

An initiative by members of the:



Glenroy College School-Community Action Team

Partners:

Partners have contributed funding, expertise, links to services and their time to the project. The team includes the school's Principal and leadership staff as well as key staff at the following organisations:

- Glenroy College
- Moreland Youth Services
- Salvation Army Crossroads
- INLLEN
- Headspace

Benefits & Highlights:

- **Improved Student Engagement :** With the support of the SCAT Team, Glenroy College worked collaboratively with families to improve student engagement. 43% of young people who were supported in this manner demonstrated increased attendance.
- **Effective support model:** The pilot exemplified a support model to prevent disengagement. Key features were a dedicated support staff, with the right skills, integrated within the school's wellbeing structure and appropriately linked to external support services.
- **Increased parental engagement opportunities:** The school has established a whole of school approach to improve parental engagement based on two-way communication, strong school-family relationships, and continuous reflection for ongoing improvement.



"The need for intensive case management is highlighted as is the need to build trusting relationships and communicate effectively. This work needs a long term perspective" - Paul Dingle, Principal—Glenroy College

Context/Overview :

Youth disengagement from education is not only a school's business but a community's business. Students can disengage from education due to many factors including the learning environment not meeting their needs, family breakdown, homelessness, poverty and poor mental health. For schools to properly address disengagement they must be able to work in partnership with families as well as with community and government agencies.

In 2010, members of the Moreland Youth Commitment embarked on a research project to investigate disengagement trends in Moreland schools. Funded through a Youth Connections grant, this research produced a report entitled *Moreland U16: Invisible and Ineligible*. The research found: 1) the rate of disengagement in 13-16 year olds in Moreland is significant 2) young people were often not eligible or linked to any support 3) there is a need to adopt an preventative partnership approach to effectively tackle disengagement. Glenroy College agreed to become the demonstration site, where a School-Community Action Team convened to co-design and co-deliver a three phase response known as the Moreland Under 16 Demonstration Project.

Methodology:

The Demonstration Project consisted of 3 distinct phases.

- **Case management and advocacy:** for 23 young people and their families who were disengaged or at risk.
- **Parental Engagement:** A whole of school approach to improve parental engagement in student's learning.
- **Primary to Secondary Transitions:** Collect attendance data across 5 primary feeder schools to paint a picture of disengagement in Years 5 & 6.

Success Factors:

Leadership: The project has been actively led by Glenroy College's Principal, Paul Dingle, as well as by key school staff ensuring that the project actions be prioritised and made possible through allocated time and resources.

Commitment: All the partners involved in the project have demonstrated a strong commitment through ongoing involvement since 2012, recognising that complex issues, such as student disengagement, require a systematic change process that focuses on long term benefits.

Evidence base approaches: From the outset, the project has relied on data collection to paint a *real* picture of need and as a strategy for improvement. All interventions adopted are evidence-base approaches supported by academic research.

The Glenroy College SCAT Team continue to meet regularly and will be collaborating to expand its engagement model across 5 feeder primary schools with a focus on improving attendance in Years 5-7.

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