

24-7 Impact Report

Term Two 2024

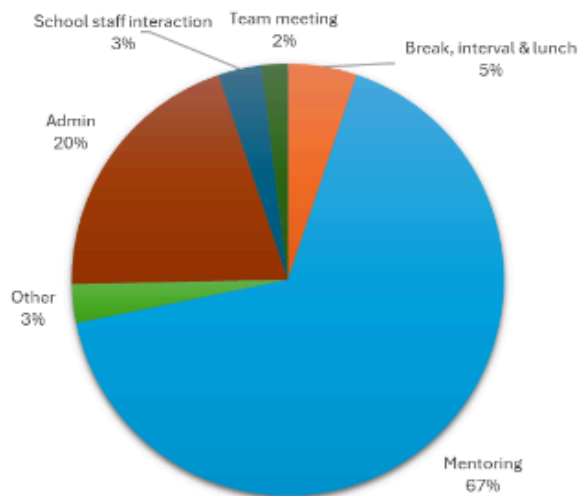
Focus

- Supporting Students
- Building Positive Relationships
- Cultivate school spirit
- Leadership development

Outcomes

- Mentoring sessions - All youth workers prioritising mentoring. Doug trying 8 week mentoring workbook, Renee focus on Hauora
- Cultivate school spirit - Jake attending staff meeting, Jodie, Nigel & Simon attended Pohiri to welcome Wiri (new principal)
- SALT youth workers have made themselves available during lunch and break time. Doug running HapQuest at lunchtime on a Friday with regular attendees and positive feedback.
- Jake & Simon presented the Youth Led Projects concept to Pip for feedback before pitching to senior management (Term 3).

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First name	Connections - mentoring	Connections - group	Connections - total
Jacob	43	68	111
Doug	31	55	86
Renee	28	0	28
Simon	32	27	59
Total	134	150	284

Term Two Highlights

- Wiri coming in!
- Hui was amazing
- Staff meetings have been great this term
- My term two highlight would definitely be seeing the progression of some of my girls from being weighed down by immense home life/school life stress to becoming more peace-filled. This change could be attributed to me working with them to improve each area of their Hauora (physical, social, mental, spiritual). I have seen evidence of this in these girls lives as they leave the youth worker rooms with a lightness, carrying a peace that surpasses their understanding.
- Seeing the lunchtime HapQuest programme starting to develop with engagement from 6-12 students each Friday. We've discussed Respect, Responsibility, Relationship, Bullying, Good Character (even when no one's looking), and learning from other people's advice.
- Having Renee join our team :) Renee is approachable, friendly, and down to earth - we are so grateful to have her!
- Attending the pōwhiri to welcome Wiri to Orewa College
- My first 24-7 Hui was awesome - I particularly enjoyed Paul's talk on Leadership, and Mike from Thrive's workshop on DNA-V
- Engaging in conversation about Te Whare Tapa Whā, Hauora and wellbeing with a number of the boys that I see and seeing their genuine interest in it.
- Beginning to get the Youth Led Project (YLP) ready to present to senior management in term 3.



Jodie, Nigel and Simon at Wiri's pōwhiri



Jake and Simon presenting to Pip

Term Two Student Stories

Story One

Near the end of term I don't normally bring anyone on. I find that taking on new students opens a can of worms that you can't really do much with. However, with a lot of my boys either stood down or away I was left "studentless". I emailed Pip and asked for a few new lads to start seeing.

I emailed one, let's call him Brian (seems like an inconspicuous enough name), and scheduled up a time to meet with him. He came in and was quite shy to start. We spoke briefly about what Youth Work is and what we do. From there I introduced myself and asked about him. He told me that he struggles at school because of the bullying he receives. He went on to tell me that he is picked on because of his height and historic interest in WW2. To my disbelief I said to him "BRO! That's probably the dumbest thing to be made fun of for. You sound frickin awesome!" A grin appeared on his face.

Brian and I then discussed WW2 and military history for the next hour. At the end of the session he turns to me before walking out the door and said "ya know, I was really nervous when I walked in here and now I'm leaving with a friend."

Since then Brian has come to say hello to me every time I'm in the school. He even asks for me when I'm not. Being a listening ear for a young guy who feels alone does wonders.



Term Two Student Stories

Story Two

A standout testimony for me would be from a young year 8 girl. Upon our first meeting, I realised how few people she had in her life who were interested in her and cultivated safe spaces for her to express her thoughts. It broke my heart when I realised how hard it must be for this girl to go through life with virtually no one to invest in her or be a safe person for her. However, during our last meeting before the holidays, she informed me that she had made two new friends who were in her class. I had the privilege of meeting the two friends and I was so pleased to see them interact with her in a genuinely caring manner. She is doing a lot better and school has gone from a daunting environment to a safer space for her to work toward thriving in.

Story Three

One of my students was very depressed and suicidal at the start of this year. Interventions have meant that I no longer see him at the school, but I've built a good relationship with his parent who I coordinate with in order to connect with the student online or on the phone most weeks. There's been no talk of suicide for several months now, and school work in the new context is proceeding well, with a new school planned for next year that the student is looking forward to. The other week he saved his pocket money, completely of his own initiative, and purchased a really thoughtful gift for his mum's birthday – she was touched, and it made my day to hear about it too!



Term Two Student Stories

Story Four

One of the students that I see was very anxious and concerned about the possibility of his parents separating due to the arguments (and frequency of those arguments) that he had witnessed them having. Since first hearing him talk about it earlier in the year I have had the honour of watching him build resilience and hear how he has become more emotionally aware (i.e., recognising how his parents arguments make him feel and how to respond in those situations). It has been really cool to see him reach out to the support network around him of his friends, the school guidance team and to youth workers – and to start being equipped with both knowledge and tools to build resilience so that his parents' situation isn't something that dominates or controls his life. I look forward to continuing to see him grow and am sure these tools and resilience are things that he will carry into other areas of his life both at school and away from school.

Feedback

- Would love to run the strength program for boys!
- I am so privileged to be a part of the SALT youthworker team



24-7 YOUTH WORKERS FOCUS ON

Five Key Outcomes

- #1** **Supporting Students**
To help provide a holistic support network for students which complements and enhances the role of teachers.
- #2** **Building Positive Relationships**
To help build positive relationships for students. This includes student relationships with staff, with their peers and with significant adults such as our youth workers.
- #3** **Cultivating School Spirit**
To enhance the spirit, vision and values of the school by working alongside students, student groups and staff in creating a safe and friendly environment; developing a sense of whanaungatanga (connection and belonging).
- #4** **Leadership Development**
To encourage, strengthen and grow students in leadership roles.
- #5** **Integrating Students with Out-of-School Activities**
To help connect young people with suitable out of school activities, which develop their strengths and enhance their community connections.

