be grumpy at school.*

*They even come to your house to chat about any issue you have got – even to Maryborough.*

*They wouldn't do that from normal schools – at least two weeks to see them.*

*No waiting for appointments*

**4.5.6 How has the Glendyne Campus supported your child's emotional well-being and assisted in supporting his/her development of sound relationships and ability to relate to others?**

*If there is an issue, they take them to the beach for a walk – they're not "down" on them*

*They treat them as equals – show respect*

*In previous schools, child would deliberately play up on a Friday so they could have Monday off – doesn't happen here.*

**4.5.7 How do you feel that Glendyne handles issues of Code of Conduct/discipline**

*They do as well as can be expected*

*Very tolerant and work one on one*

*Create special programs for some children to deal with their issues and re-integrate back into the mainstream*

*They do very well – and ask the students their opinion – they put issues back in their lap through the student rep group.*

*Those students respond better to their peers being involved in the process of deciding what happens to them.*

*They work on relationships first, then look to the learning to follow.*

*Students involved in things like making their lunches – it is teaching them responsibility*

## **4.6 COMMUNITY RESPONSES**

### **4.5.1. What level of involvement do you have with the Glendyne facility? Please describe.**

*As the pastor of the Hervey Bay Baptist Church I am part of the Advisory Committee and also have regular contact with staff and students on an informal basis. Have been associated with Glendyne since its inception.*

**4.6.1.1 Youth Development Officer with Hervey Bay City council-** *I see young people come here under community job plan and often stay connected with them in other programs run by Council. Look out for appropriate grants. Crime prevention officers contact as well. Working closely with Council. Look for partnership opportunities to let (Coordinator) know. Networking.*

**4.6.1.2 Juvenile Justice Officer** – *we refer numerous boys and girls to Glendyne as there is often no role model at home. ¼ are indigenous and we use Glendyne as alternative to conditional bail. Also used in post-release programs. If Glendyne was not available, there would be many more detention orders from court, social behaviour issues would rise dramatically. We also run our own programs here using the facilities.*

**4.6.1.3 Department of Employment and Training program Officer** – *we fund many of the employment/traineeship type programs run at Glendyne.*

**4.6.1.4 Local retired farmer** *who sees my role as providing some input into Hervey Bay networks and offering some business/commercial advice. Look for fund-raising opportunities.*

**4.6.1.5 Local Secondary principal** *who has been on the board for some time and provides a schools perspective and connection with Education Hervey Bay.*

*The Advisory Council is advisory, not managerial – meets every couple of months.*

### **4.6.2 As a community member, what is your perception of the level of community input into the operation of the facility?**

*“Good input from several key areas represented on the advisory board and some of volunteers. Probably not strong input outside this”.*

*“This needs to be increased. There is a need for a more “enterprise” approach and more programs in adult education working with at risk families to break the cycle. Also need programs for parents from outside the Glendyne community as well”.*

*“Heap of enterprise/adult education opportunities”.*

**4.6.2.1 Are there ways in which you think the current level of community involvement in the facility could be increased?**

*“More opportunities for such activities as the catering facility to be used outside normal hours – keep showing the positive work being done. Could involve parents using the facility as well”.*

*“There are good opportunities for links with the new Industrial Park to be developed at Hervey bay. There will be opportunities for youth employment in the areas that Glendyne covers especially (welding, construction etc) Pre-voc courses should be available in increasing volume”.*

*“Any of these areas need to be set up professionally. Staff are “stretched” and any extra responsibilities in establishing these programs need to allow for quality planning – could not be just added to current roles. Example of previous gardening program which was a good idea got lots of publicity but “fell in a heap” this concerns me a bit – such things need to be done well, properly planned. People can be going from one thing to another without time to do things properly”.*

*“The money/funding for programs for the under 16 year olds needs to be more certain – programs are often short term e.g. annual and then can’t be continued leading to lack of continuity/disappointment for the students to be dropped”.*

*“Need to think about training and professional development for volunteers and support position people. Also how to train and determine suitability for these roles before they start and then find they are unsuitable. High drop out rate”.*

*“A lot of time goes into chasing grants. More certainty around funding arrangements would be beneficial”.*

*“Not sure. Maybe a greater awareness campaign. Usually people become involved by direct request and personal contact”.*

**4.6.2.2 Do you have any personal knowledge/experience of the impact that the facility might have had in reducing socially inappropriate behaviours by local youth?**

*“Yes. I have personally observed the turn around in many of the youth over the years. In some it has been the result of steady input into their lives”.*

*“There are those who have had dramatic changes. I am always greatly encouraged by attitude changes which many display towards others and authority. Graduation is always a significant and moving time for me. To see the young people achieve and end the year so well, having viewed their journey throughout the year, brings a sense of satisfaction to be associated with the program”.*

*“Not enough “good news” stories get out to the public – and there are such stories all the time here”*

*“This place is seen as a model for other areas but is not well enough known by the public at large – the profile needs to be lifted”*

*“Seen as a place for “bad kids”-maybe because of the initial involvement of Youth Justice”.*

*“Youth Justice sees a significant impact on youth in the area – numerous cases of students being given alternative to detention orders as the Magistrate knows what can be offered at Glendyne – given another alternative and is often used. Up to 4 students at any one time fit this category. Not usually given detention orders unless Glendyne has been tried or considered as an option therefore big impact on local youth detention statistics. Other comparable areas now have higher figures for youth detention”.*

*“Increasing number of girls being referred. The girls are often more demanding than the boys. But they tend to calm down some of the boys’ behaviours – there seems to be less violence”*

**4.6.2.3 How would you describe the image of the Glendyne facility in the local community. Why?**

*“From the council point of view, there is very high respect of Glendyne and what they do. A number of young people have been put on from Council employment programs and have been very successful. It has a positive reputation with Council”.*

*“Council funds youth workers – and they have had some terrific outcomes. Council workers have now worked side by side with these kids – had previously had bad image, but now they are really positive”.*

*“There is a real lack of awareness of what is going on here. – just a ‘bad kids school’ – need to know what great facilities they’ve got here. You see a one off article in the paper now and then – also a lack of industry involvement in expanding contacts. So much more potential to engage the community and industry and I don’t think it seems to have gone there yet”.*

*“Opportunities for people to see things such the industrial sheds – see what great trailers or go-carts are produced – see what good welders we are training. Catering group did an outside job for a group catering for disabilities – did a great job – there was a whole group of people who saw what a great job we could do”.*

*“Sound. Many from different community areas have affirmed their gratitude that Hervey Bay has a facility like Glendyne for the youth at risk”.*

*“Generally I think people want something done for the young people although often they do not know how or have the skills to be involved themselves”.*

*“When a program brings positive results, it is well received. On the other side of that I think there is still a perception in some quarters that Glendyne is only for youth who are off the tracks. While it certainly covers these, I believe it also caters for those who just do not fit the existing education system. This is not always the fault of the students. Glendyne has a very practical on the job learning type syllabus which allows for those who are not simply academic minded but still have the capacity to be productive in society”.*

#### **4.6.2.4 Do you believe that students from Glendyne are less likely to become involved in crime than if they had not attended the facility. Why?**

*“Yes. On entry to Glendyne many lack life skills which impact on their relationships and general attitude. In addition, their family background can also contribute to an outlook which is often not positive. Crime therefore results as a reflection of their anti social behaviour or from habits of substance abuse. Helping to overcome these issues lessens the tendency towards crime. In addition, extra programs through sport and mentoring provide both an alternative output for their energy and positive role models for their life”.*

*“Anecdotal evidence that kids are showing much more initiative in getting into sport and outside activities – changing their lifestyle. The holiday program has had a noticeable effect – in June/July 05, 9 Glendyne students got into trouble with the police over the holiday period. The holiday program was introduced in December that year – no students were in trouble with police. The same thing happened in the June/July holiday on 06 – no students in trouble”.*

**(refer to comments in staff interview re keeping students occupied)**

*“Need to think about professional development for the staff – such a stressful role. There is a lot of informal support of each other – this is good but the longer term is a concern. They can have a really bad day. You will find a lot of volunteers falling off “.*

**(Juvenile Justice comments in Q1 refer to this question as well)**

#### **4.7 SUMMARY**

The findings presented here represent a cross sectional response of the key stakeholders of the Glendyne education and training centre. All participants freely identified and discussed the major aspects as they saw them pertaining to Glendyne to present a rounded picture of the centre even though the sampling was purposeful it did in fact represent a census sample of current students and about 75% of parents.

#### **5.0 DISCUSSION OF FINDINGS**

In this section we provide an overview of the significance of the study findings for both Glendyne and the community. Reference is made to the issues raised by respondents and discussion of the responses to questions by the interviewer ensues. In order to provide more meaningful discussion of the findings, some results have been collapsed and grouped together to better reflect the major concepts identified by the literature review and provide a more logical flow to the discussion. These issues relate to structure of the education provided at Glendyne, education, appropriateness of the centre, career pathway options as choices for students. The data were useful in the context of this study as they indicated that respondents were thinking along common lines in relation to their experiences of mainstream high schools and problems associated with students ‘who do not fit the normal mould’. It must be noted that Glendyne is highly supported by the Baptist Church in Hervey Bay and many student respondents commented on the direct benefits of this support for them.

Based on the results of focus groups and interviews it is evident that Glendyne is held in high esteem by the Hervey Bay City Council, justice workers and community members due to the positive outcomes for students who go there either by choice or as a result of the justice system in Hervey Bay/ Maryborough. Overwhelmingly all respondents paid high respect to the Principal of Glendyne and his untiring efforts on behalf of the at risk students. This certainly vindicates the unceasing work he puts in to personally selecting staff, supporting, mentoring, nurturing students and staff and liaising with the community. It supported finding by writers such as Di Paola et al (2004) who indicate that an effective Principal coupled with shared values and goals by teachers is a major factor in the cohesiveness such as is shown by respondents in relation to Glendyne. It

does however raise the issue of succession planning for the school in the event of his retirement or relocation in future years.

Parents especially were quick to praise the principal for his oversight of the school, caring attitude and personal interest in each of the students. Community members responded positively about both Glendyne and the Principal suggesting that more positive publicity should be generated within the Media to highlight the outcomes of the school and better promote it. To do so may open more avenues for continued funding as the survival of the school is entirely dependent on the ability of the Principal to obtain ongoing funding each year.

As identified earlier, many students come to Glendyne as a result of learning difficulties for a variety of reasons, it is positive to note comments by teachers suggesting the employability and success in this area as well as comments that students are able to achieve an OP result in some cases which would enable tertiary studies should they choose for some students.

All of the students (n-15) noted that the school has a family feeling which has led to them feeling safe physically and emotionally at the school. So much so that in interview they referred to staff as 'dad'. In contrast to mainstream schooling where numbers are greater in classes while a student may respect a particular teacher it is not often that this level of respect is achieved. This was evidently reciprocated by staff as students stated that they felt valued and respected which in turn motivated them to succeed. The fact that students identified that they are now motivated to learn bears out comments by Taylor (2005), Rogers, Azjen and Fishbein 1980), Rogers (1995) as well as those by Srinivasan & Han (2000) relating to structuring of the learning environment and the impact on enhanced learning outcomes.

While writers such as Gutberlet (1999) suggest that the physical context is of lesser concern than access to people who are willing to care for learners as an individual with specific needs which they are willing to address, student responses in this study differed suggesting that for them, the context coupled with other factors such as teacher unconditional regard was a very important part of the enhancement of their learning outcomes (see item 4.5.1). Results demonstrated that Glendyne recognizes this and practices in such a way that responds to the value of situated learning upon attitude formation by the students. It reflects findings by Srinivasan & Han (2000) who identify that Government and private sectors need to better cooperate to provide the necessary environment to enable (in this case learning) and they reinforce that social justice is a major issues for marginalized groups as also stated by Couzos and Murray, Dade-Smith 2004, Thomson 2003. This more accurately reflects sentiments exhibited by Glendyne Students.

Social exclusion as experienced by non standard secondary students including Indigenous Australians is an extreme form of marginalization, and can be understood as 'one or more

dimensions of non involvement or participation in that society' (Gutberlet 1999) and respondents agreed with the statement that an individual's decision of acceptance of learning is influenced by the surrounding social systems (Ajzen & Fishbein 1980). Student respondents identified that the structure of Glendyne impacted highly and positively on their ability to learn thus validating that the model utilized by Glendyne has many positive benefits and outcomes. It also reinforces finding of the Milwaukee study by Jeffries et al (2004).

In terms of academic entry levels, respondents mainly rated their achievements in English and Maths as '*poor to very poor*' prior to commencing at Glendyne (see item 4.1.1). Students commented strongly about this aspect of their time at Glendyne as being one of the major factors impacting on their ability to learn and grow (see item 4.5.1 & 4.5.2). This fact was also very strongly supported by both the teachers and parents as they spoke about the structure of the school and the ongoing considerations given to students indicating that this particular aspect of mainstream educational processes may be the most important area of difference between Glendyne and normal high school structures. All students identified that as a direct result of the structures at Glendyne their motivation to learn and their academic achievements had increased. This is validated by participant responses (see items 4.1.2 & 4.1.3). This finding concurs with those of Furlong (2005, Foley et al (2006).

All respondents indicated major improvements in the areas of literacy and numeracy and commented positively about graduate work readiness as a result of this growth and development. This was enhanced as self determination was encouraged by teachers and staff for students leading to further student motivation to succeed. An important aspect of graduate work-readiness commented upon by all respondents was that as a result of the Glendyne model, all students were taught life skills in addition to literacy and numeracy. These included subjects such as communication, food handling, tool handling, communication and students were exposed to workplace training meaning that at the end of their schooling they are eligible for employment. Comments by community respondents indicate that this is working well and that graduates are well received in the community (see items & 4. ). It is evident in the responses that by providing resources to address more than delayed learning and focusing of each student as a wholistic person with multiple layers of needs, Glendyne is able to produce enhanced learning outcomes once the issues of self esteem, poor self worth are addressed

Other developmental aspects relating to work readiness of students expounded upon by students and parents included staff working with students and community officers to address drug issues by the invoking of a zero tolerance and the implementation of a student representative group

approach to managing behavioral issues (see item 4. 1.7.1). This is further evidenced by student comments such as; *“If student is found bullying, they go on contract and if that doesn’t work, they have days off. They put it to the teachers first, and then it comes to the students to finalize”*. It is important to note that students are supported positively as they reach a zero drug abuse situation which then improves their ability to concentrate and learn in classes.

All students commented that they felt emotionally safe at Glendyne, parent stated that if there was an issue with the well being of their child staff would contact them or take them for a walk to discuss the issues. They also identified that it was easy to contact a staff member about their child and that if they left a message for the staff member the call would always be quickly returned the same day. This indicates a willingness on the part of all staff to contribute to the well being implying a cohesive approach across all levels of the school to achieve the best for each student. The employment success rate and continued community support also testify to the successes being continually gained by Glendyne. All parents commented that social skills such as self esteem, social interaction, making friends had been enhanced by their child attending Glendyne and that these new relationships had helped their child adopt new social behaviours which were more acceptable to the community.

However, in order to achieve these outcomes, staff at Glendyne appear to be on call almost 24 hours each day as borne out in comments by students teachers, admin staff and parents who identified that students are collected for activities during weekends and during school vacation periods. Researchers queried whether such high levels of personal involvement may lead to increased levels of burnout by staff however surprisingly this was not indicated in the results of the MBI. All staff surveyed (n-11) exhibited very low levels of stress or burnout. This was most likely due to their own personal beliefs, values and commitment to achieving the best for every student in their care. This was evidenced in their high overt support if students were in trouble (see item 4....). Of course this may always be more achievable with small numbers of students per group. Despite responses by teachers indicating that they spend many outside hours with students involved in extra curricular activities and support, it was not seen by them as an onerous task so it is not surprising that burnout levels of teachers were low given that all teachers reported such high feelings of accomplishment and low levels of emotional exhaustion. Reseachers wondered however how sustainable this may be if student numbers were to increase or current teachers relocated or resigned.

Results did not indicate that the academic expectations of Glendyne were any lower for Glendyne students than those at mainstream high schools, nor that even though students came to the school

as a result of behavioural problems (item 4....) that they were not required to meet certain standards of behaviour. This supports findings by Newmann et al (2000) who point out (p 10 this document) that;

*the “dumbing down” of curriculum must be resisted especially for at-risk students. Classroom practices that engage students in solving a particular problem of significance and relevance to their worlds – be it a community, school-based or regional problem/issue – provide the greatest opportunity for connectedness to the world beyond the classroom.*

This is certainly the case at Glendyne. The fact that all respondents emphatically explained that a strict code of conduct exists at Glendyne; that students determine the ultimate outcomes of inappropriate behaviours and that offending students may be excluded on the basis of such behaviours indicates that Glendyne is in no way a soft option for non performing students. It is significant to note comments by parents that when their children were excluded it actually mattered to them (students) and that even though they could not attend school they were willing to take work home so that they did not fall behind during their exclusion. It is also significant to note that often teachers would visit the homes of student during these periods.

Such empowerment and valuing of students is perhaps the most significant attribute of the Glendyne program and is possibly the greatest difference between Glendyne and mainstream education systems. This is borne out by student respondents who indicated that their attitudes to their education has changed due to the fact that they now feel valued and included where formally they were excluded (see item ). This supports findings by O’Donohue (1996 p.67) [see p.7 this document] that this is actually about empowering communities and must be seen in terms of survival rights.

Teaching staff identified that they receive informal staff development in the areas of counseling and behaviour management strategies but did not identify if these competencies were a pre requisite of their employment. If teachers were identified as possessing these specific skills/ qualifications prior to their employment at Glendyne it would also provide another reason for the low score levels of the BMI as teachers would not be working outside their particular comfort areas or scopes of expertise or practice as teachers in terms of involvement or ability to manage student behaviours which were non standard as a result of a variety of disorders.

On the other hand all teachers strongly identified with the values and goals and levels of commitment of the Principal and this bears out comments by Di Paola et al about ability to achieve desired outcomes with a student cohort such as at Glendyne.

## **6.0 CONCLUSION AND RECOMMENDATIONS**

### **6.1 CONCLUSION**

This document reported on research which was commissioned to explore the outcomes of the Glendyne education and Training Centre. The major key stakeholders were approached and participated in the research. Literature in this field was reviewed showing paucity in research into this particular aspect of alternative secondary education. There are approximately 80 students currently enrolled offering this alternative student-centred approach to learning for at-risk students in the region. Findings support the proposition that the Glendyne is a model of excellence for alternative education for adolescents who are unable to achieve in mainstream secondary school systems. Academic standards were found to be appropriate for the learners, and the fact that learning is strongly linked to personal development, social skills development and work readiness following supported community experiences indicates that students are not being short changed nor are they being graduated with unrealistic expectations of their potential in the community. It is of significance that no individuals or group made disparaging or negative comments to any of the questions asked by the interviewer

Respondents did however identify that not all students were totally reformed, identifying that some students did re-engage with the justice system or some became pregnant however processes were available to support these students during pregnancy and birth with process to enable their return to school. For the few students who re-offended and were returned to the Justice system, support was also provided to facilitate continuation of their learning.

All respondents including, students, parents, staff and community members commented favourably about the learning environment, staff commitment to students as individuals who were worth working with, and students' achievements. Notable was the overwhelming support of parents of students for the staff and centre and how it has impacted positively on student behaviour, learning and employability as well as overwhelming support and gratitude for the Principal. Addressed within the study were issues such as how is a culture of remediation constructed by teachers at the centre? How does the education obtained by students prepare them for society? Does the centre provide the instructional climate necessary to maximize the potential of the students? Does the centre fortify or undermine the potential of the students? The answer to each of the questions has been a positive one by all respondents regardless of their relationship with the Centre. It is difficult for educators of at-risk adolescents who are committed to social justice, educational equity and desiring to teach in a manner that develops mature educationally prepared and socially conscious students. It requires an adaptive philosophy such as is evident at

the Glendyne Centre. Some areas have been identified below which may be worth considering for the ongoing growth of the Centre.

## **6.2 RECOMMENDATIONS**

**6.2.1** In line with community comments (see section 4) it is recommended that more publicity be given to the centre via various media opportunities to raise the profile of the school especially in the eyes of Queensland education in terms of student achievements such as employability, community acceptance and satisfaction with student work ethics, reduced crime levels and increased responsible student behaviours.

**6.2.2** Implementation of succession planning for leadership at management level within the organization is recommended in order to ensure sustainability of the organization and ensure a smooth transition should any leadership or management changes ensue in the future. Such process would potentiate growth of the organization in order to stabilize its future.

**6.2.3** Wider publication of annual reports pertaining to funding reports and successful outcomes would optimize future funding successes and reduce the tenuousness of sustainability of the centre as a result of current funding restraints. This would also facilitate future expansion of program locally.

**6.2.4** An opportunity exists for staff to publish in educational journals about their programs and the improved outcomes of students as a direct result of their innovative strategies.

**6.2.5** It may be useful to seek alternative ongoing funding if possible to enhance capacity building of the Centre.

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**Glendyne – Draft Interview Structured Questions**

**STUDENTS**

✓ ***Key competencies in reading, writing and computation:***

1. How would you rate your level of English/maths when you first came to Glendyne?
2. How would you rate it now?
3. If changed, what helped you to improve in these areas?
4. Do you feel that your current level of competency in literacy/numeracy is sufficient to achieve what you want?

✓ ***Information and communication skills including use of technology***

1. Do you think you are good at communicating with people? Why?
2. What activities/programs at Glendyne have helped you become better at communicating? Examples?
3. Can you tell me how these programs have worked and why you found them helpful/not helpful

***d) Extent of involvement of learners in the setting of their agenda and in the development and management of learning and behavioural expectations/issues and the fostering of high levels of student ownership and motivation.***

1. How well do you think the things you learn here match your needs and interests?
2. Can you give examples of where you have a say in what you learn and how you set the expectations?
3. Do you think you have any input into the setting of expected standards of behaviour? Examples?
4. Do you feel more motivated at this place than in your previous schooling experience. Why?

***e) Structures and strategies that reinforce positive behaviours***

1. Do you think the teachers at Glendyne encourage good behaviour? How do they do this?
2. Do you “do drugs”? If so, how does this school respond to that?

✓ ***The success of engaging students in programs which have “real life” connectedness to both the general world and the world of students’ own experience and needs;***

3. Do you think the teachers at Glendyne encourage good behaviour? How do they do this?
4. Do you “do drugs”? If so, how does this school respond to that?

f) ***The intellectual quality, challenge and relevance of learning programs and to what extent expectations are set which make explicit what is required for success.***

1. Do you rate any of your topics/subjects as too easy? Why?
2. Do you consider standards sometimes too high for your ability? Any examples?
3. Are you generally aware of what standards you are required to meet to achieve particular levels of achievement?

✓ ***The features of campus programs which promote a supportive social environment.***

1. How do you feel about coming here each day? Why?
2. What does the school do when the “wheels fall off” and everything goes wrong?
3. Which extra-curricular activity (e.g. fishing, boating, camping, sport) do you enjoy most/least? Why?
4. Have you made good friends here amongst other students?
5. Have you made good friends here amongst the staff?
6. Are you aware of (or have experienced yourself) any form of bullying on this campus? What methods does the school use to prevent/minimise this behaviour?
7. Do you feel safe here? Why?

**Glendyne – Draft Interview Structured Questions**

**Administration/Staff Members**

✓ ***Key competencies in reading, writing and computation***

1. How strongly do you rate the development of basic literacy and numeracy skills at the school?
2. What data do you have to indicate improvements in these areas?
3. What are the main barriers to success in enhancing these skills?

✓ ***Development of social competencies - self-esteem, interpersonal/teamwork/negotiation***

1. What processes/strategies do you rate as most successful in enhancing the self-esteem and interpersonal skill development of students?

✓ ***Extent of involvement of learners in the setting of their agenda and in the development and management of learning and behavioural expectations/issues***

1. What strategies are used to develop students' involvement in the operation of the school and in decisions regarding curriculum and behavioural issues?

***The success of engaging students in programs which have “real life” connectedness to both the general world and the world of students’ own experience and needs;***

1. How are learning programs designed to include real-life examples and life-like experiences for the students? Please provide at least one effective example.

✓ ***The intellectual quality, challenge and relevance of learning programs;***

1. How are students encouraged and supported to raise their standards of achievement? What are the most effective strategies you have found to achieve this?
2. Do you regard this campus as an alternate secondary schooling or as an alternate VET facility? Why?

## **Glendyne – Draft Interview Structured Questions**

### **PARENTS**

- ✓ *Development of social competencies - self-esteem, interpersonal/teamwork/negotiation*
  1. Has your child demonstrated any marked changes in self-esteem and ability to relate to others in the time they have been attending Glendyne? Please give a brief description of the changes (if any).
  
- ✓ *Strategies which enhance community partnerships in academic, social and moral development.*

Have you had any input into the programs your child is undertaking at Glendyne? How would you rate your level of involvement in both the academic and behavioural development of your child while at Glendyne? What opportunities have you found most valuable? What opportunities have been least valuable? How frequently do you receive formal feedback on your child's progress? How useful and clear is this feedback? How easy is it for you to contact your child's teacher? Do you need to make an appointment to see them? How long do you normally have to wait for such appointment?
  
- ✓ *The features of campus programs which promote a supportive social environment.*
  1. How has the Glendyne Campus supported your child's emotional well-being and assisted in supporting his/her development of sound relationships and ability to relate to others?
  2. How do you feel that Glendyne handles issues of Code of Conduct/discipline
  
- ✓ *The fostering of high levels of student ownership and motivation.*
  1. Do you think that attending Glendyne has improved your child's level of motivation and positive attitudes towards work and study? If so, how do you think the school has achieved this change?
  2. If you could change anything about how Glendyne operates, what would it be?

**Glendyne – Draft Interview Structured Questions**

**Community**

***Strategies which enhance community partnerships in academic, social and moral development.***

1. What level of involvement do you have with the Glendyne facility? Please describe.
2. As a community member, what is your perception of the level of community input into the operation of the facility?
3. Are there ways in which you think the current level of community involvement in the facility could be increased?
4. Do you have any personal knowledge/experience of the impact that the facility might have had in reducing socially inappropriate behaviours by local youth?
5. How would you describe the image of the Glendyne facility in the local community. Why?
6. Do you believe that students from Glendyne are less likely to become involved in crime than if they had not attended the facility. Why?

## APPENDIX (v)

### Focus group interview Responses

#### **Student Responses.**

##### **Student academic competence (sub themes: literacy/numeracy)**

##### **How would you rate your level of English/ Maths when you first came to Glendyne? (n-14)**

Inability to read and function at a basic level of competence in both English and Maths was reported by all respondents (identified as being caused by issues such as suspension from school, stress, not getting anything out of it). All indicated they disliked these subjects as evidenced by comments such as;

*“The lowest you can get”*

*“failed”, “could never do it with the stress and stuff”;*

*“passed, just”*

*“I never went at all I was always suspended so so I was a bit like that to math I didn’t get nothing”*

*“Probably just passed in Maths and English”*

One (female) student who indicated competence in these areas reported achieving to about “high achievement” in year 8 but that this had dropped to barely a “sound” by the time she enrolled at Glendyne in year 9.

##### **4.2.2 How would you rate it (your Maths and English ability) now?**

Every student indicated at least some improvement with most rating the improvement as “substantial” and three as “heaps better”. Every student indicated achieving at least “pass” level currently and saw further improvement as possible and desired; “Now getting “B’s”. All indicated great improvement in attitude towards these subjects as a key to their improvement in outcomes and motivation to attend classes each day.

##### **4.2.3 If changed, what helped you to improve in these areas?**

Students indicated that the prime causes of their improvement in academic achievement were:

*Smaller classes (circa 5-10 students) allowing teachers to respond to questions immediately*

*Understanding teachers*

*The ability of teachers to explain issues without a judgmental approach*

*Teachers did not yell and were understanding – they took time to explain*

*The teachers were understanding and treated you like a person*

*Safe environment in class – no need to worry*

*More fun – the teachers here give you respect, have more time for you or send you to the office.*

These were identified as contributing to a safe learning environment for students

#### **4.2.4 Structure of the educational system**

Participants identified that the unique structure of Glendyne and close attention by teachers to their performance and emotional well being e.g.;

*“you have the teacher coming ‘round to see you every five minutes”*

and;

*“they make it more fun and they actually give you respect unlike normal high school teachers- they just put it up on the board, these teachers explain it and say do you understand and if you say no she comes over and says what don’t you understand and then she’ll write .... an example and then you know what you’re doing then you can do the rest”*

*“The work was integrated into hands-on subjects and was purposeful”*

*“Doing practical things such as measuring”*

*“Doing it at your own pace”*

#### **4.2.4.1 Relevance of education programs (sub theme complexity /usefulness/ adequacy)**

##### **4.2.4.1.1 Do you rate any of your topics/subjects as too easy? Why?**

*“English is sometimes too easy.”*

*“At the start of the year you do a test to see what level you are”*

*“Maths is not too easy – mostly hard”*

*“Standards are rarely too high – but are sometimes too easy”*

*“Everyone is treated as individual”*

*“You are given confidence that you can do it”*

#### **4.2.4.1.2 Do you consider standards sometimes too high for your ability? Any examples?**

Fourteen respondents answered this question the same as for 41.2.1 above

One student out of the 15 responded; *“no”*

#### **4.2.4.1.3 Are you generally aware of what standards you are required to meet to achieve particular levels of achievement?**

*“Yes – teachers explain these things to you”*

*“You can ask questions to clarify – teachers will tell you”*

*“You could go to university if you wanted to”*

#### **4.2.4.1.4 Do you feel that your current level of competency in literacy/numeracy is sufficient to achieve what you want?**

Most (n- 14) of the students stated that they believed their educational standard was now sufficient to allow them to gain employment of their preference. The remaining students (n-1) were less certain, using terms such as *“maybe”* and *“I but none were saying “I” – it could be done but they did not enjoy it.* All these students said they felt competent to achieve necessary improvement.

*“They get you to a high enough standard that you can go straight out and get yourself an apprenticeship”*

*“Not rocket science – you can understand what they are getting at in the practical subjects like metal work”.*

### **4.2.5 Student competence in communication**

#### **4.2.5.1 Do you think you are good at communicating with people? Why?**

No student rated themselves as incompetent in this area. Two (2) students stated that their ability to communicate with adults was in fact better than with peers. No student could articulate why this may be the case.

*“Talking on the phone is easy – do lots of that”.*

*“Better than I was before – still not perfect”*

*“Experience of working in work experience type roles, able to communicate effectively with fellow workers”*

*“If I need to be heard I can be heard”*

#### **4.2.5.2 What activities/programs at Glendyne have helped you become better at communicating?**

Examples of strategies assisting in developing communication skills were identified by students as being:

- *The business, retail and catering courses contain strong elements of communication skills, both oral and written and these are integrated into the subject e.g. writing recipes in catering, taking written and verbal orders, recording stock.*
- *Teachers spent time with the students helping them identify and articulate their goals. This is done on a regular basis right from the moment of enrolment*
- *The family atmosphere is important. Coordinator and the other teachers are often referred to as “dad” and students are dealt with as if they were family*
- *Non-judgemental approach (by staff) and giving respect to individuals throughout the school*
- *The youth worker (Tom\*<sup>3</sup>) was identified as a particularly effective communicator who was seen as a model for how to communicate well with people. He listens. Rather talk with him than anyone else in the world. All staff could easily be spoken to. The whole atmosphere allows and models good communication.*
- *Youth In-search<sup>4</sup> – you can talk to people – helps you talk. They give you respect – they deal with your family problems, then they achieve from there. They work out what doors you can open. You get to work on your goals*

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<sup>3</sup> Tom\* is a pseudonym

<sup>4</sup> Youth –in-search is an organization that ....

- *A lot of the teachers here have been through what we have been through – they have higher priorities. They take you into their lives – they come from the criminal world as well.*

#### **4.2.6 How well the Glendyne program addresses student personal needs/interests**

##### **4.2.6.1 How well do you think the things you learn here match your own needs and interests?**

*Give you time to catch up with the work*

*“heaps of stuff”*

*May be more so for the boys than for the girls*

*Perhaps something like hairdressing would be good for the girls*

*Art, motor-bikes, computers, movies, skirmish, horse-riding were all mentioned positively*

*Much more involved here as there is more time and your opinions matter*

*Friday options program really good – 2 hours of sport and activity after lunch*

*Holiday mentoring program is also very good*

*The staff members are more like friends than teachers and they support you in all the outside activities as well as in the school time. Staff members make time to be with you in outside activities. Church.*

*If you were out at the weekend and got stuck, you can contact a staff member and they will come and help*

##### **4.2.6.2 Can you tell me how these programs have worked and why you found them helpful/not helpful.**

This question was generally answered in the following dialogue;

*“We are still here”*

##### **4.2.6.3 Student inclusion in decision making about own learning/ educational standards**

##### **4.2.6.4 Can you give examples of where you have a say in what you learn and how you set the expectations?**

*“To a degree”*

*“You get to have a say in what you think you are able to achieve”*

*“Lots of discussion in class about what we will learn”*

*“Much of the stuff you learn is set in the (subject) booklet that we work from*

*A lot of say in what standard you want – if you want to pass or get higher mark, the teacher helps. If you ask the teacher will help”.*

*“A fair bit – teachers use graded books – teachers help you get to where you want to get”*

#### **42.6.4 Student inclusion in decision making about behaviour standards**

##### **4.2.6.5 Do you think you have any input into the setting of expected standards of behaviour?**

###### **Can you give me some examples?**

*“There is a student rep group – 1 elected from each class – these have to be redone since the class rearrangement. This group has a big say in setting the standards”.*

Students provided the following as an example of sorting out an issue about one of the boys (who was in trouble for vandalism);

*“– we had to say if he came back or not/ if he came for half days, or bring him back after a couple of weeks”.*

*“They (students) have a part to play in making the rules as well as dealing with students who break the rules”.*

*“They are really working hard at bullying and stuff”*

*“If student is found bullying, they go on contract and if that doesn’t work, they have days off. They put it to the teachers first, and then it comes to the students to finalize”.*

*“ Student reps can make suggestions e.g they suggested contracts”.*

##### **4.2.6.6 Do you think the teachers at Glendyne encourage good behaviour? How do they do this?**

*(They) “Use positive words”*

*“Encourage you talk about it”.*

*“Tell them your problems. You can talk to anyone”.*

*“They don’t treat you like “crap”*

*“no use fighting – might as well sort it out – they get you into a room to sort it out”.*

##### **4.2.6.7 Are you aware of (or have experienced yourself) any form of bullying on this campus? What methods does the school use to prevent/minimize this behaviour?**

*“Because (the) school is smaller, you notice it more when it happens”*

*“There are no bullies, we just have fights”*

*“If there is bullying, they are gone out of here”*

*“They get chances – lots of them – but in the end they will not be back – it is really hard to get kicked out of here”*

*“If you are suspended, they still send work home for you to do. The school would rather continue to help you rather than get rid of you completely”.*

#### **4.2.6.8 Do you “do drugs”? If so, how does this school respond to that?**

*“Who hasn’t? Everyone has had a go”*

*“If you get caught with drugs, you get suspended for one week”*

*“There is a drug program – pictures around to show us the effects of drugs”*

*“If you’re busted you get charged for it.”*

#### **4.2.7 Levels of intrinsic motivation of students**

##### **4.2.7.1 Do you feel more motivated at this place than in your previous schooling experience.**

###### **Why?**

*“Yes”*

All 15 students validated this answer with the following responses;

*“Other schools you can’t express you own feelings – here you can do that”.*

*“We can talk in class and not get yelled a -.But no doubt about standards”.*

*“You can pace yourself.”*

*“Much the same as other school work, but more paced to your ability. Books allow you to go at your own rate”.*

*“Friday afternoon options scheme is very important motivation”*

*“Incentive scheme where you get points towards rewards such as caps, clothing, fishing rods, computers, general items etc is also very good”.*

*“Yes – want to do a traineeship here when I finish schools at the end of the year”*

*“Previous school – English teacher did not like me so no matter what I did, nothing would go right”*

##### **4.2.7.2 How do you feel about coming here each day? Why?**

*“I like coming here to see my friends every day”*

*“If I miss the bus, I will get someone to drive me here”*

*“Every student wanted to come to school each day”*

*“Some even come from Maryborough, Burrum Heads every day”.*

*“Feel more positive about coming here”*

#### **4.2.7.3 Addressing student emotional needs-What does the school do when the “wheels fall off” and everything goes wrong?**

*“ You can go to the counselor – you can get to see her easily e.g. one of the girls was pregnant, had no money – money and items such as pram was donated through the church” “if you really need help with something, they will help you”.*

*“I got into trouble over the weekend and they came to help me”*

*“They talk with you”*

*“They will go to the court house with you if you are in trouble – they will help you in any way possible”*

#### **4.2.8 Development of life skills sub themes; (friendships, networks, arguments,)**

##### **4.2.8.1 Which extra-curricular activity (e.g. fishing, boating, camping, sport) do you enjoy most/least? Why?**

*Motor-bikes*

*Horse-riding*

*Go-carts*

*Also making go-carts*

*MIA (computers)*

*Soccer/football*

##### **4.2.8.2 Have you made good friends here amongst other students?**

*Yes- most of the time*

*Enjoy doing the ropes course together – you get a lot of encouragement even just for trying it*

##### **4.2.8.3 Have you made good friends here amongst the staff?**

*“Staff are like friends”*

*“...Not friends, they are like family”*

*“Coordinator is like Dad and Tom\* like a brother”*

##### **4.2.8.4 Personal safety**

#### **4.8.4.1 Do you feel safe here? Why?**

*Another reason we like this school better than normal school – if you get pregnant, they will stand by you – normal schools just kick you out. It still happens.*

One other student provided an example of ‘normal school’ having classes for pregnant students and baby rooms.

### **4.3 TEACHER RESPONSES**

Major themes emerging in Teachers focus group revolved around the following; educational achievement and abilities of students, educational processes, teacher satisfaction disciplinary processes within the school, extra curricular demand placed on teachers, motivation to support students, life skills development for students.

#### **4.3.1 How strongly do you rate the development of basic literacy and numeracy skills at the school?**

*Class size is a big issue*

*Content is tailored to individuals – not so much down-graded – giving more time – presenting subjects in a more interesting, hands-on presentation.*

*Relationships– be with them everyday, pointing out their problems, encouraging being positive and treating as individuals*

*When (the Coordinator) picks staff, he picks them more on personality rather than academic considerations – personality and compatibility are important*

*It is a very caring environment-students are not judged or criticized-we aim for a family environment – most of the students are from environments where this is not so*

*Relevance and hands on approach is used and this benefits learning*

*By developing the relationships, the kids want to be here they want to be involved*

*Even the theory is done in a practical way – never just with paperwork – always in discussion form.*

*Integration of subjects such as Maths into things like metal work. Doing measuring and Maths and English in catering. Making shopping lists/orders .*

*There are Individual Education Plans written for each student and Education Support Plans for those students in care.*

*Ascertainment is also done for a lot of students here.*

*The involvement of parents and numerous volunteers is also a feature of the operation and contributes to student success.*

**4.3.3 Do you regard this campus as an alternate secondary schooling or as an alternate VET facility? Why?**

*It is both really*

*The students are encouraged to achieve whatever they can. We attend both Uni and TAFE open days. We have strong links to industry*

*Many of the students have a history of learning difficulties and social issues (ADHD, Aspergers' Syndrome) and this often limits possible achievements. They respond well to the positive rewards system. They feel really "chuffed" about accomplishing something.*

*We could help a student get an OP and go on to uni if that was possible. There are some students currently who could certainly achieve that.*

*There is nothing to stop them going on to uni if they wanted – many go on to further study, TAFE type programs.*

*We encourage them and put things in place to help them. We work closely with industry – work share and placements – hopefully these turn into traineeships*

**4.3.3.1 What processes/strategies do you rate as most successful in enhancing the self-esteem and interpersonal skill development of students?**

*A lot of stuff outside of school. – gives a confidence boost – it's something we encourage. It is no use sugar coating things to make it look better for them.*

*We try to develop a family atmosphere. It's how you treat them as individuals. We take the time to get to know them. Not just in school but out of school as well. 24 hours if necessary.*

**4.3.3.2 How are learning programs designed to include real-life examples and life-like experiences for the students? Please provide at least one effective example.**

*The teaching of Life Skills -This term looking at drugs – next term conflict resolution and anger management. We focus a lot on their social life. The options program on Friday night – mentoring, football*

*The catering program is made as real as possible – they prepare lunches every day and do outside catering. This has been very successful. Ordering, serving recipes, industry standards – this is all very real-life and practical. Catering job to be done tomorrow off campus.*

*The workshops (metal and carpentry) are practical as well – making go-carts, scar-crows, boat repairs – very like industry environment.*

*We aim to keep them as busy as we can – avoid “down time” – especially in holidays - which is when they get into trouble, do drugs. – Fishing, motor-bikes are offered Monday nights football, touch football, Tuesday nights girls football. Holiday program aims to take them from when they wake up in the morning to when they go to bed at night (surfing at Rainbow, Skirmish). Youth workers and interested teachers are involved in this. Show them the life-style – be an example*

#### **4.3.3.3 Where do you place literacy and numeracy in the priorities for students?**

*Everything we do is somehow based on or involves these areas.*

*It is important not to single them out in class as many can't read or write at all. We use one on one – Whatever they do in the real world, they have to be able to read.*

*Some practical things are now coming up such as doing resumes and going for their licenses. Got kids writing recipes from old books as practical exercise.*

*Motor bike manuals for example – using things they are going to have to use*

#### **4.2.3.7 What data do you have to indicate improvements in these areas?**

*Not much – that is something Dale (Deputy Principal) is doing and he has stuff.*

*You can see the improvement in their class bookwork and things like that.*

*Getting a lot of that stuff together to register as an RTO (Registered Training Authority)*

#### **4.2.3.8 Parent Communication and inclusion**

*“A parent and carers’ support group has been organized with an average of 11 parents and guardians attending a morning tea where instruction was provided relating to youth issues and their management. These sessions were run by our*

*Counsellor and the Drug Rehabilitation officer at Glendyne. This has led to higher parent involvement and volunteer levels at the centre.*

#### **4.2.3.9 What are the main barriers to success in enhancing these skills?**

*Family structures/backgrounds*

*Crime and drug habits*

*We work very closely with families:*

*The parents are kept very well informed on a number of levels – knowing about the accumulation of little incidents can help a parent understand when something bigger occurs and what we then do about it. We use forms (which we hate) but we can keep a really close track of what is happening.*

*Parents get to see the reward points as well. They feel very well informed.*

### **5 PARENT RESPONSES**

Parents were interviewed as a group and discussed the following issues pertaining to their children's enrollment at Glendyne; childrens' self esteem development, communication issues, lengthy of involvement with the school, ability to access teachers for information about their child, feedback from teachers, academic achievement of their child, motivation of their child to attend school each day

#### **4.5.1 Has your child demonstrated any marked changes in self-esteem and ability to relate to others in the time they have been attending Glendyne? Please give a brief description of the changes (if any).**

*My son had previously kept to himself – a real loner.*

*He has now made many friends from both here and outside. Previously self harming activities so he wouldn't have to go to school.*

*Daughter had been a school 'refuser- since coming here, wants to come all the time. Tutor in Aboriginal traditional language three nights a week.*

No other reported stories of significant changes – generally self esteem seen as unchanged

#### **4.5.4 Have you had any input into the programs your child is undertaking at Glendyne?**

*No-no say in what the kids are doing, but we know what they are doing.*

*Haven't really thought about that*

*Have parent meeting at start and reporting meetings*

**4.5.5 How would you rate your level of involvement in both the academic and behavioural development of your child while at Glendyne? What opportunities have you found most valuable? What opportunities have been least valuable?**

*We are always told about what is happening – always get a letter.*

*Could be about an incident or congratulating about a task completed.*

*This happens all the time. Get told about upcoming activities,*

*Absolutely sure that if something happens, we will know about it.*

*On enrolment, sat down (nearly always with Coordinator) and spoke of issues, child's goals – shown around the school – orientation.*

*Talked about what she wanted to get out of coming here.*

**4.5.4 How frequently do you receive formal feedback on your child's progress? How useful and clear is this feedback?**

*Formal report card comes out each term.*

*Report is clear and has comments about everything the child does from each teacher*

*They are really good*

**4.5.8 How easy is it for you to contact your child's teacher? Do you need to make an appointment to see them? How long do you normally have to wait for such appointment?**

*You can ring up and they always get back to you.*

*They encourage you to let them know about anything that is going on at home or anything.*

*They know then why the child might be grumpy at school.*

*They even come to your house to chat about any issue you have got – even to Maryborough.*

*They wouldn't do that from normal schools – at least two weeks to see them.*

*No waiting for appointments*

**4.5.9 How has the Glendyne Campus supported your child's emotional well-being and assisted in supporting his/her development of sound relationships and ability to relate to others?**

*If there is an issue, they take them to the beach for a walk – they're not "down" on them*

*They treat them as equals – show respect*

*In previous schools, child would deliberately play up on a Friday so they could have Monday off – doesn't happen here.*

#### **4.5.10 How do you feel that Glendyne handles issues of Code of Conduct/discipline**

*They do as well as can be expected*

*Very tolerant and work one on one*

*Create special programs for some children to deal with their issues*

*and re-integrate back into the mainstream*

*They do very well – and ask the students their opinion – they put issues back in their lap through the student rep group.*

*Those students respond better to their peers being involved in the process of deciding what happens to them.*

*They work on relationships first, then look to the learning to follow.*

*Students involved in things like making their lunches – it is teaching them responsibility*

## **4.6 COMMUNITY RESPONSES**

### **4.5.1. What level of involvement do you have with the Glendyne facility? Please describe.**

*As the pastor of the Hervey Bay Baptist Church I am part of the Advisory Committee and also have regular contact with staff and students on an informal basis. Have been associated with Glendyne since its inception.*

**4.6.1.1 Youth Development Officer with Hervey Bay City council-** *I see young people come here under community job plan and often stay connected with them in other programs run by Council. Look out for appropriate grants. Crime prevention officers contact as well. Working closely with Council. Look for partnership opportunities to let (Coordinator) know. Networking.*

**4.6.1.2 Juvenile Justice Officer** – *we refer numerous boys and girls to Glendyne as there is often no role model at home. ¼ are indigenous and we use Glendyne as alternative to conditional bail. Also used in post-release programs. If Glendyne was not available, there would be many more detention orders from court, social behaviour issues would rise dramatically. We also run our own programs here using the facilities.*

**4.6.1.3 Department of Employment and Training program Officer** – *we fund many of the employment/traineeship type programs run at Glendyne.*

**4.6.1.4 Local retired farmer** *who sees my role as providing some input into Hervey Bay networks and offering some business/commercial advice. Look for fund-raising opportunities.*

**4.6.1.5 Local Secondary principal** *who has been on the board for some time and provides a schools perspective and connection with Education Hervey Bay.*

*The Advisory Council is advisory, not managerial – meets every couple of months.*

**4.6.2 As a community member, what is your perception of the level of community input into the operation of the facility?**

*“Good input from several key areas represented on the advisory board and some of volunteers. Probably not strong input outside this”.*

*“This needs to be increased. There is a need for a more “enterprise” approach and more programs in adult education working with at risk families to break the cycle. Also need programs for parents from outside the Glendyne community as well”.*

*“Heap of enterprise/adult education opportunities”.*

**4.6.2.2 Are there ways in which you think the current level of community involvement in the facility could be increased?**

*“More opportunities for such activities as the catering facility to be used outside normal hours – keep showing the positive work being done. Could involve parents using the facility as well”.*

*“There are good opportunities for links with the new Industrial Park to be developed at Hervey bay. There will be opportunities for youth employment in the areas that Glendyne covers especially (welding, construction etc) Pre-voc courses should be available in increasing volume”.*

*“Any of these areas need to be set up professionally. Staff are “stretched” and any extra responsibilities in establishing these programs need to allow for quality planning – could not be just added to current roles. Example of previous gardening program which was a good idea got lots of publicity but “fell in a heap” this concerns me a bit – such things need to be done well, properly planned. People can be going from one thing to another without time to do things properly”.*

*“The money/funding for programs for the under 16 year olds needs to be more certain – programs are often short term e.g. annual and then can’t be continued leading to lack of continuity/disappointment for the students to be dropped”.*

*“Need to think about training and professional development for volunteers and support position people. Also how to train and determine suitability for these roles before they start and then find they are unsuitable. High drop out rate”.*

*“A lot of time goes into chasing grants. More certainty around funding arrangements would be beneficial”.*

*“Not sure. Maybe a greater awareness campaign. Usually people become involved by direct request and personal contact”.*

**4.6.2.2 Do you have any personal knowledge/experience of the impact that the facility might have had in reducing socially inappropriate behaviours by local youth?**

*“Yes. I have personally observed the turn around in many of the youth over the years. In some it has been the result of steady input into their lives”.*

*“There are those who have had dramatic changes. I am always greatly encouraged by attitude changes which many display towards others and authority. Graduation is always a significant and moving time for me. To see the young people achieve and end the year so well, having viewed their journey throughout the year, brings a sense of satisfaction to be associated with the program”.*

*“Not enough “good news” stories get out to the public – and there are such stories all the time here”*

*“This place is seen as a model for other areas but is not well enough known by the public at large – the profile needs to be lifted”*

*“Seen as a place for “bad kids”-maybe because of the initial involvement of Youth Justice”.*

*“Youth Justice sees a significant impact on youth in the area – numerous cases of students being given alternative to detention orders as the Magistrate knows what can be offered at Glendyne – given another alternative and is often used. Up to 4 students at any one time fit this category. Not*

*usually given detention orders unless Glendyne has been tried or considered as an option therefore big impact on local youth detention statistics. Other comparable areas now have higher figures for youth detention”.*

*“Increasing number of girls being referred. The girls are often more demanding than the boys. But they tend to calm down some of the boys’ behaviours – there seems to be less violence”*

**4.6.2.5 How would you describe the image of the Glendyne facility in the local community. Why?**

*“From the council point of view, there is very high respect of Glendyne and what they do. A number of young people have been put on from Council employment programs and have been very successful. It has a positive reputation with Council”.*

*“Council funds youth workers – and they have had some terrific outcomes. Council workers have now worked side by side with these kids – had previously had bad image, but now they are really positive”.*

*“There is a real lack of awareness of what is going on here. – just a ‘bad kids school’ – need to know what great facilities they’ve got here. You see a one off article in the paper now and then – also a lack of industry involvement in expanding contacts. So much more potential to engage the community and industry and I don’t think it seems to have gone there yet”.*

*“Opportunities for people to see things such the industrial sheds – see what great trailers or go-carts are produced – see what good welders we are training. Catering group did an outside job for a group catering for disabilities – did a great job – there was a whole group of people who saw what a great job we could do”.*

*“Sound. Many from different community areas have affirmed their gratitude that Hervey Bay has a facility like Glendyne for the youth at risk”.*

*“Generally I think people want something done for the young people although often they do not know how or have the skills to be involved themselves”.*

*“When a program brings positive results, it is well received. On the other side of that I think there is still a perception in some quarters that Glendyne is only for youth who are off the tracks. While it certainly covers these, I believe it also caters for those who just do not fit the existing education system. This is not always the fault of the students. Glendyne has a very practical on*

*the job learning type syllabus which allows for those who are not simply academic minded but still have the capacity to be productive in society”.*

**4.6.2.6 Do you believe that students from Glendyne are less likely to become involved in crime than if they had not attended the facility. Why?**

*“Yes. On entry to Glendyne many lack life skills which impact on their relationships and general attitude. In addition, their family background can also contribute to an outlook which is often not positive. Crime therefore results as a reflection of their anti social behaviour or from habits of substance abuse. Helping to overcome these issues lessens the tendency towards crime. In addition, extra programs through sport and mentoring provide both an alternative output for their energy and positive role models for their life”.*

*“Anecdotal evidence that kids are showing much more initiative in getting into sport and outside activities – changing their lifestyle. The holiday program has had a noticeable effect – in June/July 05, 9 Glendyne students got into trouble with the police over the holiday period. The holiday program was introduced in December that year – no students were in trouble with police. The same thing happened in the June/July holiday on 06 – no students in trouble”.*

**(refer to comments in staff interview re keeping students occupied)**

*“Need to think about professional development for the staff – such a stressful role. There is a lot of informal support of each other – this is good but the longer term is a concern. They can have a really bad day. You will find a lot of volunteers falling off “.*

**(Juvenile Justice comments in Q1 refer to this question as well)**