



24-7 IMPACT REPORT

Term Three 2025



TERM THREE 2025

24-7 youth mentors

Team

Simon– Mondays, Tuesdays & Thursdays
Renee - Tuesday and/or Friday
Katie – Wednesday

Term Three Focus

- Supporting students so they feel seen, valued and heard
- Consistency
- Lunchtime sports
- Youth Led Projects

Term Three Outcomes

Mentoring

- Katie - 15 students
- Renee - 15 students
- Simon - 26 students

Brief

Meeting with James and Leanne to help support the Youth Led Projects

Attending HBC Youth Hauora Network meeting at Orewa College - sharing about how 24-7 youth workers support students and the school

Hosted morning tea with Senior Leadership team, HODs, Guidance Team and Deans

Feedback from staff about impact of youth workers on student wellbeing - 4.9/5

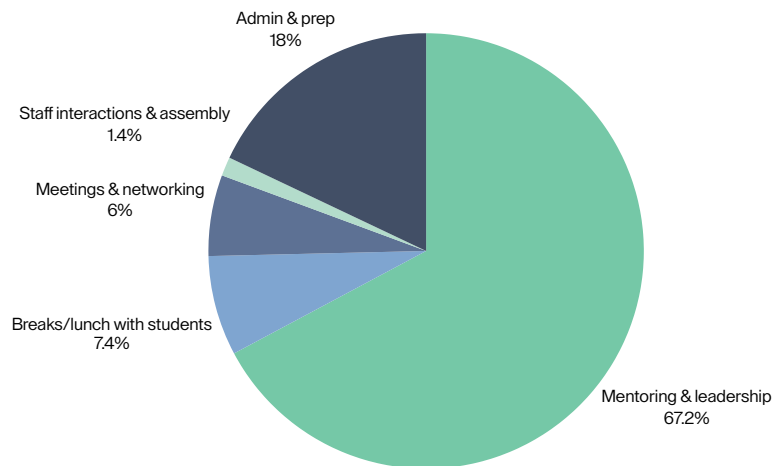
Staff comments: helping students to build confidence, social skills, self esteem, self awareness, improved attendance and self regulation - see page 6 for more detail.



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Mentor Stats

Youth Worker	Mentoring	Group	Event	Connections - total
Simon	94	91	0	185
Renee	27	63	0	90
Katie	63	40	50	153
TOTAL	184	194	50	428



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Highlights

A highlight was having morning tea with all the pastoral care team, getting to meet some staff I hadn't met before and hearing what spaces they are involved in within the school.

Another highlight was seeing some of my girls doing so well they have decided they no longer need to see me. They will be missed, but I am so happy to see them thrive!

My highlight this term has been connecting with more staff through the Youth Led Project space. It has been awesome to collaborate on ideas for this. Hearing the heart of the school and of the project space, to empower and uplift students, has been truly awesome and seeing the fruit of this in the student's discussions and the school's support.

One of the highlights for me this term was attending the HBC Youth Hauora Network meeting at Orewa college this term. It was great to hear about the many ways our Orewa College rangatahi are being supported, and to network with those organisations.

Another highlight has been collaborating and connecting with more staff through the Youth Led Project. We have felt very well supported by the school and it has been super cool to collaborate on more ideas about how we can empower students in this Youth Led Project space.



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Student Stories

Story one

One of the great parts about the location of the youthworker/rangatahi room on the junior side of the school is that it is right in the hub of the year 7 classes. A few times now, it has meant that I've been able to be in the right place at the right time when a student I'm mentoring has come out of their class feeling dis-regulated (sad, frustrated, angry), and they have been able to stop by at my room to sit/walk/talk to help regulate their emotions before heading back to class.

Near the beginning of the term I found one of my students lingering in the courtyard after the end of lunch bell had gone, looking frustrated and disinterested in going back to class. The other student I was about to collect for that block happened to be away, so the student in the courtyard and I began talking about why he was out of class. I was able to inform his teacher of his whereabouts before walking and talking with him about an incident that had happened at lunch and the need to process what he was feeling.

This is a student that doesn't usually speak so freely about his emotions, so it was awesome to see him open up and it really showed how presence based youthwork over time builds trust, respect and safe spaces for students to talk and navigate life.

By the end of the session he was able to return to his class feeling more regulated, calm and happy, having had someone to talk to and process his emotions with. I feel so privileged to have my hours at the school spread across most days of the week as it means I am able to simply be present and more often be in the right place at the right time.



Story two

One of my students came to see me because she was battling with constant anxious thoughts. At our first meeting, she was very reserved and evidently burdened with the worries of her mind. After that, our meetings looked like her sitting and drawing in her notebook and me sitting opposite to her while colouring in. We didn't say much but she spoke when she wanted to share something.

It has been approximately a month since we first met and she now comes to our meetings with a smile. She says her thoughts have been 'much happier' and she has become more chatty. It was by no act of my own that this change happened - sometimes sitting and colouring in and saying nothing can make a big difference.

Story three

I have a student who often comes and says nothing. We've been meeting for a year and I asked her if she enjoyed our sessions and wanted to keep coming. She said they have been hugely impactful for her and she definitely wants to keep coming. It shows the power of simply turning up.

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Staff Feedback

Please share any positive changes you have noticed or been told of that seem to be related to your student(s) spending time with a 24-7 youth worker:

Some of the students look forward to the time spent - both spending the time one on one but also the missing class bit. I think it's a welcome break and a bit of a relief for many of them.

I really like the fact that the youth workers have made a positive impact with lots of our Year 8s. It has been great to see some students respond well to the "big brother" type of approach. Students are happy to go outside and chat with them.

Students definitely like that 'big buddy' effect that our youth workers provide.

I think the students appreciate having someone they can talk to that is not a guidance person or a teacher. It is well received by students. I like to be able to offer this as a strategy when we have meetings with parents of troubled students.

The students are more positive about working through how they are feeling since spending time with a youth worker. I know that they have been working with some of our students on strategies to help them improve.

Building confidence, social skills, self esteem - and providing positive role modelling

With a young person who had a lot of anger- they were feeling more supported, happier and increasingly self-aware

Our vulnerable students enjoy their time with a Youth worker who offers the big brother style rather than a counsellor.

Two students - both look forward to time out of the class (class is not easy for them), they come back with positivity, enthusiasm and calm which is so helpful.

Increased confidence, improved attendance, better social skills.

The students who go to see Simon are keen to go and come back with a good attitude.