

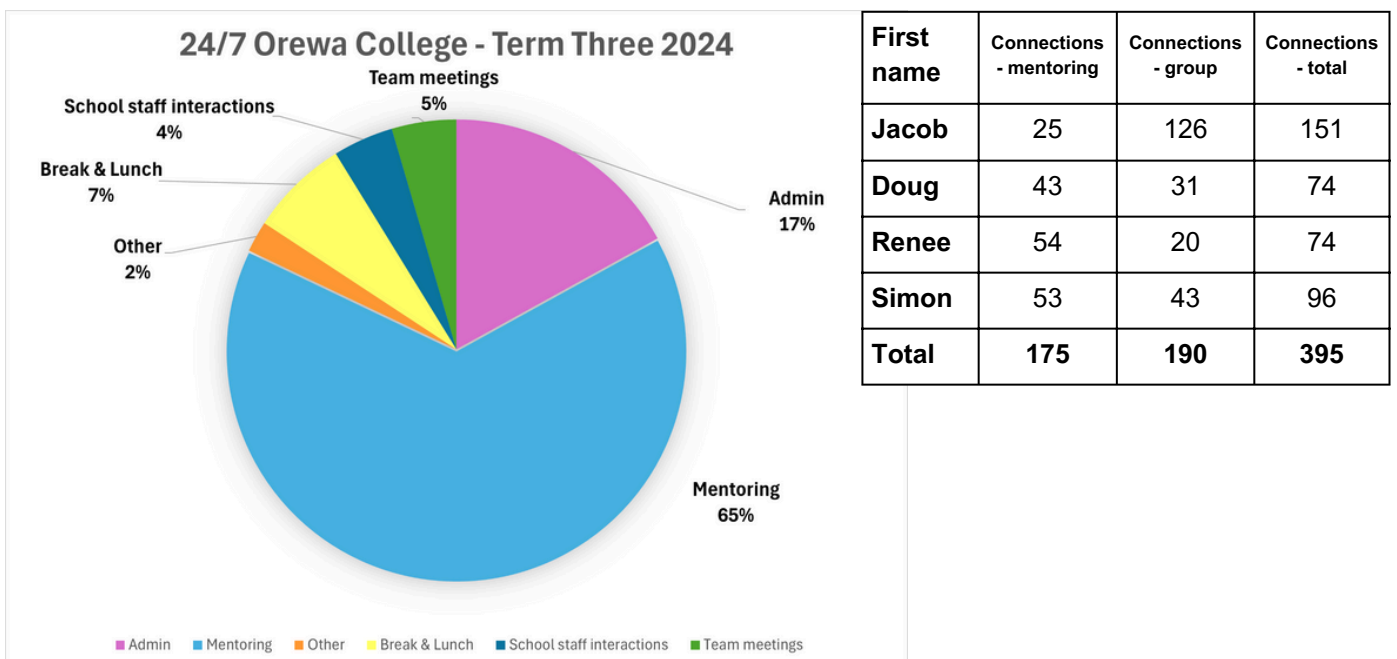
24-7 Impact Report Term Three 2024

Focus

- Supporting students
- Building positive relationships
- Leadership development
- Integrating students with out of school activities

Outcomes

- Mentoring sessions & lunch time support - Hapquest, YLP, being available to YP
- Building Positive Relationships - SALT hosted an onsite morning tea with HODs to encourage collaboration and youth worker support of staff and students. Jake continues to attend staff meetings & now basing himself in the PE department. We have updated our 24-7 youth work handbook and provided staff with an updated “Meet our Youth Workers’ poster. Doug learning names of support staff and building relationships with gym staff
- Jake presented to Wiri and then Jake & Simon have been hosting a Youth Led Projects lunchtime group
- Ballers and Footy Night Club event at lunchtime in collaboration with Coast Community Trust



Term Three Highlights

- This term as well as our mentoring, we have focused on increasing staff awareness of 24-7 youth work. Our youth led projects initiative was also launched. As well as hosting a lunchtime event promoting out of school activities.
- The highlights this term have been the connections made with teachers and staff. I've been doing what I can to be more intentional about talking with and being involved with teachers. I have loved getting to help out with the year 10 PE classes and building strong connections with students there.
- My highlight this term has been hanging out with students at lunchtimes. Whether I'm walking around interacting with them or they come into the youthworker room and have a chat, it's so nice to have that extra time to be a listening ear and safe space for them
- Beginning the Youth Led Project (YLP) with students



Term Three Highlights cont.

- Coming in two days a week this term - has been awesome to connect with more students and be more present at the school during the week
- HapQuest is short for 'quest for happiness', and is all about helping young people learn 'life hacks' that they can use to avoid problems and relate better to others. Meeting during Friday lunchtimes, so far we've talked about things like the 3 Rs (Respect, Responsibility, and Relationship), learning from advice, what is empathy, achieving win-win, and avoiding bullying. There's generally popcorn, chocolate, and several rounds of table soccer to finish off. Sometimes we have 1 or 2 students come, sometimes 9 or 10.
- Finishing our youth worker handbook so all of our documentation is up to date
- Helping to host an HODs and Salt Youth Workers morning tea - giving the opportunity to get to know a few more of the staff
- Signing of our MOU which enables ongoing collaboration for the benefit of Orewa College students, staff and the wider community

Term Three Student Stories

Story One

A great but challenging moment was later in the term, sitting with a group of boys who had been out of their kete class. I was unaware of the reason why, but as the teacher approached, I was able to sit with them and see how they acted around their teacher. I was shocked at the level of disrespect and lack of care they had for this teacher. Once the bell rang, I sat with the teacher, who seemed quite defeated. I was able to ask him a few questions just to check in. However, something he said really stuck with me. "I can't give up on them..." he said "I truly believe even if they act as if they don't want help if I can be consistent and slowly chip away at the rough exterior, I know that they can have a better future and life." It was a moment of WOW for me. What this teacher just experienced and still experiences was enough to send me running for the hills. The amount of love and care he had for the boys in that moment has challenged and pushed me to not give up on the students that I see.

Term Three

Student Stories cont.

Story Two

There is one girl I've been seeing for two terms now. When we first met she barely said anything and was very shy and reserved. She told me she had no friends and that school was a lonely, anxiety-inducing place for her. Recently we have spent our time together writing stories and I realised storytelling is definitely her niche! She fully came out of her shell and we have shared heaps of laughs and giggles over the story plots. Recently, one of the counsellors informed me that she has made a good friend! I now see her walking around school with a newfound spring in her step and smile on her face.

Story Three

A story from the term that stood out for me was a particular session with a student I had just started seeing this term. For most of our sessions so far, the student had been keen to play basketball and talk a bit about different spheres of his life (school, family, friends etc). Although most of this was done in a nonchalant 'not really caring too much' kind of manner in which he didn't show too much emotion, so it was hard to determine how much value he was getting out of this mentoring space. Then for one of the sessions the student was keen to play uno and talk for the entire time. During this time I got to teach him how to play uno for the first time and how to shuffle the cards. It was awesome to see his genuine interest in learning something new and his enjoyment of it expressed through lots of laughter throughout. It felt like a really positive and encouraging session in which he got to laugh lots while expressing genuine interest in learning something new. I look forward to journeying further with this student and seeing him become more emotionally literate and confident in himself and his value.



Term Three Student Stories

Story Four

A year 7 boy who we'll call 'C' finds school difficult generally and finds sitting still at a desk and doing focused academic work especially hard. But he loves motorbikes, motors and practical things that he can touch and hold, and wants to become a mechanic when he finishes school. We've been able to get a lawnmower from the Salt Op shop to pull apart in our mentoring sessions. So far we've talked about the differences between 2 stroke and 4 stroke engines, we've cleaned the spark plug, studied how the throttle works, and started to discuss the carburetor. Hopefully in the future we'll take the head off and study piston and valves. C gives rapt attention and can't wait for our mentoring sessions. It turns out that before coming to Orewa College he met our Primary Project team at Dairy Flat Primary who've also worked with his older brother; his parents were involved with a Parent Support Group that has been run upstairs at Northgate; and the family also benefits from Operation Reach food boxes.



Story Five

I've been meeting with "S" for almost two years. He's a lovely young man on the autism spectrum, with a difficult family background, some challenges understanding people socially, though with a wonderful technical ability with computers. We've begun a structured mentoring 8-week course that involves discussing challenges and setting goals to work on. S identified low self-esteem as being a challenge area, and was glad to receive an affirmation that he can tell himself each day,

Further thoughts

- I have seen a lot of progress in so many students and I'm very proud of them and so privileged to be a part of their journey.

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.

