

Primary Projects Impact Report - Term Three 2024

Primary Project's goal is to equip young pre-adolescent students with social and communication skills that enhance positive and healthy choices, decision making and peer interactions

We have five Primary Project youth workers placed in 4 local primary schools. Their main focus is supporting learners through our big buddy small group mentoring programme, in addition they also interact with learners in their breaks, support staff with class activities and and join in with school wide activities. In Term Three 123 learners have benefited from mentoring with one of our team.

Our Primary Project is a team of youth workers who actively serve the local community within the primary school setting.

By providing a consistent presence within a school, Primary Project trained youth workers collaborate and partner with the local school to provide mentoring and support that is fun, energetic and NZ curriculum based – to support the development of positive, life-long skills.



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In term three 2024 we had youth workers in Dairy Flat, Silverdale Primary, Orewa Primary and Waitoki School on a weekly basis.

We have two PP youth workers at Dairy Flat School. Holly works two half days on a Monday and a Wednesday, where she has mentored 16 learners in term three. Noah works on a Friday and mentored 18 learners in term three.

At Orewa Primary we have Simon working a Tuesday afternoon each week. During term three he has mentored 12 learners.

At Silverdale School two of our PP youth workers, Liz and Simon, work a full day on a Wednesday. During term three Liz has mentored 21 learners and Simon has mentored 19 learners.

At Waitoki School Simon and our newest PP team member Grace work a half day on a Tuesday. Grace has begun to mentor 18 students and Simon has mentored 21 learners on during term three.

Mentor	Students seen each week
Holly	16 students at Dairy Flat
Liz	21 students at Silverdale
Simon	19 students at Waitoki, 12 students at Orewa Primary, 21 students at Silverdale Primary
Noah	18 students at Dairy Flat
Grace	18 students at Waitoki

Salt Management Feedback

In Term 3, we were excited to welcome Grace Bridge on to our PP Team. Grace has worked with youth for a number of years throughout her schooling and now her internship at KingsWay School.

In term 3 we also had the privilege of hosting a staff morning tea at Dairy Flat School and Silverdale School. We love to do this once a year for schools that have our youth workers for a full day or more each week. This provides a great opportunity to hear feedback from staff and remind them of our programmes and services. If costs allow we would like to do this for all PP schools in the future.

We have talked at length within our team about the appropriate group size for Primary Project Big Buddy Mentoring and the **optimal** size is 2-3 learners. When the group size is 4-5 learners the quality of the connection, engagement and impact is significantly diminished. We have found that younger learners also struggle to focus in a bigger size group.

As such, for younger learners (year 1-4) the maximum group size is 3 learners and for older learners (year 5-8) the maximum is 4 (in consultation with the youth worker to ensure the dynamic of the group will be successful at this size).

Some schools have learners on a fortnightly or 4 weekly rotation and encourage learners to connect with the youth worker in interval/break times on the week(s) they are not scheduled in. This process can help learners to become more independent and free up space for new learners to join Primary Project Big Buddy Mentoring.



Educator Feedback - Silverdale Primary

Feedback:

- This term at Silverdale School, I had the pleasure of welcoming two new learners to my weekly schedule. I've thoroughly enjoyed getting to know them while deepening my connections with the others.
- To date my current list of learners with parental permission now sits at 14, with the school having identified several more learners to join me in term 4.

Highlights:

- Spending regular time in the school's outdoor play area during morning tea breaks. This has enabled me to support multiple learners, who are not on my 'Primary Project list'. Those who were either: on their own, looking disheartened, experiencing challenges, needing physical help, or visibly distressed about something. It's particularly rewarding when I've been able to facilitate healthy connections between these learners and their peers, seeing them able to support one another rather than relying on me.
- Being able to help the whole school stay safe, when I came across a large mass of double ended sharp toothpicks dangerously scattered all over the court and junior playground. This resulted in them sticking straight upwards out of the safety matting holes. After notifying the school office, two of my youngest learners and I were able to spend time picking each and every one up, responsibly disposing of them in the nearby bins.
- Seeing how much students look forward to their 'SALT time' and hearing this same feedback from teachers.
- Receiving positive feedback from teachers about the behavioural progress students that I am seeing are making.
- Interacting with students during lunch times by being invited to join in their basketball games.

Student Stories:

- Having an awesome poem written about me by one of my year 4 learners and then unexpectedly having it read aloud to me by their whole class (including their teachers) while out in the playground.
- One pair of students in particular that I get to see every week have been quite 'inward looking' earlier in the year, mostly expressing just their own needs and wanting to do whatever it takes to get those met without noticing others' needs. This term I have gotten to see that change quite a lot in them both. Now, more frequently holding each other accountable for words and actions that are said and done, as well as beginning to make compromises for each other so that both their needs can be met during 'SALT' time. Seeing this and watching them begin to learn that they have a choice as to how they express their emotions, has been really cool and encouraging to see.

Educator Feedback - Dairy Flat School

Highlights:

- A couple of new students were added to my list of children to spend time with which was great. One student who I have been seeing on a weekly basis for over two years now has started opening up about personal and home life struggles. While this has been hard to hear, it's so good that she's feeling safe enough to share these things and can get some help & support.
- Throughout term 3 my main highlights have been seeing the older year 5 and 6 boys growing and maturing as they begin to get to the end of the year and hearing their excitement and worries and being able to talk to them more about their future at the different schools they plan to go to. I have also enjoyed just the overall culture of Dairy Flat from the lunch time activities with all the boys, to watching the all school assembly on a Friday morning.

Student stories:

- This term I saw a lovely 8 year old international student from China who knew only broken English and was very timid, so much so that the teacher could barely get any words out of her. The classroom noise and buzz seemed to overwhelm her and her little break outside of the classroom with me and another student in a quiet room was so good for her. I watched her confidence grow week by week until she was eventually smiling, talking and even singing happily to herself as she coloured and did activities in our sessions together! I was very touched when she said to me after the last session I had with her before she returned home back to China, "Can tomorrow you take me too?" :)
- A student story that I really appreciated was hearing how much a group of students enjoyed when I got to watch their basketball games and how that was a highlight. Through that connection I found they were able to open up a lot more during 'Good thing Bad thing' and hearing about their weekly stories which was really cool to see how that connection with having similar interests grew to improving overall mentoring.

Other thoughts:

- It was a good term at Dairy Flat. Relationships continue to be built with the students and communication between myself and the teachers and DP is great. I saw 16 students regularly this term and I expect another one or two to be added soon.
- Overall I have really enjoyed working at Dairy Flat and getting to know the staff more and seeing how much effort they put in to not only seeing hearing from the students how the interesting things that have learnt but also how they persistently create an uplifting school culture which I have loved to be apart of through cross-country days, basketball games and even school assemblies.



Educator Feedback - Waitoki School

Highlights:

- Similar to last term in which I got to see many of the students progress in learning how to make compromises with one another.
- Group football games at morning tea
- Attempting to construct a 'lamb trolley' with one of the groups and being able to work on listening, safety and teamwork skills in the process.
- My highlight has definitely been seeing how quickly the staff and students have embraced my presence at Waitoki. Immediately I had girls opening up to me about the tough things going on in their life and making themselves at home in the space.

Student stories:

- A student in one of the groups that I see had rolled his ankle over the weekend. This group is often a really active group (keen to play sports, games on the playground etc), so upon seeing that one member of the group was quite injured and had a need to be included, I was really hoping the team building work we had done together throughout the year would come into play. And sure enough each member in the group was keen to make compromises in whatever game we played to make sure that the injured member of the group was included. This was super cool to see them practicing inclusiveness and awareness of others' needs. The following week a different member of the group had broken his arm over the weekend and just like the week before the group of students did an amazing job of communicating with the injured student (seeing what his needs are) and including him in the activities that they wanted to do.
- There is one young girl who is quite bubbly but when we get to sharing the good and challenging part of her week she shuts down and can never quite find something good that's happened. It is similar for a few girls, but I can already see when you break it down with her a bit more that she is able to recognise for herself that there has always been at least one really exciting thing that has happened in her week.

Further thoughts:

- I would love to maybe get in touch with the school about any information they can give me about the girls and why exactly they have been chosen for SALT as I think that would help me a lot.



Educator Feedback - Orewa Primary

Highlights:

- Being able to meet a need for students that are really struggling by creating a safe space for them to talk.
- Hearing from a student about the progress he had recognised in himself (in terms of recognising and processing emotions safely)

Student stories:

- This term I began journeying with a young student who had recently experienced great loss within his family. So we began the process of establishing a mentoring relationship/friendship and a safe space to grieve and process emotions as they came up. Although a challenging journey and much more challenges to come, it has been amazing to see this student recognise his time with me as being a safe space to express needs as they come up but also have some fun too - kicking footballs, throwing frisbees or playing uno.

