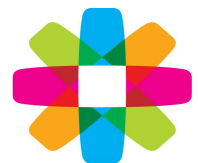




Woodridge State High School Community Hub Year 1 Evaluation Report



BoysTown

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Woodridge State High School Community Hub Year 1 Evaluation Report

Woodridge State High School Community Hub

Part 1

Summary of Interim Findings

The Woodridge High School Hub program is a broad ranging and complex community based program that seeks to promote the engagement of diverse and potentially at risk members of the Woodridge community in activities that progress them towards employment. The program targets three distinct population groups:

- Service providers,
- Year 12 students at risk of school disengagement, and
- Unemployed family or other Woodridge community members.

The program commenced full operations in August 2013 with a caseload of 143 clients for Year 1 reached by June 2014. This interim report “takes the pulse” of program outcomes as experienced by these three stakeholder groups at the program’s halfway point with reference to the 2013 Woodridge High School Community Hub Evaluation Framework program objectives (outlined below) and using data collected and analysed between July and November 2014.

Woodridge High School Hub program outcome focused objectives:

- 1. To improve community values in relation to engagement with education and information services*
- 2. To build community capacity through increased access to knowledge and skills*
- 3. To assist registered Hub clients (Woodridge High School students, family members and former students) to overcome barriers to participation in education and employment*
- 4. To support registered current students to complete Year 12 or its equivalent*
- 5. To assist registered former students and unemployed family members to engage with a Job Services provider*
- 6. To support registered former students and unemployed family members to obtain paid sustainable employment**
- 7. To support registered current students to transition to and complete further self-identified “preferred” study*
- 8. To support registered former students and unemployed family members to engage in and complete further self-identified “preferred” study*

**defined as at least 15 hours per week for at least 13 weeks*

Woodridge State High School Community Hub Year 1 Evaluation Report

Additional process focused objectives are:

9. *To develop a seamless and culturally appropriate process through which registered clients can access the range of services they require*
10. *To develop a funding partnership between Woodridge High School and an appropriate corporation that will ensure program continuation beyond 2015*

The Framework also asked two Key Evaluation Questions which have guided much of the program data collection:

- 1) *"Did the provision of a "one stop shop" – The Woodridge High School Hub, assist "at risk" Year 12 students, unemployed former students and unemployed parents and student family members to engage successfully with education, employment and further studies?"*
- 2) *"What were the factors that impacted on the ability of the program to achieve a 70% level of placement of clients in sustainable employment or training?"*

This Part 1 summary of findings is structured to describe the results of measuring the Year 1 achievement of program objectives as they relate to each of the three stakeholder groups. Although the Community Hub obtained funding for a Refugee Worker through the Department of Immigration during Year 1, this study is limited to evaluating the outcomes of program components funded by the Department of Human Services.

Part 2 contains details of the data gathered and analysed to support the study findings.

Part 3 (Appendix) outlines data collection methodologies and provides further details of client outcomes.

Woodridge State High School Community Hub Year 1 Evaluation Report

Findings Related to Objectives Associated with Service Providers and Community Capacity

The first two program objectives guide the program towards building local service provider capacity to deliver effective services through:

- 1) increasing provider knowledge and understanding of the local populations' level and nature of disadvantage, and
- 2) bringing providers together to discuss and debate the means of addressing this disadvantage and subsequently develop relevant and appropriate programs .

Results of interim measurement of achievement of program objectives specifically targeting service providers

1. *To improve community values in relation to engagement with education and information services*

In order to ensure that the program is drawing on a range of expertise, a reference committee was formed to guide the direction and governance of the program. An adequate number of meetings were held in the first year, although attendance by committee members at these meetings was variable. Feedback from a small number of committee member survey respondents indicated they were satisfied with the processes followed, perceived their contributions to be adding value to the program and assessed the program as being very effective in achieving its objectives (Indicators 1, 2, 3 and 4).

This report finds that this component of program is generally on track to support the achievement of **Objective 1**. More input from reference committee members may improve overall governance of the program, however it must be acknowledged that committee members have multiple competing responsibilities and time demands. Furthermore, full participation in committee activities was compromised by government withdrawal of key Department of Human Services representatives in late 2014.

2. *To build community capacity through increased access to knowledge and skills*

Substantial community development efforts have been conducted by the Hub Program Manager in order to distil available knowledge and expertise and build a comprehensive model of support that will progress the Woodridge community's wider acceptance and adoption of education and employment goals. Service provider feedback has been unanimous in its perception that the program is building their capacity and increasing their access to knowledge and skills (Indicators 7, 8, 9, 10, 11 and 12).

This report finds that this component of the program is on track to achieve **Objective 2**.

Woodridge State High School Community Hub Year 1 Evaluation Report

Findings Related to Objectives Associated with "At Risk" Students

Secondly, the program targets Woodridge High School Year 12 students who are at risk of disengaging from school without:

- 1) initially developing either an interest in or capacity to achieve school completion, and
2. subsequently taking on vocational training, further education or work.

The program aims to address this significant challenge through engaging these students in individualised and culturally appropriate relationships with a case manager embedded within the school. The placement within the school may be seen as a highly functional strategy – offering timely practical and emotional support to young people at risk of "hooking into" a risky peer culture of school disengagement. In addition, school based events with positive, but "cool" messages about celebrating diversity and staying engaged are used to challenge peer pressure to "drop out".

Achievement of the next five outcome focused objectives and one process oriented objective has been measured from the perspective of these student program clients.

Results of interim measurement of achievement of program objectives specifically targeting students:

3. *To assist registered Hub clients (Woodridge High School students, family members and former students) to overcome barriers to participation in education and employment*

Evidence gathered and documented in this report under Indicators 5, 12 17, 18, 19, 20, 21, 22 23 24, 26, 27, 30, 32, 33, 34, 35 and 38 demonstrate that not only is considerable activity being conducted to meet **Objective 3**, but that these strategies are having the desired effect.

4. *To support registered current students to complete Year 12 or its equivalent*

There is promising evidence of **Objective 4** being met, with 100% of Hub student client attending school up to the final week of 2013 (Indicator 28). While it is not clear why overall Woodridge High School Year 12 completion rates deteriorated from 77% in 2012 to 70% in 2013, 2014 data demonstrates a considerable improvement to an 82% overall Year 12 completion rate.

Furthermore, rates of achievement of Queensland Certificates of Education improved at Woodridge State High School from 56% in 2012 to 86% in 2014 (Indicator 29).

5. *To assist registered former students and unemployed family members to engage with a Job Services provider*

Partnering with the local Woodridge Centrelink office has proven to be a successful strategy aimed at linking students to the first stage of the labour market system. Centrelink staff have held information and registration sessions at the high school, thus reducing the risk of students failing to register. Once registration has occurred, the case manager has been able to link 49% of students to JSA's- predominantly BoysTown

Woodridge State High School Community Hub Year 1 Evaluation Report

(Indicator 31). The program has a high proportion of New Zealand citizen clients and the case manager reports that a higher number of students would have been able to be registered if Special Category Visa (SCV) limitations for New Zealand citizen students were removed. This report finds that this component of the program is partially meeting **Objective 5**.

6. *To support registered former students and unemployed family members to obtain paid sustainable employment (defined as at least 15 hours per week, for at least 13 weeks)*

Rates of employment placements by graduating students are encouraging, with 29 students (48%) placed into employment at the time of the study (Indicator 36 aggregates student and community members' data).

Sixteen of these 29 jobs offered more than 15 hours work per week. Twelve of these 16 jobs lasted more than 13 weeks, thus meeting the criteria for the program's definition of "sustainable employment". This report finds that this component of the program is on track to meet **Objective 6**.

7. *To support registered current students to transition to and complete further self-identified "preferred" study*

Forty one (68%) Hub student clients also either completed or were still engaged in further vocational studies at the time of this study (Indicator 37). This report finds that this component of the program is on track to meet **Objective 7**.

9. *To develop a seamless and culturally appropriate process through which registered clients can access the range of services they require*

Feedback from student survey respondents indicate that the program is delivering culturally appropriate services and providing seamless referral processes to relevant and appropriate resources (Indicators 15, 16, 24, 25, 26 and 27). **Objective 9** is assessed as on track to be met.

Woodridge State High School Community Hub Year 1 Evaluation Report

Findings Related to Objectives Associated with Unemployed Family or Community Clients

Thirdly, the program works to disrupt a cycle of generational unemployment fed by a multitude of risk factors in the Woodridge culturally and linguistically diverse (CALD) community, including lack of vocational skills, poor health and limited understanding of available resources. To that end, the program links disconnected community members to appropriate resources such as training institutions, job- seeking related workshops and health and nutrition programs made available through the program's partnerships with local services.

Six program objectives relate to this stakeholder group.

Results of interim measurement of achievement of program objectives specifically targeting unemployed family or community members:

1. *To improve community values in relation to engagement with education and information services*

A substantial number of partnerships have been formed between The Hub and other agencies to address identified community needs as diverse as nutrition and fitness, parenting support and English conversation groups. Indicators of success in this program objective include positive feedback from client survey respondents (Indicators 5, 6, 12, 26, 27 and 38). This report finds that this component of the program is on track to meet **Objective 1**.

2. *To build community capacity through increased access to knowledge and skills*

Respondents to family/ community client surveys reported a strong sense of connection to the Hub and perceived the program had given them critical information and access to resources to help them meet their goals (Indicators 5 and 12). **Objective 2** is assessed on track to be met.

5. *To assist registered former students and unemployed family members to engage with a Job Services provider*

The study found that although referral process were in place to link clients to Job Services providers, only 15% (12 community member clients) were able to be registered by the end of Year 1. The case manager reports that a higher number of clients would have been able to be registered if SCV visa limitations for New Zealand citizen students were removed. This report finds that this component of the program is partially meeting **Objective 5**.

6. *To support registered former students and unemployed family members to obtain paid sustainable employment*

The study found that 37 (45%) of the 82 unemployed family or community member clients were placed into employment by the end of Year 1 (Indicator 36 aggregates student and community member data).

Woodridge State High School Community Hub Year 1 Evaluation Report

Twenty eight of these 37 jobs offered more than 15 hours per week. Seventeen of these 28 jobs lasted more than 13 weeks, thus meeting the criteria for the program's definition of "sustainable employment" (ie: more than 15 hours per week and lasting 13 weeks). This report finds that this component of the program is on track to meet **Objective 6**.

8. To support registered former students and unemployed family members to engage in and complete further self-identified "preferred" study

Sixty five (21%) Hub family or community member clients also either completed or were still engaged in further vocational studies at the time of this study (Indicator 37). This report finds that this component of the program is on track to meet **Objective 8**.

9. To develop a seamless and culturally appropriate process through which registered clients can access the range of services they require

Feedback from family or community member client survey respondents indicates that the program is delivering culturally appropriate services and providing seamless referral processes to relevant and appropriate resources (Indicators 15, 16, 24, 25, 26 and 27). **Objective 9** is assessed as on track to be met.

Program Sustainability Objective

10. To develop a funding partnership between Woodridge High School and an appropriate corporation that will ensure program continuation beyond 2015

The Hub Program Manager has made the evaluator aware of a number of attempts during 2014 to meet with potential investors from the corporate sector. The processes of building partnerships based on the socio-economic construct of corporate social responsibility are lengthy and it is expected to be an ongoing activity throughout the remainder of this current contract (end June 2015).

PART 2 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Objective	Evidence	Indicator	Result
<p>Improve community values in relation to engagement with education and information services</p>	<p>Reference committee established and meets regularly to advise the project</p> <p>Reference committee members promote The Hub through their networks</p> <p>Stakeholders encourage and support participation in The Hub services</p>	<ol style="list-style-type: none"> 1. Count of formal reference committee meetings 2. Count of media stories 3. Evidence of reference committee meetings, decision making and overall guidance 4. Evidence of actioned items from minutes 	<ol style="list-style-type: none"> 1. Five formal Reference Committee meetings were held during the first 12 months of the program. 2. It was not possible to source a count of media stories generated by The Hub. 3. a) A survey* was conducted with Reference Committee members to ascertain the nature of their contribution to the program and their level of satisfaction with their engagement. <ul style="list-style-type: none"> Although only 2 members responded, the following summarises their feedback: <ul style="list-style-type: none"> o Both expressed satisfaction with the manner in which the reference committee had been utilised, o They described their roles in the following terms: <ul style="list-style-type: none"> ▪ Financial support/ Mentoring support/ Dissemination of information/Engaging with potential employers and RTOs/ Identification of other stakeholders as partners; o Both respondents believed the program had been very effective in: <ul style="list-style-type: none"> ▪ Identifying at risk students ▪ Identifying and addressing emerging community issues ▪ Linking young people and family members to specialist employment and support services ▪ Building capacity in local providers and facilitating information and knowledge sharing o Benefits of the program to the community were seen to have been achieved through: <ul style="list-style-type: none"> ▪ using a coordinated case management approach, ▪ bringing stakeholders together, ▪ having a clear focus on employment related training and actual employment and the achievement of genuine outcomes; o Key strengths of the program were seen to be: <ul style="list-style-type: none"> ▪ the retainment of staff with critical relationship building skills ▪ the program’s model of addressing intergenerational unemployment through a whole of family approach. o Concerns were noted of the need to ensure financial sustainability beyond the current funding contract. 4. Three of the five formal meetings held during Year 1 had minutes distributed. There was some evidence gathered to indicate some items reported in meeting minutes had been subsequently actioned. <p style="text-align: center;">*See Appendix 1 for information relating to survey data collection and analysis</p>
	<p>Community members recognise the importance of education and information in improving their quality of life</p>	<ol style="list-style-type: none"> 5. % of students and family members who report an increase in their level of awareness of the importance of education and information in improving their quality of life 	<p>A second and wide ranging survey was conducted with clients (both students and other community members) who commenced receiving case management services from The Hub. This survey was repeated at point of exit from the program. A range of information relating to the effectiveness of the program was gathered and analysed (See Appendix 1 for further information). This data is used throughout the report to assist with an understanding of what changes have occurred for Hub clients during their time with the program.</p> <ol style="list-style-type: none"> 5. In relation to this performance indicator , the following survey results would suggest the program was positively impacting on case managed clients in relation to valuing their

PART 2 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Objective	Evidence	Indicator	Result
			<p>engagement with education and information services:</p> <ul style="list-style-type: none"> • 93% of respondents completing end-point surveys (n=29) either agreed or strongly agreed the Hub gave them the information they needed to help them achieve their goals. • 100% agreed or strongly agreed they were open to learning new things after their time with The Hub. • 93% either agreed or strongly agreed they felt connected to The Hub. <p>*See Appendix 1 for information relating to survey data collection and analysis</p>
<p>Build community capacity through increased access to knowledge and skills</p>	<p>Effective partnerships created between school and other agencies.</p> <p>Reduced service gaps and improved service co-ordination for clients with multiple needs</p>	<p>6. Count of new relationships between the Woodridge SHS and industry/ local business sector</p>	<p>6. Consultations with stakeholders in the early stages of the program acknowledged the need to address a wide variety of issues in order to increase labour market participation by students and local community members. This finding resulted in a decision to use a 3-pronged approach to offering support services to clients.</p> <p>Three teams were formed covering:</p> <ul style="list-style-type: none"> • Health • Youth • Education • <p>Distinct partnerships were then formed with other programs/ businesses to deliver support under these 3 umbrellas over the first year of the program. They have included:</p> <ul style="list-style-type: none"> • Good Start • Elite • Fitness for Life • Mana Mentoring • Second Bite (food parcels) • Street Doctor • Medicare Local • Wembley Road Medical Centre • Helping Out Families Initiative • Giants Training • Hulanesian Fitness • School based Guidance Officers and Nurses • Gospel Lighthouse Church • Logan City Council • Logan Booyah-Qld Police • Youth Connect • Multicultural and Youth Advocacy Network (MYAN) Qld • Queensland Department of Aboriginal and Torres Strait Islander and Multicultural Affairs (DATSIMA) • BoysTown Youth Connections • Logan Youth Arm • Bulkari Space • Logan Youth Islamic Association • UN Youth Council Queensland • Southbank Institute of TAFE • MSIT • Access • Axiom College • Ashley Institute of Training • Royal College of Health Care • Careers Australia • JSA Alliance

PART 2 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Objective	Evidence	Indicator	Result
			<p>Through these partnerships aimed at increasing students and community members' access to a diverse range of programs, The Hub has focused on building client capacity to engage with education, training and employment. Examples of programs which have arisen out of these partnerships are:</p> <ul style="list-style-type: none"> • Women's English Conversation Groups, • Employability Workshops, • Fitness and Nutrition programs • Mentoring and self-esteem related programs • Parenting support groups <p>Many of these programs have been offered by other agencies and The Hub has supported the community's access to them by organising transport, childcare, etc. In other cases, the Hub has directly organised for the programs to be delivered from The Hub/ Woodridge High School premises.</p>
	<p>Improved linkages between the school and industry/ local business sector used to improve local employment levels</p>	<p>7. Nature of new links established between school and industry/ local business sector</p> <p>8. % of stakeholders reporting an improvement in the quality of enabling agency networks (eg: strengthened links between school and industry) compared to before The Hub commenced</p>	<p>7. The second focus of The Hub has been on building the capacity of local agency staff to respond effectively to the needs of people at risk of social and economic exclusion, with a particular emphasis on understanding cultural needs. Once again, these events have been delivered either directly from the Hub premises, or The Hub has co-facilitated events delivered from other agency premises. Examples of these have been CALD Leaders and Police Network, Hidden Histories Indigenous presentation in April 2014 and Pasificka Stories- Bridging the Past to Present workshop held in June 2014*.</p> <p>8. The Hub's focus on establishing new links between historically siloed services appears to have had a positive impact on both clients and the participating agency staff. An example of these proactive connecting processes is Centrelink Case-Co-ordination staff providing Job Seeker ID registrations for students at the Woodridge High School campus</p> <p>A third survey** conducted with 12 local partner agency staff participating in Hub facilitated events offers an understanding of the nature and impact of this linkage strategy. Sectors represented by respondents included health, youth justice, employment, training and education.</p> <p>The results demonstrate vigorous support for The Hub's networking activities with 100% agreeing the event they attended had met their expectations with related comments referring to the importance of The Hub:</p> <ul style="list-style-type: none"> i. Providing a local forum for networking, ii. Building a sense of community iii. Facilitating a sense of shared purpose iv. Raising awareness of social and economic issues for local people- both current and future v. Driving shared planning processes for social change <p>In addition, 100% of respondents reported they would recommend the Woodridge High School Hub model to other regions aiming to increase the social and economic inclusion of their young people and families.</p> <p>*See Appendix 2 for examples of event marketing collateral **See Appendix 1 for information relating to survey data collection and analysis</p>

PART 2 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Objective	Evidence	Indicator	Result
	Increased community capacity	<p>9. Nature of improvements in community capacity building (eg: increased knowledge and skills held by community members) perceived by stakeholders</p> <p>10. % of stakeholders reporting increased knowledge about community members' needs</p> <p>11. % of stakeholders reporting increased technical skills in responding to community member needs</p> <p>12. % of clients reporting increased availability of access to knowledge and skills</p>	<p>9. As discussed above, a range of one off "expo" or seminar style activities were held during Year 1, separately targeting community members and agency staff audiences. Agency oriented expos and symposia appear to have been aimed at increasing the cultural competence of staff working with clients from CALD and Indigenous Australian backgrounds and increasing staff knowledge and awareness of issues relating to these groups' vulnerability to experiencing social and economic exclusion.</p> <p>10. Agency partner survey results demonstrates that the Hub has been effective in increasing community capacity with 100% of respondents either agreeing or strongly agreeing the event they attended had increased their knowledge about issues impacting on the well-being of local young people and families</p> <p>11. In addition, 100% of respondents reported an increase in their skills and capacity to engage with local young people and families and to assist them to improve their lives. Moreover, 92% of respondents reported the event they attended increased their cultural capacity to work with young people and families from Pacific Islander backgrounds and to help build pathways for them to education and employment.</p> <p>12. Client targeted expos were aimed at increasing awareness of health, training and employment opportunities and included an event called "Play Smart with Your Health"*. Regular Hub Activities that all local community members were invited to attend at Woodridge High School included:</p> <ul style="list-style-type: none"> • Family Health Nights • Fitness classes • Chaplaincy services • School holiday activities • Mana Mentoring and "Girls I-Define" mentoring <p>As outlined in KPI 5, clients who were case managed by The Hub staff were surveyed at program entry and exit. Data from 30 clients at exit point offer an understanding of the program's effectiveness at increasing access to knowledge and skills relevant for achieving education, training and employment outcomes. In particular:</p> <p>12a) There was an improvement in the Mean result** from 2.97 to 3.27 for clients who reported they achieved their goals by knowing when to ask others for help following their time at The Hub.</p> <p>12b) There was an improvement in the Mean result* from 3.46 to 3.67 for clients who reported they were now open to learning new things following their time at The Hub.</p> <p>12c) There was an improvement in the Mean result* from 3.11 to 3.40 in clients who felt confident they now had the right skills for work following their time at The Hub.</p> <p>12d) 83% (n=29) of survey respondents interviewed at exit reported either agreeing or strongly agreeing that The Hub helped connect them to the people or agencies they needed to achieve their goals</p> <p>12e) 86% (n=29) clients interviewed at exit reported achieving what they wanted to achieve during their time with the Hub.</p> <p>** 1=Strongly Disagreed 2=Disagreed 3=Agreed</p>

PART 2 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Objective	Evidence	Indicator	Result
			<p>4=Strongly Agreed</p> <p>*See Appendix 1 for information relating to survey data collection and analysis</p>
	<p>60 Year 12 students (predominantly students who have failed 3 or more subjects)+ 40 parents and family members registered and receiving assistance within 6 months of project commencement</p>	<p>13. 60 students and 40 parents/family members registered within the required timeframe</p> <p>14. Average time frame for registration of clients</p>	<p>13. 84 student and community members were registered into the program by the end of December 2013 (84% of 100 client target). However the program was not able to commence full operations until August and by the end of the first full 6 months, 97 of the required client numbers had been enrolled. By the end of the first year (June 2014) 143 clients had been registered as case managed clients (61 students and 82 community members).</p> <p>14. The average time frame for registration of the first 97 clients was 2.9 months.</p>
	<p>Culturally appropriate case co-ordination services are offered to clients</p>	<p>15. Proportions of Indigenous Australians and CALD clients reporting satisfaction with cultural appropriateness of case co-ordination services offered</p> <p>16. % of clients who report appropriateness of Hub facilities and service delivery site</p>	<p>15. Of 30 exit surveys completed, 25 (83%) clients reported being from CALD (24) or Indigenous backgrounds (1). Of these, 100% agreed or strongly agreed the services they had received had been culturally appropriate.</p> <p>16. In addition, 100% of the above group said that the Hub offices and facilities used to deliver services had been suitable for their needs</p>
	<p>Client needs assessments conducted</p>	<p>17. Count of and % of clients with needs assessments conducted</p> <p>18. Nature of client needs presented</p>	<p>17. 137 Assessment activities were recorded in 143 client records in the BoysTown Client Information System (BCIMS) during the first year of the program (96% of clients). Needs Assessment information in case files was updated 99 times.</p> <p>18. Predominantly employment needs were recorded in case files. Other types of needs discussed and recorded included need for training, specialist counselling and local support network knowledge.</p> <p>The following Assessment areas in case files were also updated:</p> <ul style="list-style-type: none"> • Family and Supports (121 times) • Strengths and Interests (115 times) • School and training (107 times) • Employment and Income (59 times) • Housing and Transport (12 times) • Health/ Safety /Medical (4 times)
	<p>Case plans developed including personal goals set (all student case plans developed by 30 September 2013)</p>	<p>19. Number of goals set</p> <p>20. Number of goals achieved</p>	<p>19. 185 goals were recorded in 103 client files during 136 goal setting activities over the course of Year 1, predominantly relating to Training and Employment.</p> <p>20. Of these 185 goals, 68 (37%) were reported as achieved or with significant progress having being made by end of Year 1. Some clients set more than one goal during their time at the Hub and 25% of client goals were not set until the second half of Year 1. This may have contributed to the low proportion of goals achieved in this first year. A higher</p>

PART 2 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Objective	Evidence	Indicator	Result
		21. % of clients achieving or partially achieving their personal goals	<p>proportion of goal achievement would be expected to be reported in Year 2.</p> <p>21. Proportionally, 52% of clients who had goals recorded in their case files (n=103 clients), achieved or partially achieved their goals during Year 1. Feedback sourced from client surveys showed that 100% of respondents were nevertheless satisfied with the level of help they received from their case manager to achieve their goals.</p>
	Client case reviews conducted and goal achievement monitored	22. Number and % of clients with case reviews conducted	<p>22. Seventy nine goal reviews and 7 other types of case reviews were recorded in 55 case files during Year 1. This was 38% of all clients (n=143).</p> <p>Data sources only include formally documented case review processes and it is likely that informal case discussions also took place between Hub staff without being recorded. In addition, as noted above, a significant proportion of clients were not registered into the program until the second half of Year 1, impacting on data for other milestone case management processes.</p>
	Improvements occur in non-vocational issues eg: well-being, social offending behaviour, self-esteem, hopes for the future, job readiness, etc	23. % of clients completing exit surveys (n=30) who reported improvements in a range of psychosocial issues impacting on their capacity to undertake education, further training and employment.	<p>23. Thirty clients were surveyed at exit point in relation to a wide range of personal issues including their self-esteem, future outlook, social support networks, decision- making and planning abilities and attitudes towards learning and work.</p> <p>The majority of case managed clients generally reported positive statements about themselves at commencement with the Hub program, impacting on the ability of this evaluative study to measure any improvement over time. In addition, although 85 clients were surveyed in Year 1 at entry point, only 30 were able to be contacted for an exit survey, impacting on the degree of statistical significance able to be attributed to the comparative results.</p> <p>However, there were a number of areas that showed statistically significant improvements including:</p> <ul style="list-style-type: none"> • 11 (37%) clients reported more agreement at exit with the statement 'I am able to do things as well as most other people • 15 (52%) clients reported less agreement at exit with the statement 'I don't feel I have much to be proud of'. • 11 (39%) clients reported less agreement at exit with the statement 'I wish I could have more respect for myself'. • 12 (41%) clients reported more agreement at exit with the statement 'I take a positive attitude toward myself'. • 10 (33%) clients reported less agreement at exit with the statement 'I have frequent arguments'. • 12 (41%) clients reported more agreement at exit with the statement 'I can depend on my family for support' • 6 (21%) clients reported more agreement at exit with the statement 'I achieve my goals by knowing when to ask others for help' • 4 (13%) clients reported more agreement at exit with the statement 'I am

PART 2 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Objective	Evidence	Indicator	Result
			<p>confident I have the right skills for work'</p> <p>More detailed information relating to the results of this analysis are in Appendix 1. This includes the results of an analysis of other psychosocial indicators also showing positive change but without the statistical power to be reported as representative of all Hub clients.</p>
	<p>Referrals and encouragement/ support given to engage with identified support services</p>	<p>24. Count of referrals to other services given across all clients</p> <p>25. Average number of referrals per client</p> <p>26. % of Hub clients satisfied with "wrap around" services</p> <p>27. Perceptions of effectiveness of referral processes in place – strengths/ barriers</p>	<p>24. The Hub Case Manager reported difficulty with documenting a full count of referrals given to clients in their case files and so data for this indicator has been drawn from a supplementary record keeping spread-sheet kept at the program's location. This file records 110 referrals given to 106 clients of the service, predominantly to training providers (88%), BoysTown Employment Services (9%) and Centrelink (3%).</p> <p>25. This was an average of 1.04 referrals per client for those receiving referrals (n=106), and an average of 0.77 referrals per client for the total number of case managed clients (n= 143).</p> <p>26. 94% (16) of exit survey respondents who had received a referral from their Hub case manager reported that it was either 'Easy' or 'Very Easy' to link with that other agency or person</p> <p>27. Strengths of the referral process reported by respondents included:</p> <ul style="list-style-type: none"> ▪ Case Manager would actively refer - ring ahead, give contact names etc ▪ Referrals to BoysTown JSA in particular, were streamlined ▪ Case Manager willing to go the extra mile and get involved in non-vocational barriers ▪ Case Manager extremely supportive and gave clear guidance ▪ Clients own high motivation levels <p>○ The only barriers identified for accessing other agencies was not having a license to drive to locations.</p>
	<p>Increased levels of current students complete Year 12 or its equivalent</p>	<p>28. Count and proportion of Hub student clients who completed Year 12 in 2013</p> <p>29. Count and proportion of Hub student clients who achieve a QCE/ QCIA (Cert Individual Achievement) compared to previous years</p>	<p>28. All of the 61 students enrolled in The Hub case management program (100%) completed Year 12 in 2013. As an indication of whether the program was able to positively impact on overall Year 12 completions rate, start and completion numbers were sourced from Woodridge High School data systems.</p> <p>As The Hub program did not commence until the second half of 2013, data for 2012 and 2014 has been included to aid comparison. This data demonstrates that although there was a reduction in total Year 12 student completion rates between 2012 and 2013 (from 77% to 70%), there was a subsequent increase in 2014 to 82% of commencing students completing Year 12.</p> <p>29. There was also an increase from 56% of Year 12 students achieving a QCE in 2012 to 86% in 2014 (see Table below).</p>

PART 2 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Objective	Evidence	Indicator	Result																								
		30. % of clients rating The Hub as effective in helping assist them to complete Year 12	<table border="1"> <thead> <tr> <th>Year</th> <th>No of Year 12 Commenced Students</th> <th>No of Year 12 Completed Students</th> <th>Year 12 Completion rates</th> <th>No of QCE achievements</th> <th>QCE achievement (as % of Completions)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>175</td> <td>135</td> <td>77%</td> <td>76</td> <td>56%</td> </tr> <tr> <td>2013</td> <td>166</td> <td>117</td> <td>70%</td> <td>Data not available</td> <td>Data not available</td> </tr> <tr> <td>2014</td> <td>188</td> <td>155</td> <td>82%</td> <td>133</td> <td>86%</td> </tr> </tbody> </table> <p>30. While it was not possible in Year 1 to gather quantitative data measuring the degree to which these outcomes could be attributed to The Hub activities, there was anecdotal evidence available to indicate that cultural shifts were made within peer student group norms that evinced school completion behaviours as opposed to previous student norms which encouraged students to “drop out”.</p>	Year	No of Year 12 Commenced Students	No of Year 12 Completed Students	Year 12 Completion rates	No of QCE achievements	QCE achievement (as % of Completions)	2012	175	135	77%	76	56%	2013	166	117	70%	Data not available	Data not available	2014	188	155	82%	133	86%
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	Number of clients registered with Job Services providers or DES	31. Count and proportion of all clients registered with JSA or DES	<p>31. Data available from the case manager’s spread sheet indicated that 42 (29%) clients were linked to JSAs:</p> <ul style="list-style-type: none"> i. 30 (49%) of students were linked (n=61) and ii. 12 (15%) of community members (n= 82) were linked. <p>JSAs referred to included:</p> <ul style="list-style-type: none"> o BoysTown (39 clients) o Sarina Russo (2 clients) o Mission Australia (1 client) <p>The rate of community member referrals to job service providers was limited due to visa issues for many New Zealand citizens.</p>																								
Case co-ordination carried out with other service providers to provide any of the following: <ul style="list-style-type: none"> o Vocational counselling, o Career advice, o Literacy and numeracy tutoring o Employability, vocational and job search skills training and placement services o Parenting programs o Job preparation and employability skills workshops o Other appropriate programs as 	Clients attend appointments with case co-ordinator and other service providers	<p>32. Count of casework events</p> <p>33. Count and proportion of clients attending appointments with other service providers</p> <p>34. Number of clients attending workshops</p>	<p>32. In addition to a range of case management activities and processes (ie: Assessment, Goal Setting, Referrals and Case Reviews) already described, data was also recorded in the BoysTown Client Information Management System (BCIMS) evidencing 382 case work events occurring between Hub clients and their case manager during Year 1. This was an average of 2.7 case work events per client.</p> <p>33. Significant effort and resources were invested by BoysTown in attempts to develop an efficient and effective method for counting the number of clients attending events and appointments with external providers. Unfortunately the shared database developed for this purpose proved inefficient and was discarded early in the program. Therefore it is not possible to provide useful data against this indicator.</p> <p>34. Data kept by the Hub case manager indicates that a total of 65 clients (45% of all case managed clients) attended at least one workshop run by BoysTown. Thirty clients attended 2 or more workshops.</p> <ul style="list-style-type: none"> ▪ 48 attended Employability Skills workshops ▪ 27 attended Interview Skills workshops ▪ 33 attended Resume Writing workshops 																								

PART 2 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Objective	Evidence	Indicator	Result																																				
required	Range of client needs are met	35. Proportion of Needs Met against Needs Assessed	<p>35. As indicated above, information relating to assessments of client needs and their resolution was recorded in a number of different data systems. In addition to data relating to the achievement of client goals reported in Indicator no. 19, Employment and Training objectives were also documented in the "Needs" component of BCIMS client case files.</p> <p>Although this section offers options for recording a range of individually identified needs, 96% of the case manager's entries related to Employment - reflecting the primary objective of the program (see table below).</p> <table border="1" data-bbox="1519 642 2754 1136"> <thead> <tr> <th>Need</th> <th>Identified</th> <th>Met by BoysTown</th> <th>Met through Referral to another Agency</th> <th>Met by the Client</th> <th>% Met Overall</th> </tr> </thead> <tbody> <tr> <td>Employment</td> <td>102</td> <td>51</td> <td>16</td> <td>2</td> <td>68%</td> </tr> <tr> <td>Training</td> <td>1</td> <td>1</td> <td>n/a</td> <td>n/a</td> <td>100%</td> </tr> <tr> <td>Specialist Counselling</td> <td>1</td> <td>n/a</td> <td>n/a</td> <td>1</td> <td>100%</td> </tr> <tr> <td>Expanded local support network knowledge</td> <td>1</td> <td>1</td> <td>n/a</td> <td>n/a</td> <td>100%</td> </tr> <tr> <td>Total</td> <td>105</td> <td>53</td> <td>16</td> <td>3</td> <td>69%</td> </tr> </tbody> </table> <p>This data source indicates that 68% of clients looking for work were able to find placements.</p>	Need	Identified	Met by BoysTown	Met through Referral to another Agency	Met by the Client	% Met Overall	Employment	102	51	16	2	68%	Training	1	1	n/a	n/a	100%	Specialist Counselling	1	n/a	n/a	1	100%	Expanded local support network knowledge	1	1	n/a	n/a	100%	Total	105	53	16	3	69%
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Employment or Training achieved	<p>70% of participants placed into either sustainable employment* or training in Year 1</p> <p>* At least 15 hours per week for 13 weeks</p>	<p>36. Count of job placements</p> <p>37. Number of clients who enrolled in or completed self-identified "preferred" further studies</p>	<p>36 & 37.</p> <p>A third source of information relating to the achievements of case managed clients was the case manager's own spread-sheet. It is believed that this data is the likely to be the most accurate reflection of client outcomes.</p> <p>This data source indicates that of the 143 clients:</p> <ul style="list-style-type: none"> o 106 (74% of all clients) enrolled in further training o 66 (46%) clients were placed into employment o 126 (88%) achieved either a job or further training placement (46 clients achieved both) <p>At commencement of The Hub program, managers nominated a "sustainable employment outcome" to be defined as achieving at least 15 hours work per week for at least 13 weeks.</p> <p>Information was able to be gathered about the employment hours and duration for 58 of the 66 clients placed into employment during Year 1.</p> <p>Of these:</p> <ul style="list-style-type: none"> • 44 (76% of known outcomes) achieved employment of more than 15 hours per week in Year 1. 																																				

PART 2 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Objective	Evidence	Indicator	Result
		<p>38. Thematic analysis of data outlining key activities/ events that enhanced or hindered employment placements or course enrolments/completions</p>	<ul style="list-style-type: none"> • 29 (50%) achieved 13 week outcomes of more than 15 hours employment per week. <p>Of the 106 clients who enrolled in further training, it is estimated by the case manager that:</p> <ul style="list-style-type: none"> • 90% (95 clients) completed their course, • 9% (9 clients) were still in training at the end of the first year and • 1% (1 client) failed to complete their course. <p>Given the difficulty of remaining in contact with clients following job and training placements, it is not possible to offer an accurate proportion of total participants who achieved sustainable employment or training as defined by the program. However there is plenty of data available to indicate the program's target of 70% of participants (originally benchmarked at 100 clients) achieving sustainable employment OR training in Year 1 was achieved*.</p> <p><i>*Please note: It has not been possible during this evaluation to calculate an attribution rate for The Hub's influence on employment outcome achievements: the degree of causal contribution of a client's participation in The Hub program on employment placement and duration remains unknown at this stage.</i></p> <p>38. 86% of surveyed clients (n=29) reported that they achieved what they wanted to achieve during their time with The Hub.</p> <p>A thematic analysis of client feedback provides indications as to key activities and program/staff qualities that promoted clients achieving their training and employment goals.</p> <p>These included the following domains:</p> <ol style="list-style-type: none"> a. Practical assistance: <ol style="list-style-type: none"> i. Accommodation ii. Food iii. Access to job search resources (computers) iv. Access and links to training resources v. Transport vi. Assistance with school studies b. Specialised Employment assistance: <ol style="list-style-type: none"> i. Centrelink registrations ii. Job service provider registrations iii. Job searching iv. Resumes v. Mock interview practice c. Programmatic qualities <ol style="list-style-type: none"> i. Case manager attitudes (caring/ motivating/educative/understanding/ encouraging/ persistent) ii. Self-confidence building strategies iii. Accepting of preferred career options iv. Cultural alignment v. Flexibility with appointments vi. Continuity of contact throughout the period of engagement

PART 3 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

PART 3

Appendix

Data Collection and Analysis

A mixed method approach was used to gather both qualitative and quantitative data to inform the evaluation of the effectiveness of the Woodridge Hub program over its first year. Four formal surveys (including pre and post questionnaires) were conducted with three groups of stakeholders. Regular informal meetings with Project staff added further context and content to the assessment process.

Table 1

Stakeholder Group	Number of Respondents	Measurement Instrument
Reference Committee	2	Structured survey emailed to committee members
Clients: Program Commencement	85	Self-completed structured survey containing items adapted from a range of widely accepted metrics designed to measure psychosocial outcomes.
Clients: Program Exit	30	Structured survey containing items adapted from a range of widely accepted metrics designed to measure psychosocial outcomes. Administered by researcher via telephone.
Agency Partners	12	Structured survey distributed at community event by evaluator and emailed to individuals identified as event attendees by The Hub Program Manager.

A within subject study design allowed for the analysis to investigate change in the same clients pre and post The Hub program. A further follow up study will be conducted with program clients six months after exit to understand to what degree employment outcomes have been sustainable. Results will be reported in the concluding evaluation report due February 29 2016.

Demographics of all Hub Clients vs Survey Respondents

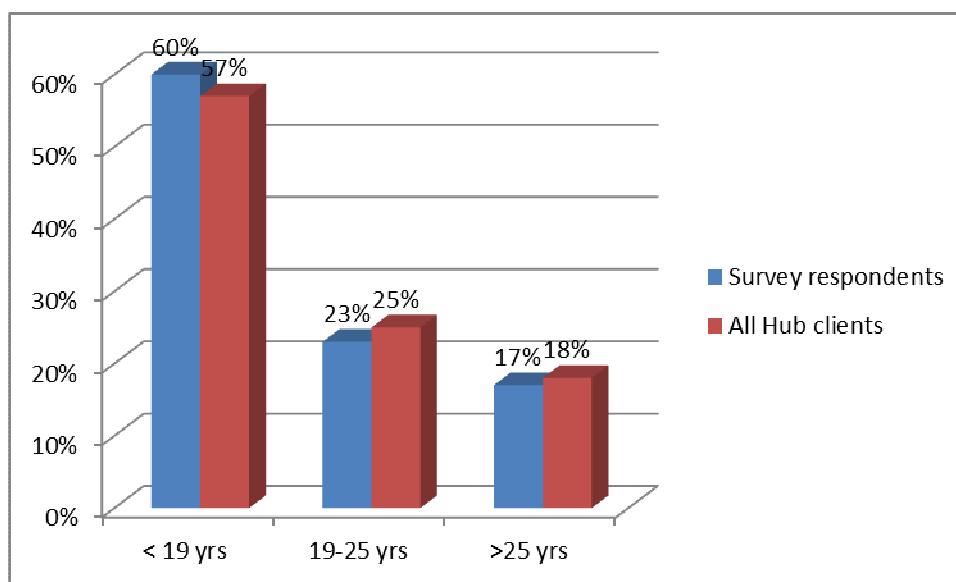
A demographic analysis of exit survey respondents demonstrates a general reflection of Hub clients.

PART 3 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Age and Gender

Survey respondents were matched on age and gender, with 60% of respondents 18 years or younger and 17% over the age of 25 years, compared to 57% and 18% for all Hub clients respectively.

Graph 1: Age group comparison



The gender proportions of survey respondents were broadly representative of all Hub clients with 43% male and 57% female (survey respondents) vs 37% male and 63% female (all Hub clients).

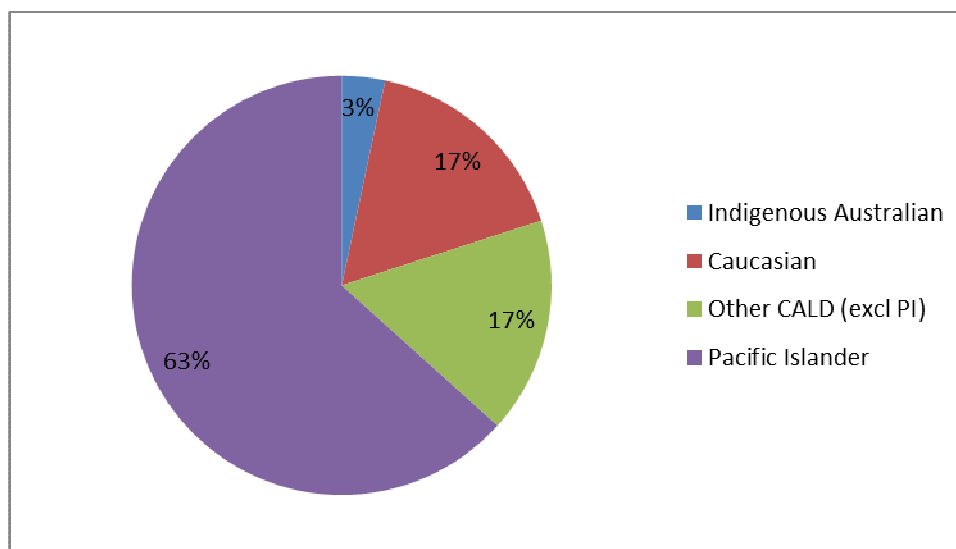
Cultural Background

Cultural background representation is less apparent from the data available, however data accuracy sourced from the BoysTown Client Information System (BCIMS) is questionable.

80% of survey respondents reported being from Culturally and Linguistically Diverse (CALD) backgrounds, with 63% reporting being specifically from Pacific Islander communities. Only 3% of respondents were from Indigenous Australian communities and the remaining 17% reported not identifying with any CALD background.

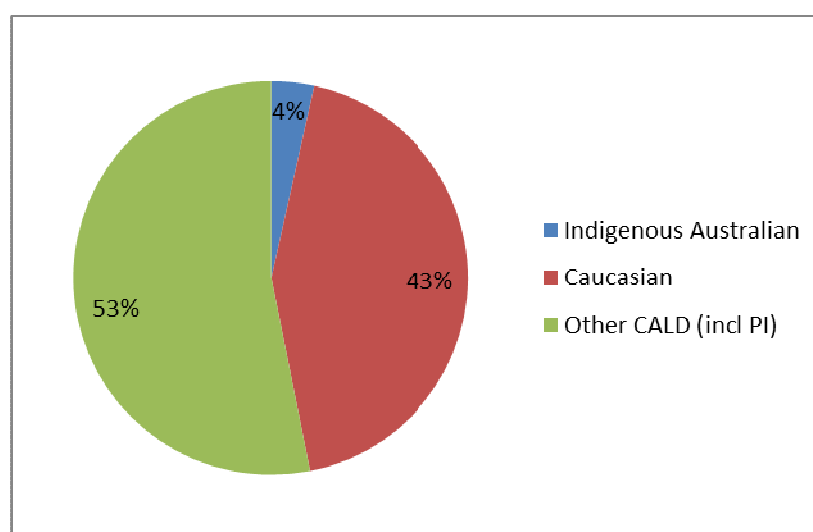
PART 3 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Graph 2: Survey Respondents (n=30)



BCIMS case file data reported that only 53% of all Hub clients were from CALD backgrounds, however it has already been noted that this may be a result of inaccurate information entered into client case files. The evaluator noted that many clients with Pacific Islander names were recorded in BCIMS as being from Caucasian backgrounds.

Graph 3: *All Hub Clients Year 1 (n=143)



**No details of specific cultural groups recorded as "CALD" is available from BCIMS reports. CALD in this graph includes Pacific Islander people*

Further demographic information

There was a slight over-representation of Woodridge High Year 12 students in the survey with fifty seven percent being from this group compared to 43% of all Hub clients. The reverse was true for community/ family members, with 43% of survey respondents from this group compared to 57% of all Hub clients.

Thirty eight percent of respondents had never held any kind of job, while 82% reported that their parent or main carer had been in steady work while they were growing up.

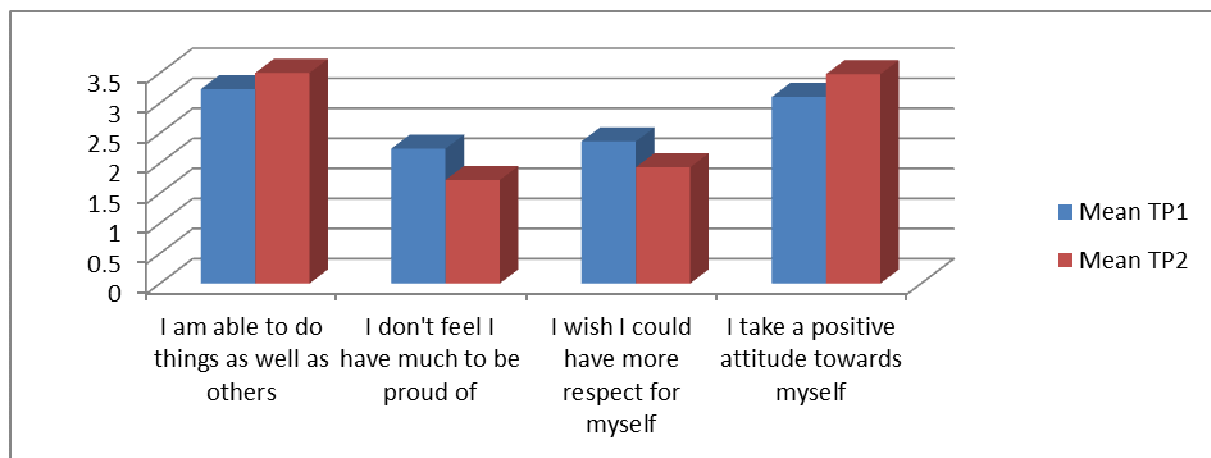
PART 3 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Data Issues

This study conducted baseline measures of a range of psycho-social factors with a cohort of clients who had commenced case management at The Hub (n=85). Thirty of these clients were available for a repeat measurement at program exit. Mean scores were calculated by aggregating the total scores for each item (with Strongly Disagree = 1, Disagree = 2, Agree = 3 and Strongly Agree = 4), and dividing by the count of respondents at each Timepoint.

Although the repeat sample was small, testing conducted on results demonstrated statistically significant change in a number of indicators of well-being. Details of these outcomes are outlined in Graphs 4 and 5 and Table 2.

Graph 4: Self Esteem related domains



Graph 5: Planning and Support related domains

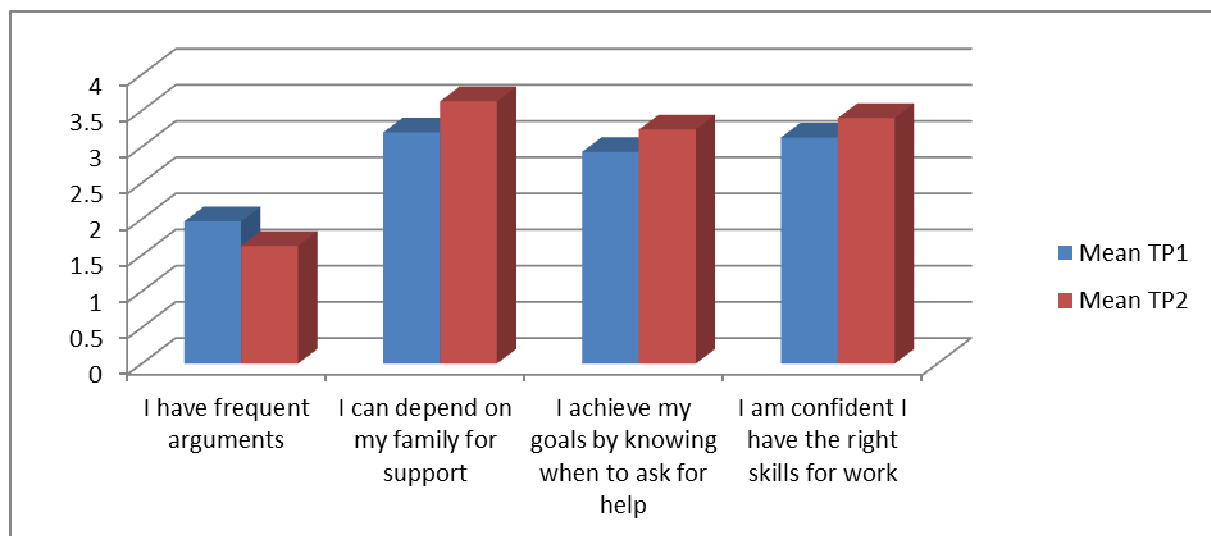


Table 2(N=30 unless otherwise noted)

PART 3 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

Significant Performance Indicators Results	Analysis
11 (37%) clients reported more agreement with the statement 'I am able to do things as well as most other people'.	There was a significant difference in the scores for TP1 (M=3.23, SD=.568) and TP2 (M=3.50, SD=.572) conditions; $t(29)=2.283, p = .030$
15 (52%) clients reported less agreement with the statement 'I don't feel I have much to be proud of'.	There was a significant difference in the scores for TP1 (M=2.24, SD=.689) and TP2 (M=1.72, SD=.702) conditions; $t(28)=-3.360, p = .002$
11 (39%) clients reported less agreement with the statement 'I wish I could have more respect for myself'.	There was a significant difference in the scores for TP1(M=2.36, SD=.678) and TP2 (M=1.93, SD=.900) conditions; $t(27)=-2.580, p = .016$
12 (41%) clients reported more agreement with the statement 'I take a positive attitude toward myself'.	There was a significant difference in the scores for TP1 (M=3.10, SD=.618) and TP2 (M=3.48, SD=.574) conditions; $t(28)=2.635, p = .014$
10 (33%) clients reported less agreement with the statement 'I have frequent arguments'.	There was a significant difference in the scores for TP1 (M=1.97, SD=.718) and TP2 conditions (M=1.63, SD=.669; $t(29)=-2.567, p = .016$
12 (41%) clients reported more agreement with the statement 'I can depend on my family for support'	There was a significant difference in the scores for TP1 (M=3.2, SD=.484) and TP2 conditions (M=3.63, SD=.490; $t(29)=-3.493, p = .002$
6 (21%) clients reported more agreement with the statement "I achieve my goals by knowing when to ask others for help'	There was a significant difference in the scores for TP1 (M=2.93, SD=.704) and TP2 conditions (M=3.24, SD=.636; $t(29)= -2.197, p = .036$
4 (13%) clients reported more agreement with the statement 'I am confident I have the right skills for work'	There was a significant difference in the scores for TP1 (M=3.13, SD=.681) and TP2 conditions (M=3.4, SD= .563; $t(30)=-2.112, p = .043$

PART 3 Woodridge High School Community Hub Year 1 Evaluation Results - November 2014

The following indicators also showed improvement but not at a statistical level:

Table 3 (N=30 unless otherwise noted)

<ul style="list-style-type: none"> • 12 (40%) clients reported more agreement with the statement 'I feel that I'm a person of worth'
<ul style="list-style-type: none"> ▪ 6 (20%) clients reported more agreement with the statement 'I feel confident talking to people I have just met'
<ul style="list-style-type: none"> ▪ 10 (33%) clients reported less agreement with the statement 'I have trouble solving everyday problems',
<ul style="list-style-type: none"> ▪ 10 (33%) clients reported less agreement with the statement 'It is hard for me to fill out forms'
<ul style="list-style-type: none"> ▪ 13 (43%) clients reported more agreement with the statement 'I make a budget to help me with my money'
<ul style="list-style-type: none"> • 7 (23%) clients reported more agreement with the statement 'I have goals for the future (I know what I want to do)'
<ul style="list-style-type: none"> • 4 (13%) clients reported more agreement with the statement 'I feel in control of my future'
<ul style="list-style-type: none"> • 3 (10%) clients reported less agreement with the statement 'I have trouble because of drinking or drug use'
<ul style="list-style-type: none"> • 4 (13%) clients reported more agreement with the statement 'Having a good job is important to me'
<ul style="list-style-type: none"> • 4 (13%/ n=29)) clients reported more agreement with the statement 'I think I will have a good job in the future'
<ul style="list-style-type: none"> • 5 (17%) clients reported less agreement with the statement 'I have difficulty starting tasks'
<ul style="list-style-type: none"> • 5 (17%) clients reported more agreement with the statement 'I am open to learning new things'
<ul style="list-style-type: none"> • 4 (13%) clients reported more agreement with the statement 'I can't wait to start work'
<ul style="list-style-type: none"> • 5 (17%/ n=29) clients reported less agreement with the statement 'I feel hopeless about my future'