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'I Have A Dream'

A Report for the IHAD Charitable Trust:

An Evaluation of the Outcomes for Students

2012

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This report is confidential to the IHAD Charitable Trust (NZ)

Executive Summary

The *I Have a Dream* (IHAD) programme has just completed its tenth year and this is the tenth evaluation report. The evaluation draws on multiple sources of data – student academic data, student interviews and focus group discussions, a student questionnaire, interviews with key IHAD personnel, group discussions with Mentors and parents and a survey of Tutors. Comparisons are made with data from previous years. The data are used to make ongoing improvements to the programme and to seek ways to improve student achievement outcomes.

There are 53 students (Dreamers) participating in the programme and they come from Wesley, a low socio-economic community in the suburb of Mt Roskill. The primary and intermediate schools the students attended are both decile 1a schools, the lowest decile ranking. Most of the students come from families experiencing unemployment or over-employment. 80% of the students are Pasifika and the other 20% are from North Africa or are of Maori or Indian descent. English is a second language for over two thirds of the students with the refugee Dreamers arriving in the community with very limited or no English. Many of the students are exposed to gang activities in the streets where they live.

There are currently 15 Dreamers living overseas of whom, most, if not all, are living in Australia. The IHAD Coordinators keep in regular touch with all but two of them. This year, all the Dreamers living in NZ reside in Auckland with the majority continuing to live in the Wesley area. Between them, the Dreamers attended 11 different secondary schools but most attend Mt Roskill and Mt Albert Grammar Schools. In 2012, the Dreamers were in Year 13, their fifth year at secondary school and their last in a three-year national qualifications programme. The majority were aiming to achieve the National Certificate of Educational Achievement (NCEA) at Level 2 or 3.

Dreamer data are compared with data from a Comparison Group (CG students). These students are one year older than the Dreamers but are from the same community, attended the same primary and intermediate schools and, like the Dreamers, most attended Mt Roskill or Mt Albert Grammar Schools. The CG students left school at the end of 2011 and most were working or in some form of study. For this report, all comparisons between the Dreamers and the Comparison Group relate to their cumulative NCEA Levels 1 to 3 results and their pathways on leaving school.

ACADEMIC ACHIEVEMENT

THE DREAMERS' ACADEMIC RESULTS

The first table shows the number of Dreamers who stayed in New Zealand and studied for NCEA qualifications.

Dreamers in Years 11, 12 and 13

	N=
Year 11	37
Year 12	36
Year 13	32
Retention rate over the three years	**86%**

One NZ Dreamer 'dropped out' of school at the end of Year 11 and four at the end of Year 12. 86% compares favourably with the national Pasifika student retention rates for 17 year olds of 79%[1].

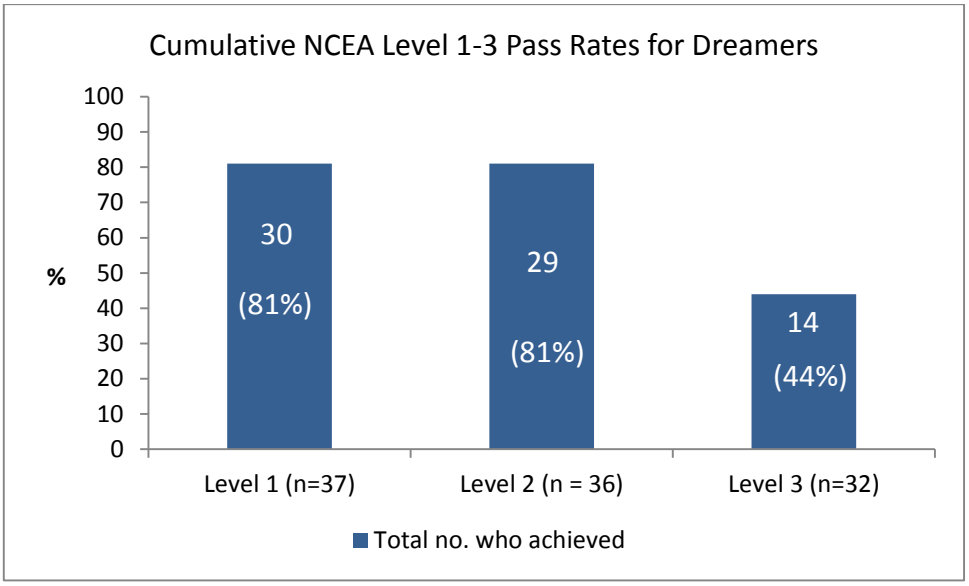
Of the 38 NZ-based Dreamers, 32 completed their Year 13 year in 2012. It was their fifth year of secondary school and their third and final year of a national qualifications programme, NCEA[2]. They were completing standards at NCEA Levels 1, 2 and 3 but predominantly at Levels 2 and 3[3].

[1] http://www.educationcounts.govt.nz/indicators/main/student-engagement-participation/1955

[2] NCEA = National Certificate of Educational Achievement.

[3] Of the six students who did not attend secondary school last year, two took a Foundation Course as a bridge to employment or further study, one is now working on the Auckland Wharves, another had a baby during the year and was a full-time mother throughout 2012 and is enrolled in a university programme for 2013, one is unemployed and one is currently on probation having served a prison sentence in a Youth Offenders' facility.

Overall Dreamer achievement in NCEA Levels 1, 2 and 3



The data above do not fully reflect the true impact of the programme or the effort and achievement of the students as illustrated in the following examples. The IHAD Coordinator advocated strongly for four Dreamers at one school to be allowed back into school at the start of 2011, their Year 12 year. The students were put under some pressure to leave because their Level 1 results were not considered good enough to qualify them for entry into Year 12. Of these four students, two passed Level 2 and are now in a diploma course. Another student was failing in Year 12. She had the opportunity to live with her Mentor and attend another school. To the school's credit, they offered her a Level 3 programme, which she successfully passed, and she is now at university studying for a Bachelor of Education degree. She plans to be a teacher. These success stories, along with a number of others, are not always reflected in the NCEA data but are evidence of how the programme has improved outcomes for these students.

53% of the Dreamers took three or more university approved subjects in Year 12 which set them on a pathway to get a degree. The Project Coordinator had to advocate with senior staff for 15 students of the 27 students to get into at least one of their university approved subjects. Of these 15 students, 10 continued to take university approved subjects in Year 13. 13 (41%) of Year 13 Dreamers took three or more UE approved subjects and 11 are now enrolled in degree courses.

The data send very important messages to secondary schools:

- Teachers must have high expectations of students like the Dreamers from the time they enter secondary school at Year 9, well before they enter the qualifications programme

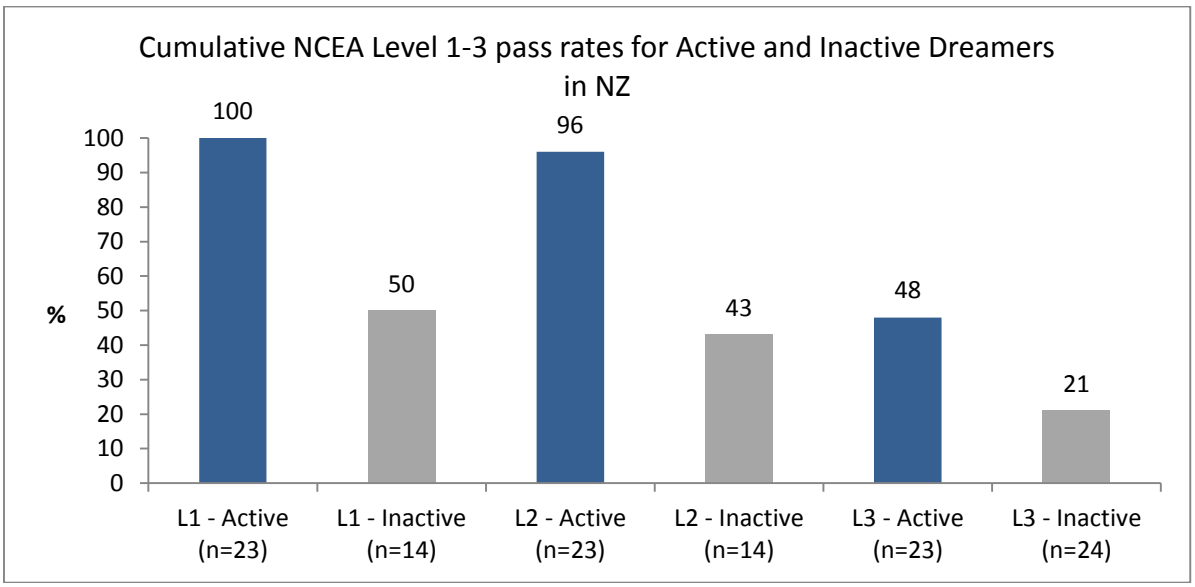
- Closely monitor prerequisites for some of their courses; this can vary between Departments within a school let alone between schools
- The type of high level advocacy and support provided by someone like the Project Coordinator makes a difference to the academic outcomes for students like the Dreamers

The Project Coordinator's knowledge of both NCEA and school systems, his persistent advocacy and ongoing academic counselling were pivotal to the academic success of many of these students. Without his persistent support, more Dreamers would have left school without a Level 2 qualification and many who qualified for certificate, diploma or degree courses (80%) would not have done so.

There was a clear and positive difference between the academic results of the Dreamers who were active in the programme in Years 11 to 13 and those that were not. The Coordinators determined that, to qualify as active, the students had to meet at least two of the following criteria: attend the after school tutoring programme on average once a week; maintain regular contact with their Mentor; participate in the study programme and/or or seek assistance with their essay writing or exam preparation at the Dreamer Centre and/or seek Mentor assistance in these areas. The data in next table shows the numbers of active and inactive Dreamers.

This year, just under two thirds of the students (62%) are described as active in the programme, compared with just over three quarters in (78%) in 2011. The 2012 rates are slightly better than the numbers active in the programme in 2010 when the students were in Year 11 (56%). The next set of graphs shows the links between engagement and non-engagement with the programme and NCEA results.

Cumulative NCEA Level 1-3 pass rates for active and inactive Dreamers in NZ



The data show that the active Dreamers achieved much better results at every NCEA level compared with their inactive peers. The success of the active Dreamers at school is reflected in the pathway choices open to them on leaving school.

Post-school destinations of active and inactive Dreamers

	Active			Inactive		
	N=	**%**		**N=**	**%**	
Degree	10	27	**54**	1	3	**26**
Diploma	3	8		2	6	
Certificate	7	19		5	14	
School Yr 14	-	-		1	3	
Gap Year	1	3	**8**	2	5	**12**
Bridging Course				1	2	
Unqualified Workforce	2	5		1	3	
Unemployed	-	-		1	2	
	23	**62**		24	**38**	

These data reflect the NCEA results and show that twice as many active students as inactive students entered into tertiary study. The number of active students undertaking a degree is contrasts starkly with the number of inactive students in this category (27% compared with 3%).

The data suggest that the IHAD programme has substantially increased the Dreamers chances of succeeding with NCEA and of entering tertiary study (54% compared with 26%) and, in doing so, the IHAD mission of supporting these students into higher education has been fulfilled.

DREAMERS' AND CG STUDENTS' ACADEMIC RESULTS

The data in this section compare the results of the IHAD students with the Comparison Group (CG) students in Years 11, 12 and 13. When making comparisons, it is important to keep in mind that the numbers in both groups are small. Nonetheless, the Dreamers achieved better results than their CG peers across all aspects of performance measured - retention at school, NCEA pass rates, the quality of the results and entry into tertiary study.
The first table in this section shows the number of Dreamers and CG students in school in New Zealand in Years 11, 12 and 13, the period when they were working on their NCEA qualifications.

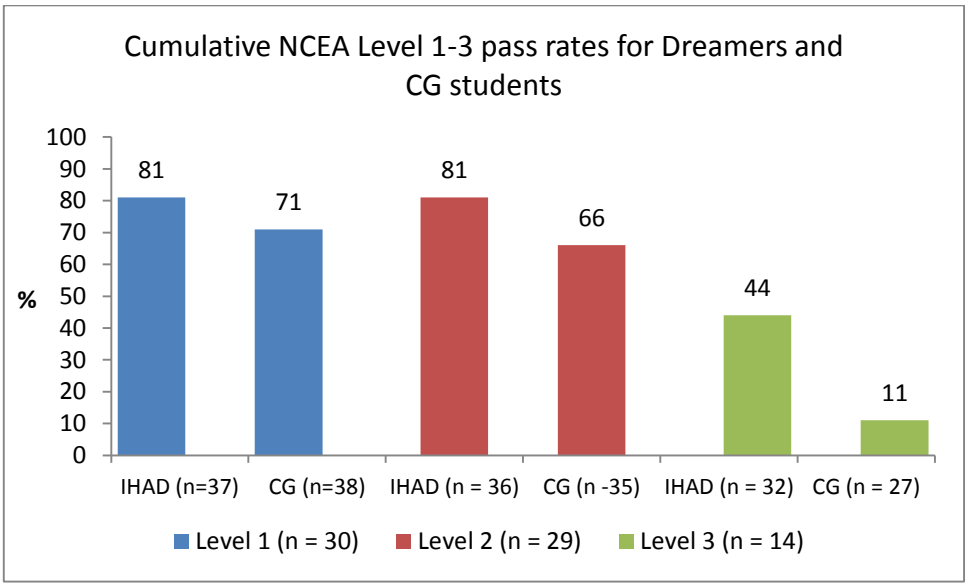
IHAD and CG students in Years 11, 12 and 13

	IHAD	CG
	N=	N=
Year 11	37	38
Year 12	36	35
Year 13	32	27
Retention rate over the 3 years	**86%**	**71%**

The Dreamer retention rate exceeds that of the CG students by 15%.

The following graph compares the numbers and percentages of Dreamers and CG students who achieved Levels 1, 2 and 3.

Cumulative NCEA Level 1-3 pass rates for Dreamers and CG students



The Dreamers out-performed the CG students at every Level and by an increasing percentage as they progressed through the Levels. 33% more Dreamers gained Level 3 than their CG peers. Last year's data show that more Dreamers passed Level 2 in their first year than CG students (45% compared with 32%) or may well have accumulated more Level 2 credits in Year 12. This gave more Dreamers the opportunity to achieve Level 3 in Year 13 rather than having to focus on completing a Level 2 Certificate.

Students require 42 credits at Level 3 of higher to qualify for university comprising 28 credits from two approved subjects and 14 additional credits from one or two additional domains or approved subjects. The students taking three or more approved subjects put themselves

in a good position to enter university. The next table compares the number of university entrance approved subjects taken by the Dreamers and the CG students in their second and third years of NCEA.

University Entrance approved subjects taken by Dreamers and CG students

	Level 2		Level 3	
No. of subjects	**IHAD No. of students (N=36)**	**CG No. of students (N=22)**	**IHAD No. of students (N=32)**	**CG No. of students (N=20)**
6	3	-		-
5	9	1	6	1
4	2	1	4	1
3	5	2	3	-
2	5	2	4	2
1	8	7	5	4
Totals	**89%** (32)	**59%** (13)	**69%** (22)	**40%** (8)

53% of Dreamers compared with 18% of CG students took three or more university approved subjects in Year 12. 41% of Dreamers compared with 10% of CG students took three or more university approved subjects in Year 12. The advocacy and persistence of the Project Coordinator (Ant Backhouse) in getting the students into these courses paid important and life-changing dividends for the Dreamers as indicated in the table above, the University Entrance data in the next table and the Pathways data in Table 20.

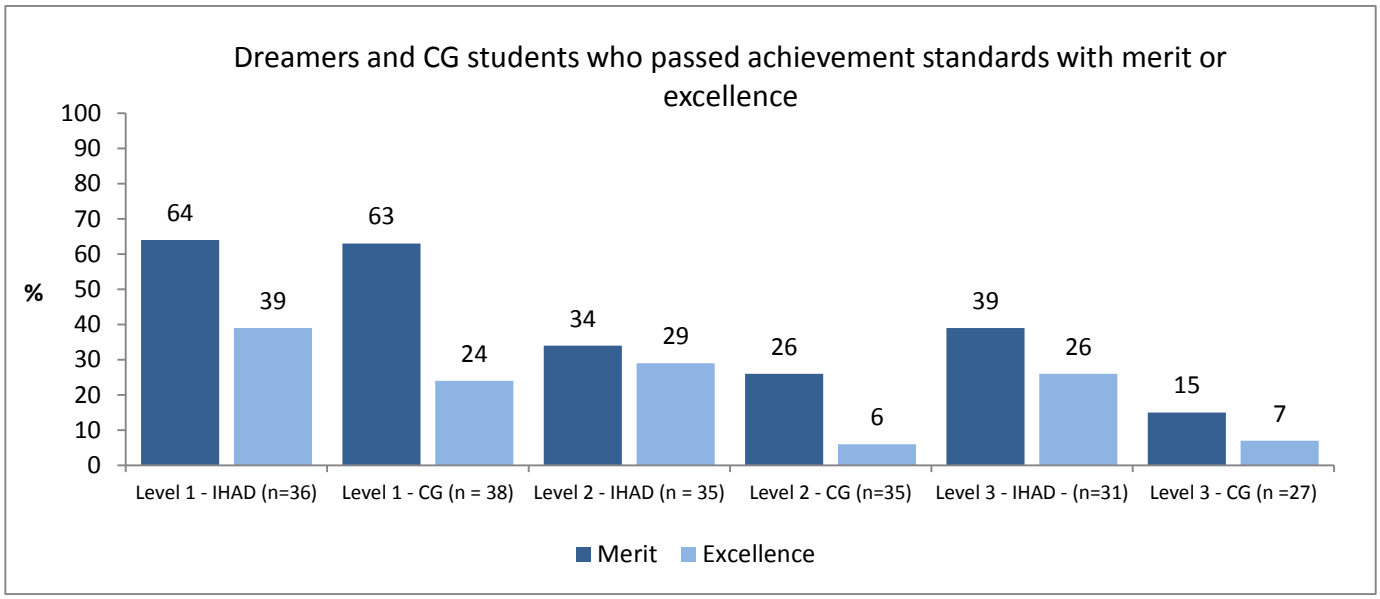
University Entrance results for Dreamers and CG students

IHAD Year 13 No. of students (N=32)	**CG Year 13 No. of students (N=20)**
12	2
38%	**10%**

More Dreamers were set up to achieve University Entrance because of the subjects they took (see Table 17). 28% more Dreamers achieved University Entrance than their CG peers. These data convey an important message about how important IHAD expectations and advocacy were to the academic outcomes of these students.

The two tables below summarise the Merits and Excellences achieved by the IHAD and CG students at each Level and the numbers of students involved. The percentages for each cohort, at each Level, do not add up to 100% as any one student could gain both Merits and Excellences. The Merit and Excellences data for one Dreamer were not available.

Dreamers and CG students who passed Achievement Standards with Merit or Excellence



The next set of data show the number of Merits and Excellences gained by individual students.

Numbers of Merits and Excellences gained by Dreamers and CG students

	Level 1				Level 2				Level 3			
	IHAD N=36	CG N=38	IHAD N=36	CG N=38	IHAD N=35	CG N=35	IHAD N=35	CG N=35	IHAD N=31	CG N=27	IHAD N=31	CG N=27
Credits	**Merit**		**Excellence**		**Merit**		**Excellence**		**Merit**		**Excellence**	
50+	-	-	1	-	-	-	-	-	1	-	1	-
40-49	2	-	1	-	-	-	-	-	1	-	-	-
30-39	-	-	-	-	3	-	3	-	-	-	1	-
20-29	1	3	1	-	-	1	-	-	5	-	1	-
10-19	8	4	4	4	2	2	2	-	1	1	1	-
0-9	12	17	7	5	5	6	5	2	4	3	4	2
Total	**23**	**24**	**14**	**9**	**10**	**9**	**10**	**2**	**12**	**4**	**8**	**2**
%	**64%**	**63%**	**39%**	**23%**	**29%**	**26%**	**29%**	**6%**	**39%**	**15%**	**26%**	**7%**

While a similar number of Dreamers and CG students gained Merits at Levels 1 and 2, the Dreamers gained 24% more Merits at Level 3 and between 15% and 23% more Excellences

at all three Levels. The data in the second table show that more Dreamers gained more credits, especially in the 30 to 50+ categories which no CG students achieved. Once again, the overall quality of Dreamer results is superior to those of the CG students.

The final table shows the pathways the two cohorts of students have followed in 2013. Students who left for Australia are not included. Three of the CG students and one of the NZ-based Dreamers has had a baby and all are included in the data. The three CG students are in the 'unqualified workforce' or 'unemployed' categories and the Dreamer is included in the 'certificate' data as she is enrolled in a university Level 4 certificate course for 2013. The destination data for one of the CG students was not available.

Dreamer and CG students post-school destinations

Destination	**IHAD**		**CG**		**IHAD**	**CG**
	N=	%	N=	%	%	%
Degree (L7)	11	30	1	2	**80**	**30**
Diploma (L5/6)	5	14	2	5		
Certificate (L3/4)	12	33	8	22		
School Yr 14	1	3	-	-		
Gap Year	3	8	6	16	**20**	**70**
Bridging Course	1	2	4	11		
Unqualified workforce	3	8	11	30		
Unemployed	1	2	5	14		
	37	**100**	**37**	**100**	**100**	

80% of the Dreamers have entered tertiary education (one of these has remained at school with the intention of beginning post secondary education in 2014) compared with only 30% of the CG students. 50% more Dreamers are enrolled in tertiary programmes. Conversely, 50% more CG students are represented in the non-tertiary categories and especially in 'unqualified workforce' and 'unemployed' categories. This is a significant achievement for the IHAD project. It is important to note that the data could change over the next one to three years as these data represent only the start of their post-school lives.

Summary

The data show higher levels and higher quality of Dreamer achievement in almost every aspect of their NCEA Level 1, 2 and 3 results when compared with their CG peers:

- Staying at school until Year 13
- Level 1, 2, and 3 pass rates

- Literacy and Numeracy pass rates at Level 1 and UE
- Merit and Excellence Level Certificate Endorsements
- Merit and Excellence Course Endorsements
- The number of credits passed with Merit or Excellence across all three NCEA Levels
- The number of students taking university approved subjects through to Year 13
- The number of students who have gone into tertiary study on leaving school

It is interesting to note that the differences between the two cohorts increased as the students moved through the qualifications programme. Once again, this reflects the importance of supporting students to consider qualification pathways and make sound option choices from the time they enter secondary school. Adult advocacy and academic mentoring is fundamental to the success of this process.

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Introduction

This is the tenth year of reporting to the IHAD Trust.

As for 2007-2011 reports, the student outcomes and programme evaluation reports are written up as two sections in the one report. Each section has its own research questions, methodology and findings.

Similar methodology and data collection tools have been used in all the reports produced to date.

The following table summarises the numbers of students, their location and whether they are in contact with and active in the programme or not.

Table 1: Numbers and location of Dreamers (N=53)

	Overseas	In contact	**Out of Akld**	In contact	**In Akld**	In contact
Nov 2008	9	5	2	1	42	42
Nov 2009	8	4	3	3	42	42
Nov 2010	10	7	1	-	42	42
Nov 2011	10	6	-	-	43	41
Nov 2012	15	13	-	-	38	36

There are 53 students in the programme. In 2003, the programme started with 34 Dreamers with five students commencing in 2004 and 14 added in 2005. All attended Wesley Primary School and Wesley Intermediate. Both are decile 1a schools, the lowest decile ranking. 80% of the students are Pasifika and the other 20% are from North Africa, or are of Maori or Indian descent. Most of the students are from families experiencing underemployment or over-employment.

Of the 53 students, fifteen are now living overseas, most, if not all, in Australia. 2012 saw the biggest increase in students leaving for Australia. Most of those who left in 2012 have gone to live with extended family members. Contact has been lost with two of the students living overseas. The students overseas are not included in the data collection as several have not been involved in the programme for some time and others did not complete their secondary schooling in New Zealand.

This year, all the Dreamers living in NZ reside in Auckland with the majority continuing to live in the Wesley area. The Coordinators are in contact with all but two of the Dreamers living in Auckland, including those students who are not active in the programme.

Of the 38 NZ-based Dreamers, 32 completed their Year 13 year in 2012. It was their fifth year of secondary school and their third and final year of a national qualifications programme, NCEA[4]. They were completing standards at NCEA Levels 1, 2 and 3 but predominantly at Levels 2 and 3. The Comparison Group students left school at the end of 2011 having completed their five years at secondary school and in 2012 were engaged in some form of study, were working or were unemployed.

Table 2: Dreamers living in New Zealand - schools attended/pathways

	School	Nov 2008	Nov 2009	Nov 2010	Nov 2011	Nov 2012
Auckland	MAGS	20	19	15	15	9
	MRGS	13	12	16	13	12
	Avondale	2	2	2	2	1
	Marcellin	2	1	2	1	1
	Auckland Girls	-	1	1	1	1
	Kelston Boys	1	1	1	1	1
	Lynfield	2	2	1	2	-
	Tamaki	-	1	1	2	2
	Tangaroa	2	2	1	-	-
	St Paul's	-	-	1	2	2
	Northcote					1
	One Tree Hill					1
	Pakuranga College	-	-	-	1	1
	Foundation Course	-	-	-	2	2
	Employed					1
	Mother					1
	Unemployed					1
	Akld Alt Ed/Jail	-	-	1	1	1
Whangaparaoa	Orewa	1	1	1	-	-
Hamilton	Fairfield	-	1	-	-	-
Wellington	Naenae	1	1	-	-	-
	Total	**44**	**44**	**43**	**43**	**38**

While there are no comparative data from the wider school population available, the ongoing movement between families, schools, and Australia amongst the 53 students appears considerable. The circumstances leading up to movement in and out of the Wesley community varied from student to student: changes in family circumstances, sending the child to live with a relative to 'sort out' behaviour issues, parents wanting a student to move

[4] NCEA = National Certificate of Educational Achievement.

away from negative peer influences or IHAD actively seeking a better schooling option for a Dreamer. Every change, by its very nature, is disruptive to learning but, for the students moving between schools in New Zealand, certainly in recent times, the changes proved to be advantageous for most of the students.

As noted above, 6 of the 38 NZ-based students did not attend secondary school last year. Two took a Foundation Course as a bridge to employment or further study. One student is now working on the Auckland Wharves and another had a baby during the year and was a full-time mother throughout 2012. One student participated in a Foundation Course in 2011 but is now unemployed. One student is currently on probation having served a prison sentence in a Youth Offenders' facility.

NCEA data were collected for a Comparison Group (CG) of 23 students with whom the IHAD students are compared. These students also attended Wesley Primary School and Wesley Intermediate. They are a year older but come from the same community and the same economic and social backgrounds. A number of them are from the same family or are related.

SECTION 1:

Measuring the difference the programme is making to student outcomes

1.0 Methodology

The key research questions that guided the data collection were:

- Do the students achieve at or beyond expectations academically?
- To what extent do the students demonstrate the 'good citizen' goals of the programme?
- How well are the students able to set goals for themselves and achieve them?
- To what extent do the students meet or exceed expectations in terms of behaviour, attitudes to school and work and achievement?
- To what extent are the successes and achievements of the IHAD students similar to and different from the successes and achievements of the Comparison Group (the students in the year level above the IHAD students)?

This year, there is no attendance section in the report as the attendance data from some of the schools is unreliable.

1.2 The collection of data

The data for this section of the report was collected using the student achievement data provided by the schools and NZQA and a questionnaire that has been completed by the students, with minor variations, since the start of the programme.

1.2.1 Student achievement data

It was agreed that the following NCEA data would be collated and analysed, using the students' final NCEA results provided to the schools and the individual students in January 2012:

- Level 1, 2 and 3 pass rates
- Level 1 and UE Literacy and Numeracy credits
- Levels 1-3 Certificate and course endorsements
- Number of credits achieved with Merit and Excellence
- Number of credits attempted/not achieved
- Number of university approved subjects taken; the number who are taking three subjects in their third year of NCEA
- A comparison of the achievements of active and inactive Dreamers
- A comparison of the Dreamer and Comparison Group NCEA data

1.2.2 A questionnaire

A copy of the questionnaire can be found in Appendix 1. It provides data on the Dreamers' behaviour, concepts of self, attitudes to school and work, their aspirations and perceptions of opportunity. The quantitative data were analysed using Survey Monkey and a content analysis methodology was used to analyse the qualitative data.

2.0 The IHAD Students

2.1 NCEA achievement

Throughout this section, actual numbers and percentages are shown. All numbers in brackets are actual numbers. Dreamers living overseas are not included in the data nor is the Dreamer who has been in a Youth Correction Facility or on probation since Year 10.

The first table shows the number of Dreamers who stayed in New Zealand and studied for NCEA qualifications.

Table 3: Dreamers in Years 11, 12 and 13

	N=
Year 11	37
Year 12	36
Year 13	32
Retention rate over the three years	**86%**

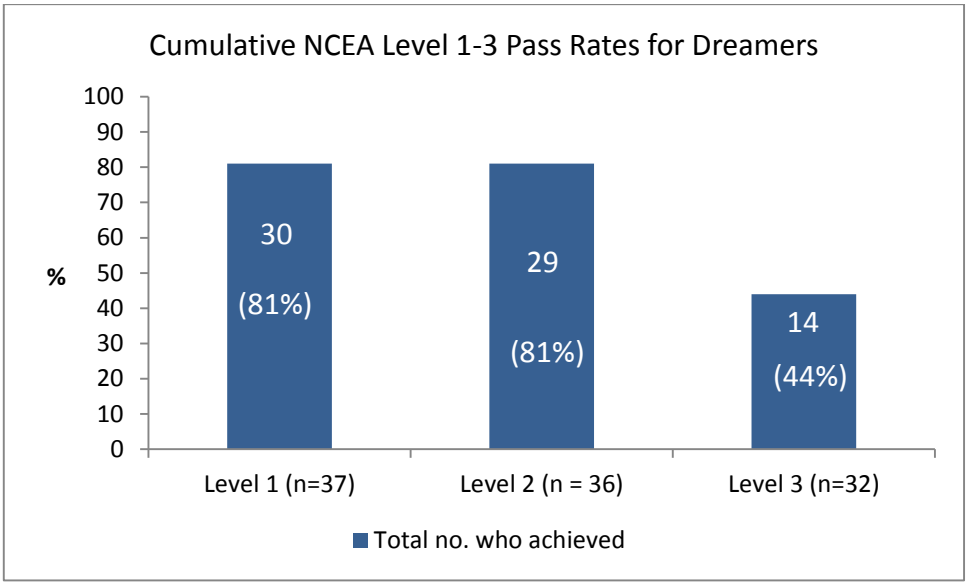
One NZ Dreamer 'dropped out' of school at the end of Year 11 and four at the end of Year 12. 86% compares favourably with the national Pasifika student retention rates for 17 year olds of 79%[5].

2.1.1 Overall Dreamer achievement in NCEA Levels 1, 2 and 3

The next graph shows the pass rates for students who remained in New Zealand, studied for NCEA qualifications and remained at school until Year 13.

[5] http://www.educationcounts.govt.nz/indicators/main/student-engagement-participation/1955

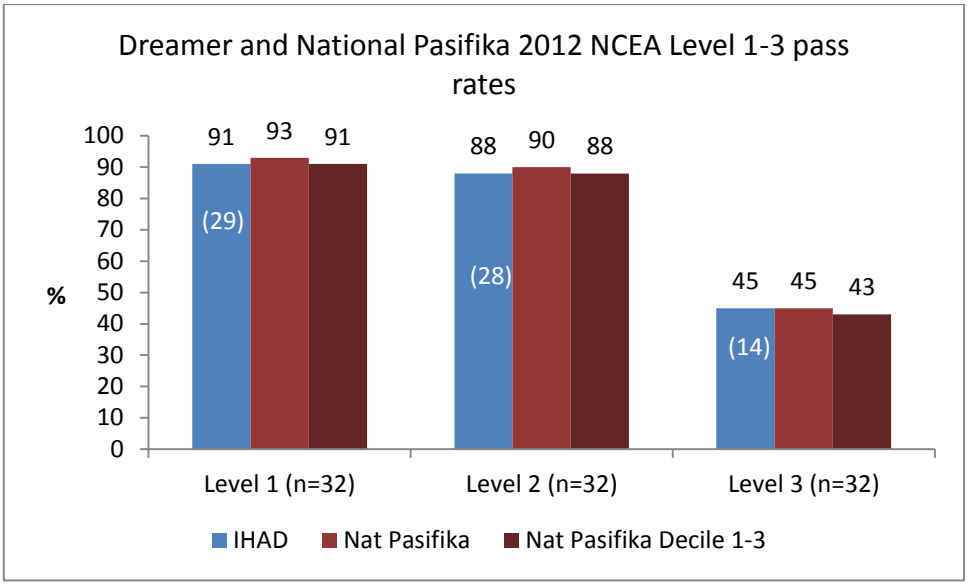
Graph 1: NCEA Level 1-3 pass rates for Dreamers



The data above do not fully reflect the true impact of the programme or the effort and achievement of the students as illustrated in the following examples. The IHAD Coordinator advocated strongly for four Dreamers at one school to be allowed back into school at the start of 2011, their Year 12 year. The students were put under some pressure to leave because their Level 1 results were not considered good enough to qualify them for entry into Year 12. Of these four students, two passed Level 2 and are now in a diploma course. Another student was failing in Year 12. She had the opportunity to live with her Mentor and attend another school. To the school's credit, they offered her a course that now has her in a Bachelor of Education course at university, having successfully achieved Level 3. Without Ant's persistent support, none of these students would have the opportunities now afforded them. They would have left school without a qualification. These success stories, along with a number of others, are not reflected in the NCEA data but are evidence of how the programme has improved outcomes for the students.

The following graph compares the Dreamer results with the National Pasifika and National Pasifika Decile 1-3 data. The national data show the results of students that stayed at school until Year 13. The data are cumulative i.e. they include standards achieved at any level over the period 2010 to 2012. To provide an accurate comparison with the national data, the Dreamer data are cumulative and only include the results of those that stayed on to the end of Year 13.

Graph 2: Dreamer and National Pasifika 2012 NCEA Level 1-3 pass rates[6]



The Dreamer pass rates for Levels 1, 2 and 3 are equal to those of their Pasifika peers in Decile 1 to 3 schools and just below the national results for Pasifika students.

At Levels 1, 2 and 3, students NCEA can be endorsed with Merit or Excellence. If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit, or Merit and Excellence, their NCEA will be endorsed with Merit.

Table 4: Numbers of Level 1, 2 and 3 Certificate Endorsements

Endorsement	Level 1 No. of students N=37	Level 2 No. of students N=36	Level 3 Endorsements N=32
Excellence	2	1	1
Merit	7	6	1
Total	**9**	**7**	**2**

Ten students are represented in the data above including a student who would have dropped out of school during her Year 12 year without the support and advocacy of IHAD. Two of the

[6] The following URL is a link to the NZQA secondary school statistics report from which the comparative data were gathered http://www.nzqa.govt.nz/qualifications/ssq/statistics/provider-selected-crystalreport.do

students achieved an endorsement at all three levels, one of whom spoke extremely limited English when he started school in New Zealand in his senior primary school years.

Students can now be awarded course endorsements if they achieve 14 credits with Excellence or Merit in any one course. The data below show the course endorsements for Levels 2 and 3.

Table 5: Level 2 and 3 Course Endorsements

	Level 2		Level 3	
	Merit	**Excellence**	**Merit**	**Excellence**
	No of students		**No of students**	
1 Subject	**1**	**-**	**3**	**1**
2 Subjects	**3**	**-**	**2**	**1**

Six students are represented in these data. With the exception of two students who achieved Certificate Endorsements, all other students with Certificate or Course Endorsements are active Dreamers.

The following table shows the number of students who took university approved subjects. Students require 42 credits at Level 3 of higher to qualify for university comprising 28 credits from two approved subjects and 14 additional credits from one or two additional domains or approved subjects. The students taking three or more approved subjects put themselves in a good position to enter university.

Table 6: Number of students taking University Entrance approved subjects

No. of subjects	Year 12 No. of students (N=36)	Year 13 No. of students (N=32)
6	3	-
5	9	6
4	2	4
3	5	3
2	5	4
1	8	5
Totals	**89%** (32)	**69%** (22)

53% of the Dreamers took three or more university approved subjects in Year 12 which set them on a pathway to get a degree. Ant had to advocate with senior staff for 15 students of the 27 students to get into at least one of their university approved subjects. Of these 15 students, 10 continued to take university approved subjects in Year 13. Ant's knowledge of the system and persistent advocacy were pivotal to the academic opportunities of many of these students and is another example of how the programme has helped to improve the Dreamers' academic outcomes.

The data sends very important messages to secondary schools:

- Teachers must have high expectations of students like the Dreamers from the time they enter secondary school at Year 9, well before they enter the qualifications programme
- Closely monitor prerequisites for some of their courses; this can vary between Departments within a school let alone between schools
- The type of high level advocacy and support provided by someone like Ant makes a difference to the academic outcomes for students like the Dreamers

13 (41%) of Year 13 Dreamers took three or more UE approved subjects and 11 are now enrolled in degree courses.

2.1.2 Merits and Excellence gained in Achievement Standards results

This section summarises the number of students who gained Merits or Excellences for Achievement Standards they attempted. Data were available for all but one of the students who stayed at school until the end of Year 13.

Table 7: Numbers of students and the Merits and Excellences achieved

	Level 1		Level 2		Level 3	
	N=36		N=35		N=31	
	Merit	Excellence	Merit	Excellence	Merit	Excellence
50+	-	1	-	-	1	1
40-49	2	1	-	-	1	-
30-39	-	-	3	3	-	1
20-29	2	1	3	-	6	1
10-19	8	4	3	3	2	2
0-9	12	7	7	7	5	4
	24	**14**	**16**	**13**	**15**	**9**
	67%	**39%**	**46%**	**37%**	**48%**	**29%**

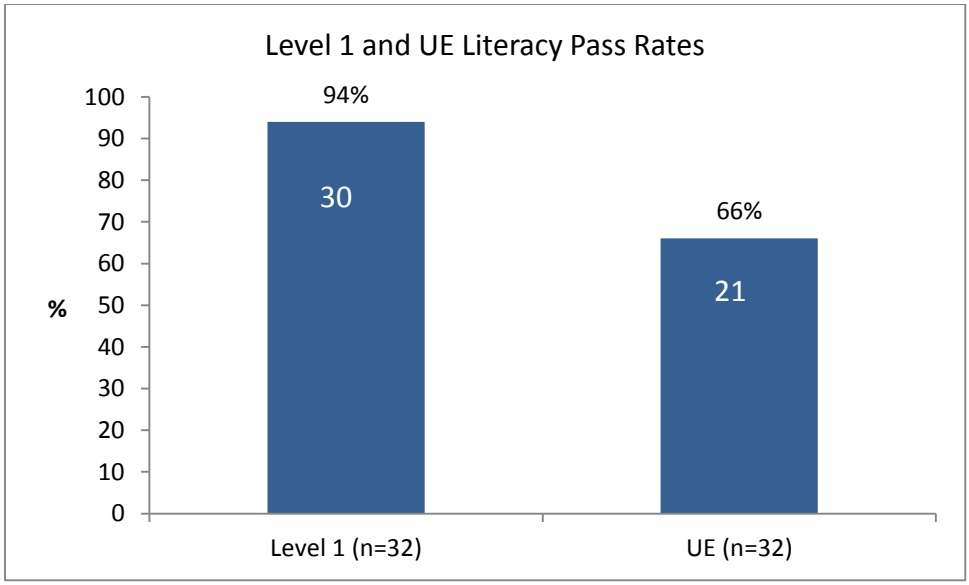
Over two thirds of the students gained Merits for Level 1 and close to half for Level 2. Over a third gained Excellences for Levels 1 and 2 but this dropped to just over a quarter of the cnadidates at Level 3. The achievements of the two students gaining more than 40 Excellence credits at Levels 1 and 3 are outstanding.

2.1.3 Literacy and Numeracy results

Students now require a minimum number of Literacy and Numeracy credits at Level 1 to be awarded their Level 1 Certificate and must achieve University Entrance or UE Literacy and Numeracy before they can enter into university study[7]. For these reasons, the achievement of Literacy and Numeracy credits are a priority for students.

The graph below shows the cumulative Literacy pass rates for Level 1 and UE Literacy.

Graph 3: Level 1 and UE Literacy pass rates



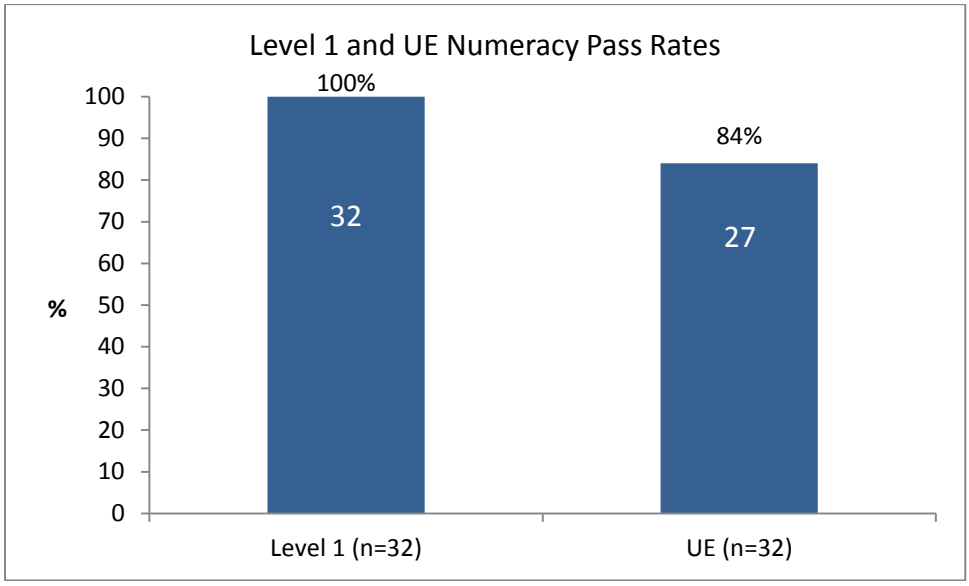
All but two students passed Level 1 Literacy. Eleven students did not gain UE Literacy.

92% of Pasifika students nationally and 93% of the Pasifika Decile 1-3 students passed Level 1 Literacy. The Dreamers' results are just above these national data. There are no national percentages available for UE Literacy.

The next graph shows pass rates for Level 1 and UE Numeracy.

[7] Level 1 requirements: 10 Literacy and 10 Numeracy credits; UE requirements: 8 credits in Literacy at Level 2 or higher and 14 credits in Numeracy at Level 1 or higher.

Graph 4: Level 1 and UE Numeracy pass rates



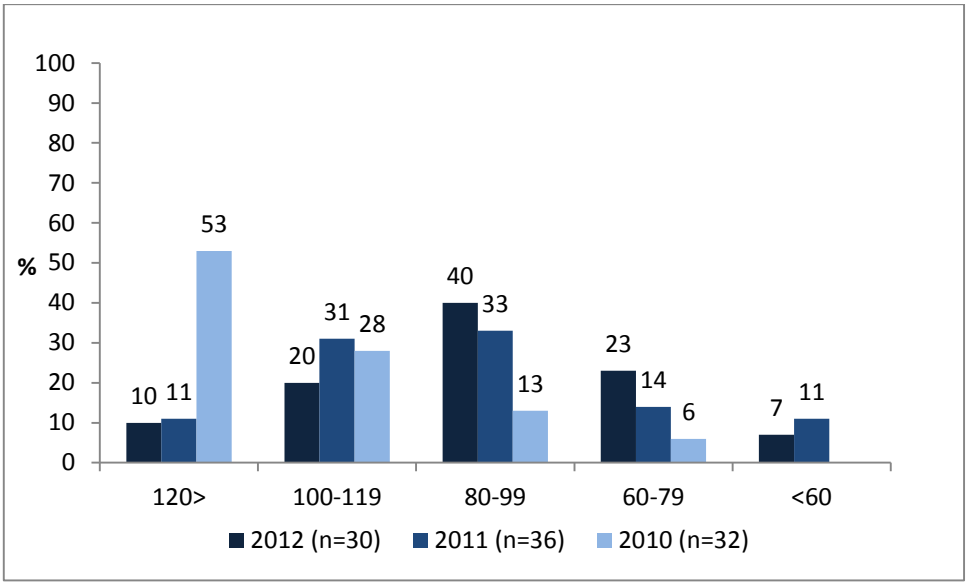
The Dreamers achieved high pass rates for Level 1 Numeracy and Literacy. Overall, the students did not achieve as highly in UE Literacy or Numeracy, especially in UE Literacy. Overall, Numeracy credits are considered to be easier to accumulate than those for Literacy. This is supported by the National Level 1 Numeracy data where 96% of Pasifika students achieved their Level 1 Numeracy credits by the end of Year 13 and 96% of Decile 1-3 Pasifika students. The IHAD students performed slightly higher than this with an outstanding 100% pass rate. As for Literacy, no national percentages are available for UE Numeracy.

2.1.4 Credits attempted, achieved and failed

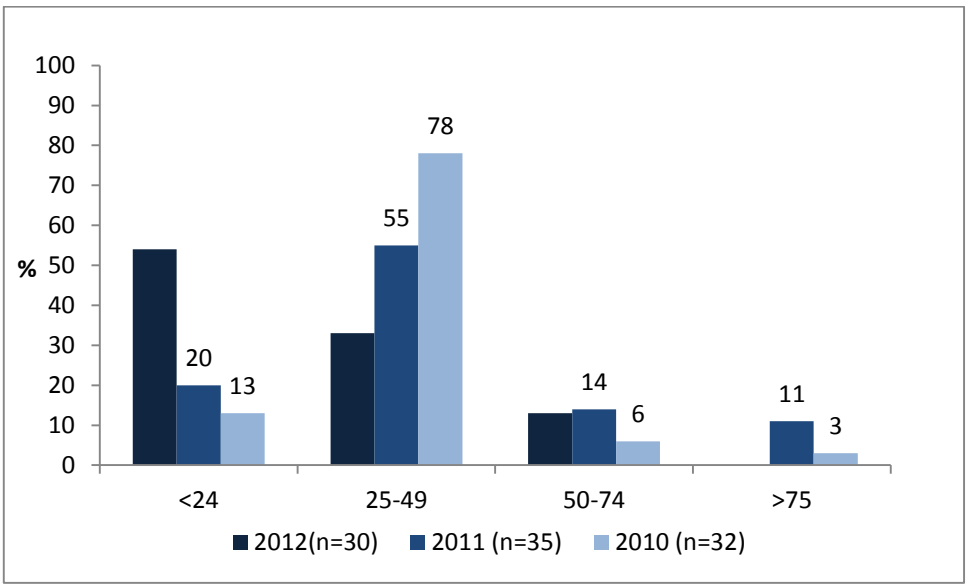
A student must gain 80 credits to pass NCEA Level 1, including 10 credits in both Literacy and Numeracy. At Level 2, the requirement is 60 credits at Level 2 or above, plus 20 credits from Level 1 or above. At Level 3, 60 credits must be achieved at Level 3 or above, plus 20 credits from Level 2 or above.

Typically, students need 16 credits from 5 subjects to pass at each Level. The number of standards and associated credits per subject or course is determined by the school although students can, and do, make choices about whether they attempt all the standards or not. The following graph summarises the number of credits attempted by the students. The data were not available for all Dreamers.

Graph 5: Total number of Level 1 and 2 credits attempted in 2010 - 2012



Graph 6: Total number of credits failed in 2010 – 2012



Of the 16 students who failed less than a quarter of their credits, two students passed all their credits they attempted and seven more failed fewer than ten credits. Overall, more students failed fewer credits in their Year 13 year than in the previous two years with quite a dramatic drop in the failure rate compared with 2011.

There could be a number of contributing factors but it is interesting to note that the students attempted far fewer credits overall than in the past two years, even taking into

consideration that some would have only needed 60 credits to achieve the Level 3 certificate.

2.1.5 Dreamers' achievement pathways

The data in Table 8 show the pathways the students have followed in 2013. One of the Dreamers has had a baby. She left school at the end of Year 12 but is included in the data below as she is taking a certificate course in 2013. The Dreamer who left school in Year 10 and served a prison sentence in a Youth Offenders' facility is not included in the data.

Table 8: Dreamer post-school destinations

	N=37	%	
Degree (L7)	11	30	**80**
Diploma (L5/6)	5	14	
Certificate (L3/4)	12	33	
School Yr 14	1	3	
Gap Year	3	8	**20**
Bridging Course	1	2	
Unqualified workforce	3	8	
Unemployed	1	2	
			100

A high proportion of students (80%) has entered a tertiary institution or, in the case of one student, has stayed at school so that he can enter a tertiary institution in 2014. The data are highly likely to change in 2014. For example, the four students in the 'gap year' and 'bridging course' categories could move into tertiary study. National Pasifika data suggest some of those currently at university or a technical institute will 'drop out'. Nonetheless, in 2012, The NZ IHAD programme has achieved an 80% success rate when measured against the IHAD mission statement:

> *To help children from low-income areas reach their education and career goals by providing a long-term programme of mentoring, tutoring and enrichment, with an assured opportunity for higher education.*

It is important that close contact is maintained with the 'gap year' and 'bridging course' students as almost all of these students are capable of entering into tertiary study in the future.

Below are the destination predictions made by Ant and Lynn in 2010 and 2011, alongside the Dreamers' actual destinations. They based their predictions on their overall judgment of each student and not just their academic performance.

Table 9: Predicted compared with actual post-school destinations

Pathway	2010 (N=44)		2011 (N=40)		2012 (N=37)	
	N=	%	N=	%	N=	%
University degree	15	**34**	12	**30**	11	**30**
Tertiary diploma	10	**23**	7	**18**	5	**14**
Certificate/Apprenticeship	10	**23**	12	**30**	12	**33**
School Yr 14	-	**-**	-	**-**	1	**3**
Gap Year	-	**-**	-	**-**	3	**8**
Bridging Course	3	**6**	5	**12**	1	**2**
Unqualified workforce	6	**14**	4	**10**	3	**8**
Unemployed	-	**-**	-	**-**	1	**2**

Ant and Lynn's expectations for students entering into tertiary study are fairly accurate. The outcomes reinforce the importance of setting expectations, taking into consideration the student's overall performance, not only their NCEA results, and then to use the expectations to keep the both the Coordinators and the students focused and 'on track'.

2.1.6 Pass rates of Dreamers active and inactive in the programme

The data in the following section relates to students who were active in the IHAD programme. The Coordinators determined that to qualify as active, the students must meet at least two of the following criteria:

- attend the after school tutoring programme on average once a week
- maintain regular contact with their Mentor
- participate in the study programme and/or or seek assistance with their essay writing or exam preparation at the Dreamer Centre and/or seek Mentor assistance in these areas

The data in next table shows the numbers of active and inactive Dreamers, based on the criteria above.

Table 10: Numbers of active and inactive Dreamers in 2012 and 2011

	Active		Inactive	
	N=	**%**	**N=**	**%**
2011 N=40	31	**78**	9	**22**
2012 N=37[8]	23	**62**	14	**38**

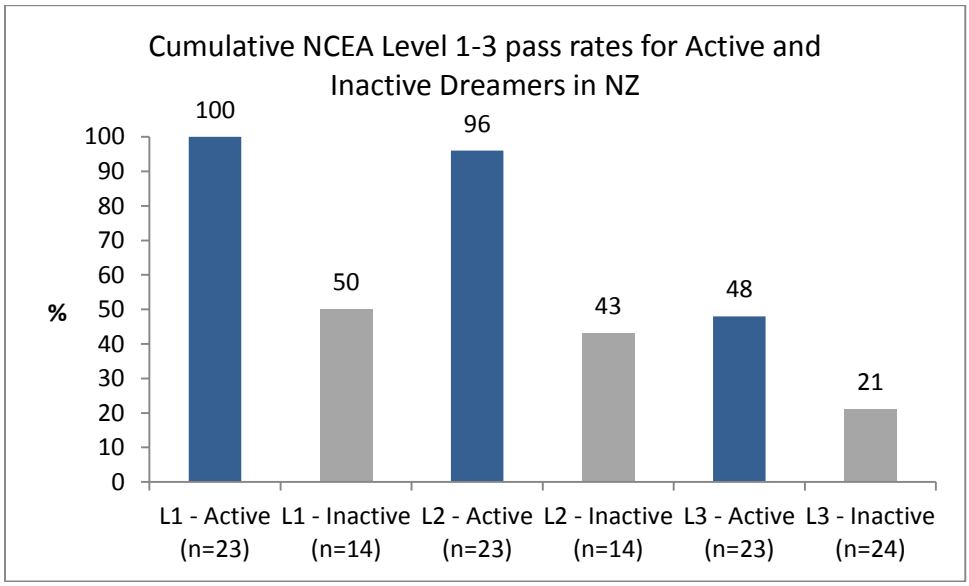
This year, just under two thirds of the students (62%) are described as active in the programme, compared with just over three quarters in (78%) in 2011. The 2012 rates are slightly better than the numbers active in the programme in 2010 when the students were in Year 11 (56%).

Of the 14 inactive students, five of them, and their families, made deliberate decisions some time ago not to engage in the programme. In almost all other cases, the students have chosen not to engage and/or have not been actively encouraged by their parents and families to do so.

The next set of graphs shows the links between engagement and non-engagement with the programme and NCEA results.

[8] The figure does not include the Dreamer who has been in a Youth Correction Facility or on probation since Year 10.

Graph 7: Cumulative NCEA Level 1-3 pass rates for active and inactive Dreamers in NZ



The data show that the active Dreamers have achieved better results at every NCEA level compared with their inactive peers. The data suggest that, at each level, IHAD has doubled their chances of passing. This is a strong endorsement for the programme.

Table 11 shows the pathways followed by the active and inactive students on leaving school.

Table 11: Post-school destinations of active and inactive Dreamers

	Active			**Inactive**		
	N=	**%**		**N=**	**%**	
Degree	10	27		1	3	
Diploma	3	8	**54**	2	6	**26**
Certificate	7	19		5	14	
School Yr 14	-	-		1	3	
Gap Year	1	3		2	5	
Bridging Course				1	2	
Unqualified Workforce	2	5	**8**	1	3	**12**
Unemployed	-	-		1	2	
	23	**62**		24	**38**	

The data reflect the NCEA results and show that twice as many active students as inactive students entered into tertiary study. The number of active students undertaking a degree is

contrasts starkly with the number of inactive students in this category (27% compared with 3%). The data suggest that the programme has doubled the Dreamers chances of entering tertiary study (54% compared with 26%) and in doing so fulfilled the IHAD mission of supporting students into higher education.

2.1.7 Summary

- Only five Dreamers who remained in New Zealand did not stay in school until the end of 2013. One 'dropped out' at the end of Year 11 and four at the end of Year 12.

- 81% achieved their Level 1 Certificate, 81% achieved their Level 2 Certificate and 44% their Level 3 Certificate. The Dreamer pass rates at Levels 1, 2 and 3 are equal to those of their Pasifika peers from Decile 1 to 3 schools and just slightly lower than their Pasifika peers nationally.

- Ten students gained Certificate Endorsements, nine at Level 1, seven at Level 2 and 2 at Level 3. Students must gain 50 credits out of 80 with Merit of Excellence so this is a significant achievement for these five students. Included in these numbers is a student who would have dropped out of school during her Year 12 year without the support and advocacy of IHAD. Two of the students achieved an endorsement at all three levels, one of whom spoke extremely limited English when he started school in New Zealand in his senior primary school years.

- Six students gained Course Endorsements. Students must achieve 14 credits with Merit or Excellence in any one course to achieve a Course Endorsement. Once again, this is a significant achievement for these students.

- Over two thirds of the students (67%) gained Merits for Level 1 and close to half for Level 2 (46%) and Level 3 (48%). Over a third gained Excellences for Levels 1 and 2 (39% and 37%) but this dropped to just over a quarter of the candidates at Level 3 (29%). Two students gained more than 40 Excellence credits at Levels 1 and 3 which are outstanding achievements.

- All but two students who stayed on at school to the end of Year 13 gained their Level 1 Literacy credits. The 94% pass rate is just above the 92% of Pasifika students achieving in Literacy at the same level nationally and the national Decile 1-3 Pasifika pass rate of 93%; 21 students achieved UE Literacy, 11 did not. There are no national data for Level 2/UE Literacy.

- The students performed better in Numeracy than Literacy at both Levels, by 6% and 18% respectively, with pass rates of 100% at Level 1 and 82% for UE Numeracy. The Level 1 pass is excellent and compares very well with the national Level 1 Numeracy

data of 96% for all Pasifika students and 96% for decile 1-3 Pasifika students. As with Literacy, no national percentages were available for Level 2/UE Numeracy at the time of writing.

- 53% of the Dreamers took three or more university approved subjects in Year 12 which set them on a pathway to get a degree. 13 (41%) of Year 13 Dreamers took three or more UE approved subjects and 11 are now enrolled in degree courses.

- At the start of year, the IHAD Coordinator advocated with senior staff for 15 students of the 27 students to get into at least one of their university approved subjects. Of these 15 students, 10 continued to take university approved subjects in Year 13 and 11 have now entered university to undertake a degree course. This is another example of the programme setting up the students for improved outcomes. It sends some important messages to schools:

    - Teachers must have high expectations of students like the Dreamers, from the time they enter secondary school at Year 9, well before they enter the qualifications programme

    - Closely monitor prerequisites for some of their courses; this can vary between Departments within a school let alone between schools

    - The type of high level advocacy and support provided by someone like Ant makes a difference to the academic outcomes for students like the Dreamers

- 80% of the Dreamers have entered a tertiary institution or, in the case of one student, has stayed at school so that he can enter a tertiary institution in 2014. The data are highly likely to change in 2014. For example, the four students in the 'gap year' and 'bridging course' categories could move into tertiary study. National Pasifika data suggest some of those currently at university or a technical institute will 'drop out'.

- For the third year in a row, there is evidence that the students who are active in the programme achieve better results than those who are inactive.

    - Twice as many active Dreamers passed Levels 1, 2 and 3 than inactive Dreamers - 100% of the active Dreamers passed NCEA Level 1 compared with 50% of the inactive Dreamers; 96% active Dreamers compared with 43% of inactive Dreamers passed Level 2; 48% compared with 21% passed Level 3

- With the exception of two students who achieved Certificate Endorsements, all students who gained Level Certificate and Course Endorsements are active Dreamers

- Twice as many active as inactive Dreamers entered into tertiary study at the start of 2013 (54% compared with 26%). The number of active students undertaking a degree contrasts starkly with the number of inactive students in this category (27% compared with 3%). The data suggest that the programme has doubled the Dreamers chances of entering tertiary study (54% compared with 26%) and achieved an 80% success rate when measured against the IHAD mission statement:

  To help children from low-income areas reach their education and career goals by providing a long-term programme of mentoring, tutoring and enrichment, with an assured opportunity for higher education.

2.2 Student perceptions of themselves, their relationships, decision making and attitudes to school

The remainder of this section of the report is based on data from the questionnaire.

The first part of the questionnaire focused on their self-perceptions, relationships, decision-making and attitudes to school and learning. Last year, five new items were added to this section of the survey to extend the data related to the Dreamers' resilience and independence. There are comparative data available for these five items in this report.

The following table shows a mean ranking score (MRS) for each of the items discussed above. Students rated their responses on a five point scale[9] and the means can range from 1.0 to 5.0. The closer the mean is to 1.0 the more positive the response and the closer it is to 5.0 the more negative the response. The mid-point of a 1 to 5 scale is 3.0.

[9] A 3-point scale has been used until now in order to keep the questionnaire easy for the students to understand. Given the age of the students and their level of understanding, especially given the number of times they have completed a similar questionnaire, it was decided to expand the scale to five points to provide more specific data.

Table 12: Mean Ranking Scores for the confidence, relationships, decision-making, attitudes to school and learning

		2010 Yr 11 N = 37	2011 Yr 12 N = 34	2012 Yr 13 N=30	In 2012 ↑ = more positive MRS ↓ = less positive MRS
1	Doing well at school is important to me	1.38	1.53	1.40	↑
2	If I work hard I will succeed	1.68	1.56	1.40	↑
3	When I am feeling sad, lonely or angry, I have people I can to for help	1.95	1.79	1.50	↑
4	I can stand up for myself if I am being treated unfairly	1.70	1.67	1.57	↑
5	I can make up my own mind even when I get pressured by my friends	2.00	1.85	1.67	↑
6	I make friends easily	1.75	1.79	1.83	↓
7	I am self motivated	-	2.12	1.87	↑
8	I like talking with my parents	2.32	2.12	1.90	↑
9	I can work well in a group	1.97	2.12	1.97	↑
10	I get on well with my teachers	2.38	2.24	2.00	↑
11	My parents spend time talking with me	2.24	2.06	2.00	↑
12	When I get angry I know how to stay in control	2.22	2.26	2.00	↑
13	I am a confident person and believe in myself	-	2.09	2.03	↑
14	I go out of my way to serve and help others	-	2.18	2.10	↑
15	I stick at something when it gets hard	2.22	2.35	2.10	↑
16	I set goals and work hard to achieve them	-	2.35	2.20	↑
17	I enjoy school	2.19	2.47	2.25	↑
18	I make good decisions	2.41	2.47	2.27	↑
19	I adjust easily to change and new situations	-	2.44	2.30	↑
20	I am confident talking to people I do not know very well, including adults	2.43	2.44	2.30	↑
21	I am good at asking for help when I need to	2.51	2.59	2.53	↑

The means range from between 1.40 and 2.53. Given that the mid-point of the scale is 3.0 the results are very positive.

Three items are ranked above 1.5 indicating an almost unanimous response at the extremely positive end of the scale. The three items are:

- Doing well at school work is important to me
- If I work hard I will succeed
- When I am feeling sad, lonely or angry, I have people I can go to for help

Doing well at school and working hard and its links with success have been rated first and second for the last three years. Both are directly related to learning and academic success.

Twenty of the means are more positive than in 2011 which is a very pleasing result. Of the twenty improvements, the following seven are the most positive:

- When I am feeling sad, lonely or angry, I have people I can go to for help (+.29)
- When I get angry I know how to stay in control (+.26)
- I stick at something when it gets hard (+.25)
- I am self-motivated (+.25)
- I get on well with my teachers (+.24)
- I enjoy school (+.22)
- I like talking with my parents (+.22)

The items at the bottom end of the means, though still with quite positive means above the mid-point relate to making good decisions, adapting to change, confidence in talking with others they don't know very well and being good at asking for help when they need it.

Making good decisions and asking for help have rated very close to the bottom of the table for the last five years, ever since the students started secondary school. They remain critical to the students' well-being as well as their ongoing learning and should continue to be worked on.

Distribution graphs for each item can be found in Appendix 4. The key features are listed below. The numbers in italics at the end of each item are the 2011 percentages so that comparisons can be made.

The positives:

- There are only a few responses to any of the statements in the 'disagree' and 'strongly disagree' categories; the highest number is 11 for 'I enjoy school'.
- 97% of the Dreamers said that doing well at school is important to them *(91%)*
- 93% believe that if they work hard they will succeed *(91% in 2011, 86% in 2010 and 84% in 2009)*

- 93% said they have people they can go to for help when they are sad, lonely or angry *(76%);* given the focus on the number of significant adults made available to the Dreamers through the programme, this is a very positive turnaround
- 90% can stand up for themselves if they are being treated unfairly *(82%)*
- 87% described themselves as self-motivated *(71%)*
- 87% said they can make up their own minds when they are being pressured by friends *(79%)*
- There was a 17% increase in students who say they got on well with their teachers *(an increase from 62% to 79%)*
- 17% more students said they go out of their way to help others *(an increase from 57% to 74%)*
- Close to two thirds of them (63%) say they stick at something when it gets difficult *(56%)*

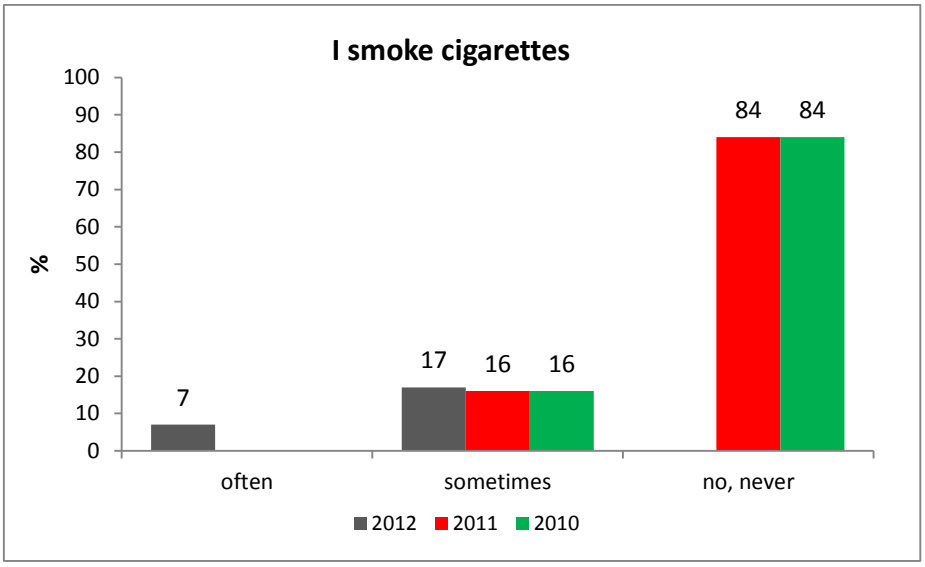
The negatives:

- 30% are ambivalent about or don't describe themselves as confident or said they believe in themselves *(30%)*
- 40% are ambivalent about or don't think they saying they stick at something when it gets difficult *(44%)*
- 39%, well over a third, said they don't enjoy school
- 37% remain ambivalent about whether they would stay in control if they were angry *(35% were ambivalent or said they couldn't stay in control)*

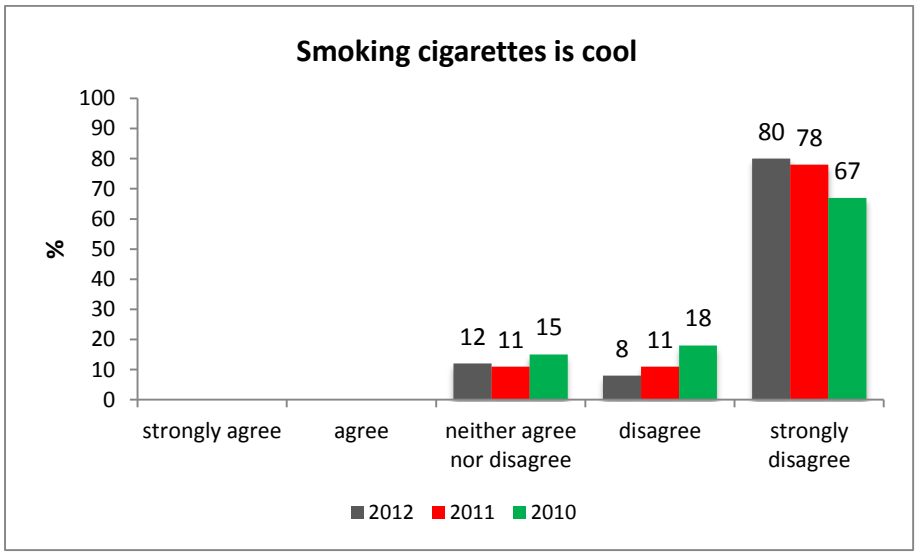
2.3 Cigarettes and Alcohol

The following two graphs provide data about the frequency of and attitudes towards cigarette smoking. This year's data are compared with results from 2010 and 2011.

Graph 8 Cigarette smoking (N=30)



Graph 9: Attitudes to cigarette smoking (N=30)

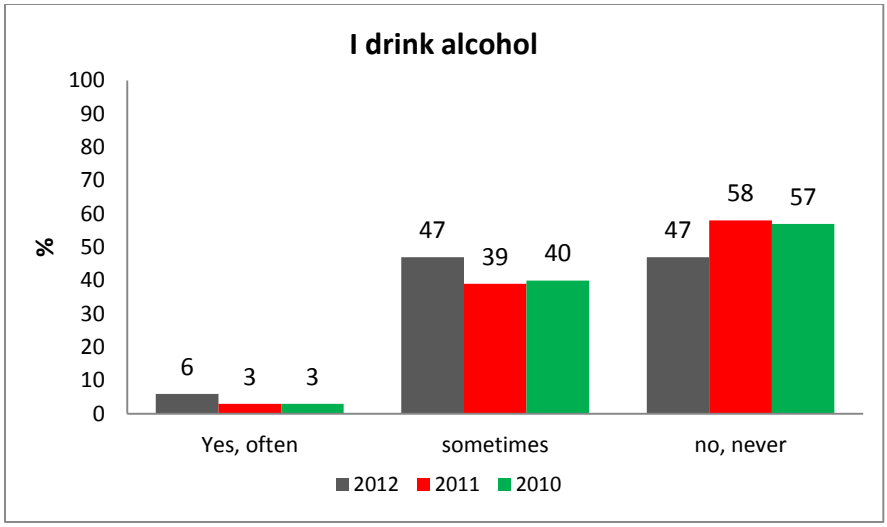


80% of the students are still non-smokers. While the percentage of students who smoke has remained stable, for the first time, there are students (7%) in the 'I smoke often' category. Attitudes to smoking remain similar to those of 2011 with a sizeable majority still saying that smoking is 'not cool'.

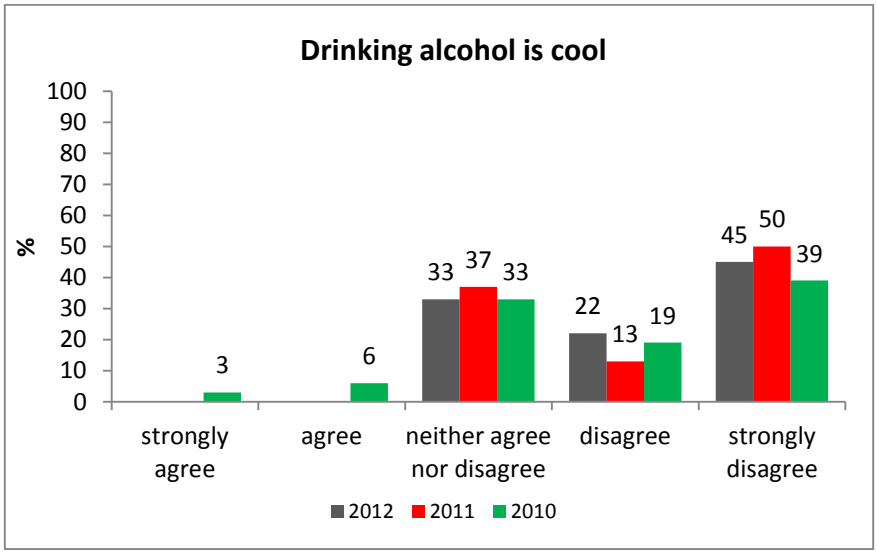
Across the total population of 15-64 year olds, the data show that 22% are smokers. There are even higher rates of smoking for Maori (44%) and Pasifika (30%)10. Against all these data, especially the Maori and Pasifika figures, the Dreamers results are very encouraging. It is useful to note that Ant and Lynn are both non-smokers, the Dreamers' Centre is a smoke-free zone and living a healthy and balanced life is one of the programme's constant themes. There are likely to be other influences on the students' decision not to smoke but there are a few more Dreamers in this category (84%) than CG students (76%) (see 3.4). Nonetheless, the numbers are too small to draw any firm comparative conclusions.

The next graphs show data relating to frequency of and attitudes towards drinking alcohol.

Graph 10: Alcohol consumption (N = 30)



Graph 11: Attitudes to alcohol consumption (N=30)

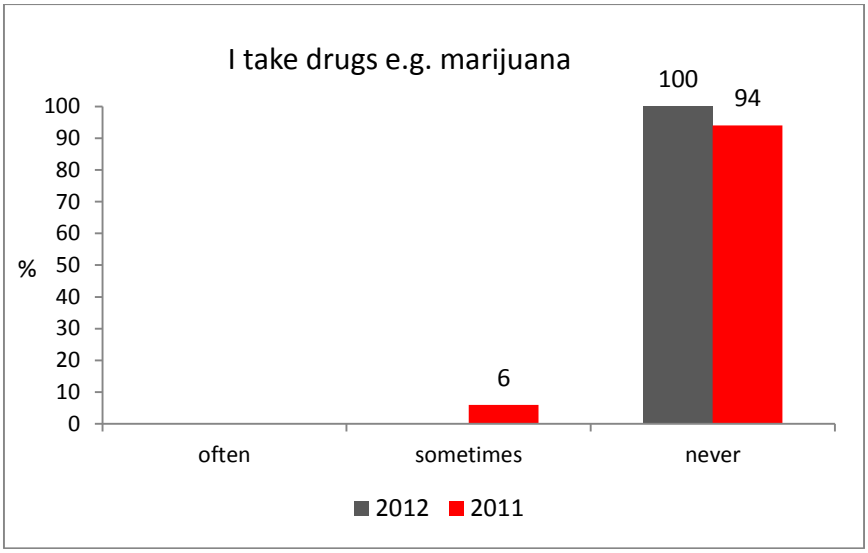


[10] The Social Report (2010) Ministry of Social Development, Wellington, NZ.

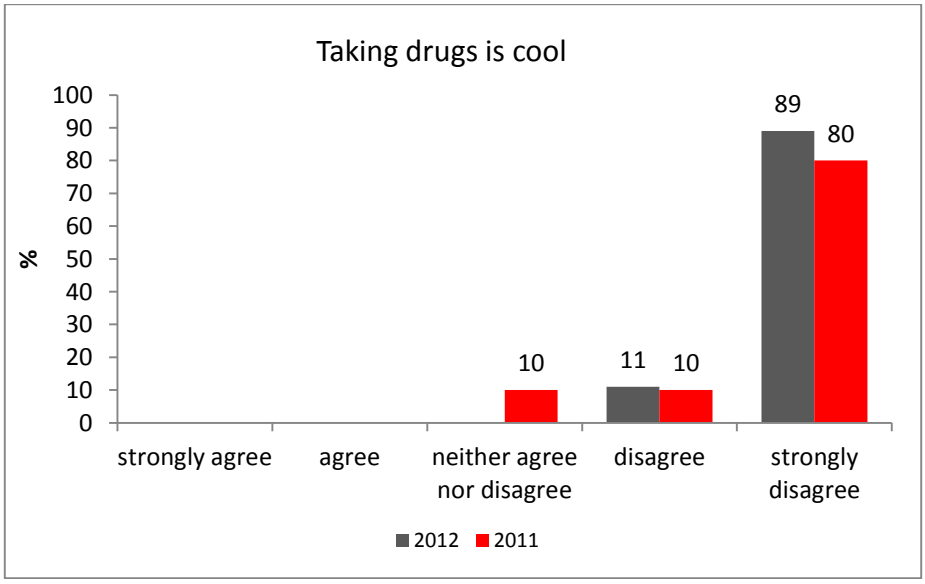
The number of students who drink alcohol has increased slightly over the last three years. 47% say they drink sometimes and 6% say they drink often compared with 39% and 3% in 2011 and 40% and 3% in 2010. While not all those who drink alcohol also smoke cigarettes, the majority of those that drink, also smoke. Student have a more lenient or ambiguous attitude towards alcohol consumption than they do to cigarette smoking. Nonetheless, the majority of students (67%) consider that drinking is 'not cool'.

The next graphs show data relating to frequency of and attitudes towards drug taking. This is the second time only that the Dreamers have been asked about drug taking.

Graph 12: **Drug taking (N=30)**



Graph 13: **Attitudes to drug taking (N=30)**

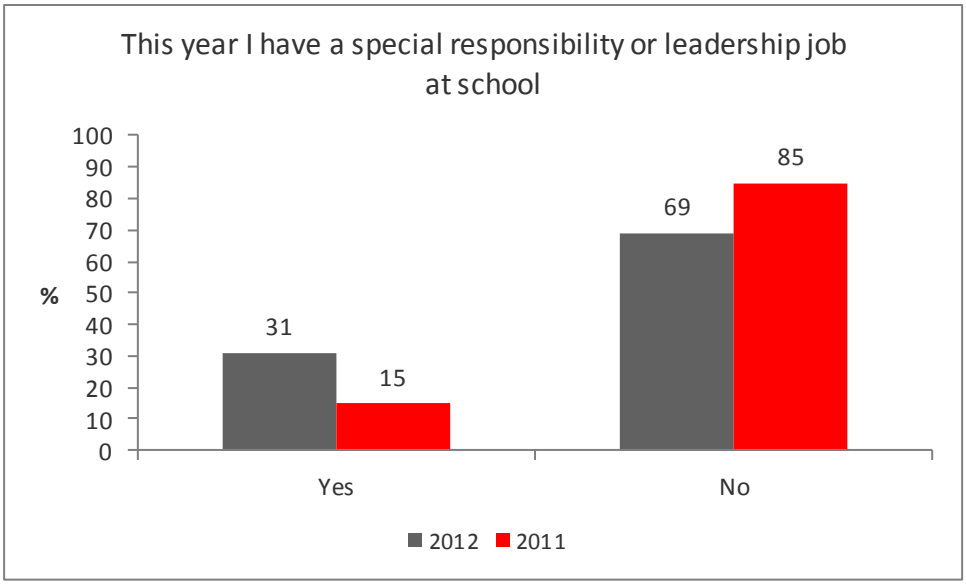


At the time of the survey, no student indicated they were taking drugs compared with 6% last year. Last year, the students' attitudes to drug taking equated with their attitudes to smoking. This year, the students have taken a harder line against drugs and have stated more clearly than with cigarette smoking that taking drugs is 'not cool'. This is a positive trend.

The Dreamers are less tolerant about both drugs and cigarettes than they are about alcohol consumption.

2.4 Leadership

Graph 14: This year I have a special responsibility or leadership job at school (N=30)



Twice as many students had a special responsibility or leadership role at school in 2012 compared with 2011.

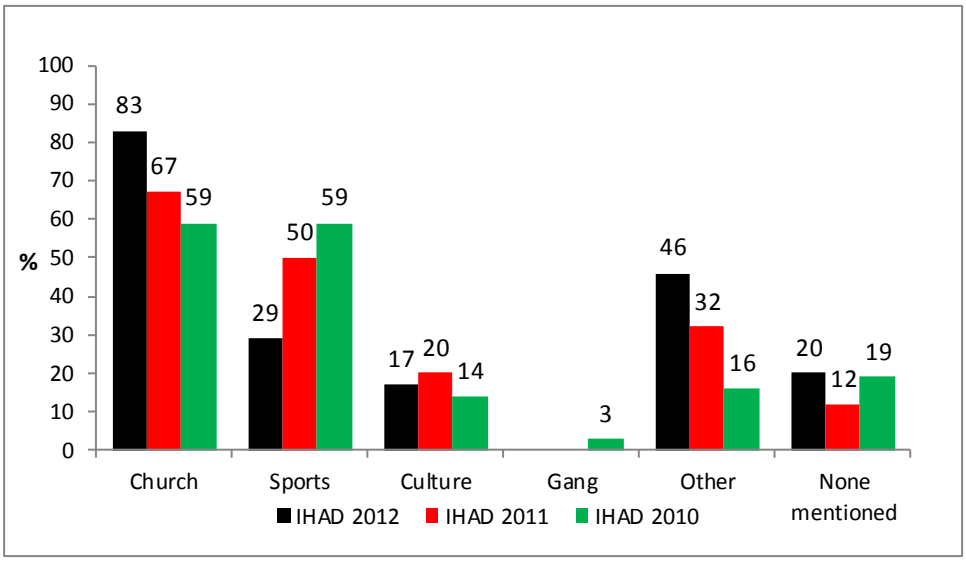
2.5 Extra-curricular activities

The Dreamers were asked to list the activities they have took part in at school but outside of the classroom. When the students were in their last year of intermediate school, 98% of the students were involved in extra-curricular activities over the year and, even more astonishing, 68% took part in three or more activities. There was a dramatic drop in participation rates in their first two years at secondary school. Since Year 11, participation rates have increased each year. In 2010 when the students were in Year 11, 38% (N=14) of the students were involved in extra-curricular activities. This increased to 50% (N=17) in 2011 and rose again to 63% (N=19) in 2012. Of the 63%, over three quarters participated in

two or more activities. Some of these students are also involved in activities outside of school.

2.6 Groups the students belong to outside of school

Graph 15: Groups students belong to outside of school (N=34)



The data suggest that the Dreamers are just as busy as they were in 2010 and 2011 with extra-curricular and outside school activities, especially the latter. Church remains an increasingly high priority for many of the students.

For the second year in a row, no Dreamers say they belong to a gang. Only one Dreamer is a gang member and at this point he is currently 'serving time' in a Youth Corrections facility and is not included in the data collection. It is a remarkable achievement that no Dreamers say they belong to a gang given eight have an immediate family member in a gang and eleven others have close associations with gang members. The programme's strong position against gang affiliations and the diligence of the Coordinators in addressing early signs of interest in gang activity are likely to have contributed to this outcome.

3.0 A Comparison of IHAD Student Data with the Comparison Group Data

Unless otherwise stated, the data in this section compare the IHAD students with the Comparison Group (CG) students at the same year level, Year 13. In other words, the IHAD data is from 2012 and the CG data is from 2011.

3.1 NCEA achievements

Throughout this section, actual numbers and percentages are shown. The actual numbers are shown in brackets.

The first table in this section shows the number of Dreamers and CG students in school in New Zealand in Years 11, 12 and 13, the period when they were working on their NCEA qualifications.

Table 13: IHAD and CG students in Years 11, 12 and 13

	IHAD	CG
	N=	N=
Year 11	37	38
Year 12	36	35
Year 13	32	27
Retention rate over the 3 years	**86%**	**71%**

Table 14: IHAD and CG 'drop out' rates

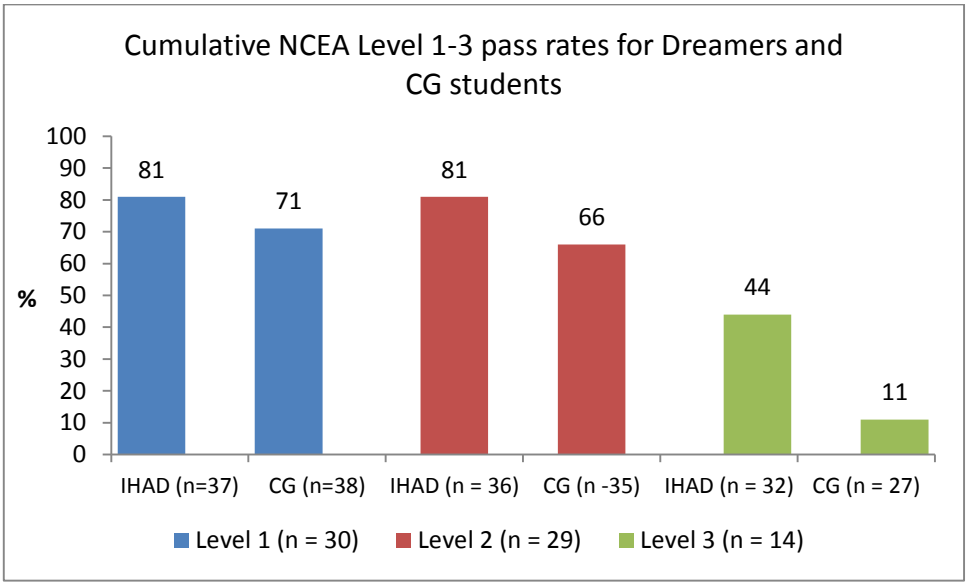
	IHAD	CG
At the end of Year 11	1	3
At the end of Year 12	4	6
Left school at the end of Year 13	**32**	**27**

The Dreamer retention rate exceeds that of the CG students by 15%. More Dreamers migrated to Australia than is the case for the CG students which could explain why the 'drop out' rates, as indicated in the table above, are slightly higher for the CG students than the Dreamers.

3.1.1 Level 1, 2 and 3 results

The following graph compares the numbers and percentages of Dreamers and CG students who achieved Levels 1, 2 and 3.

Graph 16: Cumulative NCEA Level 1-3 pass rates for Dreamers and CG students



The Dreamers out-performed the CG students at every Level and by an increasing percentage as they progressed through the Levels. 33% more Dreamers gained Level 3 than their CG peers. Last year's data show that more Dreamers passed Level 2 in their first year than CG students (45% compared with 32%) or may well have accumulated more Level 2 credits in Year 12. This gave more Dreamers the opportunity to achieve Level 3 in Year 13 rather than having to focus on completing a Level 2 Certificate.

3.1.2 Endorsements

As noted in 2.11, NCEA can be endorsed at Levels 1, 2 and 3, with Merit or Excellence. If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit, or Merit and Excellence, their NCEA will be endorsed with Merit. The following table compares the numbers of IHAD and CG students who achieved an endorsement for a Level 1, 2 or 3 Certificate. Because of the low numbers, actual numbers rather than percentages are used.

Table 15: Level 1, 2 and 3 Certificate Endorsements for Dreamers and CG students

Endorsement	Level 1		Level 2		Level 3	
	IHAD n = 37	CG n = 38	IHAD n = 36	CG n = 35	IHAD n = 32	CG n = 27
Excellence	2	-	1	-	1	-
Merit	7	2	6	-	1	-
Total	9	2	7	0	2	0

The IHAD data represent the achievements of ten students. As there were four or five more Dreamers than CG students at each year level, it would be reasonable to expect more Dreamers to gain endorsements. However, at every Level, the Dreamers have out-performed the CG students. This is a very positive result for the Dreamers.

Students can now be awarded course endorsements if they achieve 14 credits with Excellence or Merit in any one Achievement Standards course. The data below show the course endorsements for the Dreamers and CG students at Levels 2 and 3.

Table 16: Level 2 and 3 Course Endorsements for Dreamers and CG students

	Level 2				Level 3			
	Merit		Excellence		Merit		Excellence	
	IHAD	CG	IHAD	CG	IHAD	CG	IHAD	CG
	No. of students							
1 subject	1	-	-	-	3	-	1	-
2 subjects	3	-	-	-	2	-	1	-

Six Dreamers are represented in these data which provide a further indication that the quality of the Dreamers' NCEA achievements is higher than those of the CG students.

Students require 42 credits at Level 3 or higher to qualify for university comprising 28 credits from two approved subjects and 14 additional credits from one or two additional domains or approved subjects. The students taking three or more approved subjects put themselves in a good position to enter university. The next table compares the number of university entrance approved subjects taken by the Dreamers and the CG students in their second and third years of NCEA.

Table 17: University Entrance approved subjects taken by Dreamers and CG students

	Year 12		Year 13	
No. of subjects	**IHAD No. of students (N=36)**	**CG No. of students (N=22)**	**IHAD No. of students (N=32)**	**CG No. of students (N=20)**
6	3	-		-
5	9	1	6	1
4	2	1	4	1
3	5	2	3	-
2	5	2	4	2
1	8	7	5	4
Totals	**89%** (32)	**59%** (13)	**69%** (22)	**40%** (8)

53% of Dreamers compared with 18% of CG students took three or more university approved subjects in Year 12. 41% of Dreamers compared with 10% of CG students took three or more university approved subjects in Year 12. The advocacy and persistence of the Ant in getting the students into these courses paid important and life-changing dividends for the Dreamers as indicated in the table above, the University Entrance data in the next table and the Pathways data in Table 20.

Table 18: University Entrance results for Dreamers and CG students

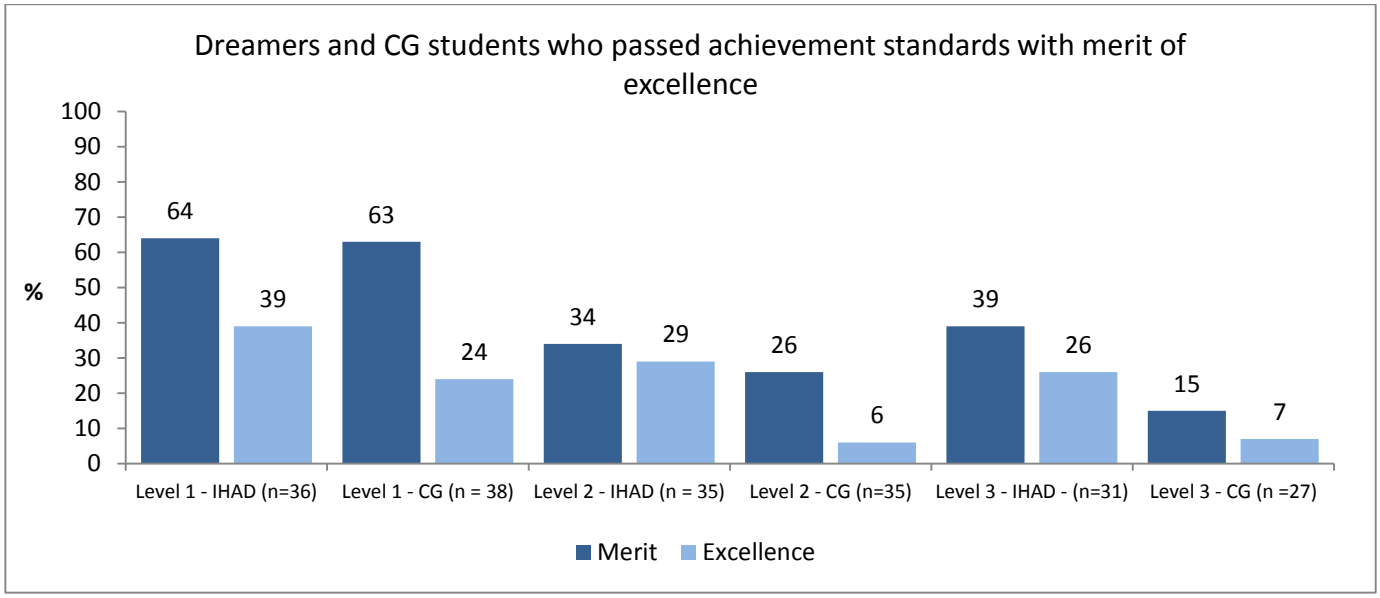
IHAD Year 13 No. of students (N=32)	**CG Year 13 No. of students (N=20)**
12	2
38%	**10%**

More Dreamers were set up to achieve University Entrance because of the subjects they took (see Table 17). 28% more Dreamers achieved University Entrance than their CG peers. These data convey an important message about how important IHAD expectations and advocacy were to the academic outcomes of these students.

3.1.3 Merits and Excellences gained in Achievement Standards results

This section summarises the Merits and Excellences achieved by the IHAD and CG students at each Level. The first graph shows the number of students gaining Merit and Excellence. The percentages for each cohort, at each Level, do not add up to 100% as any student at any Level could gain both Merits and Excellences. The Merits and Excellences data were not available for one of the Dreamers.

Graph 17: Dreamers and CG students who passed Achievement Standards with Merit or Excellence



The next set of data show the number of Merits and Excellences gained by individual students.

Table 19: Numbers of Merits and Excellences gained by Dreamers and CG students

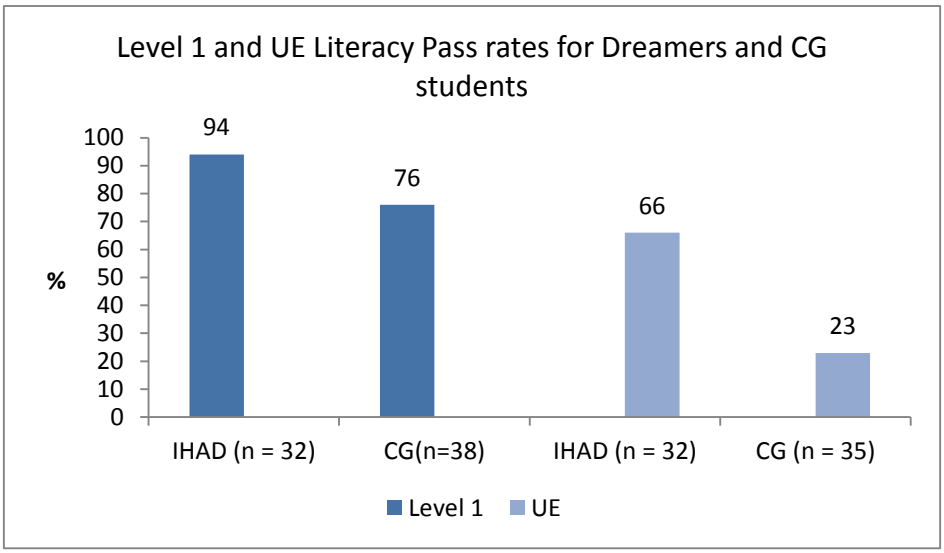
	Level 1				Level 2				Level 3			
	IHAD N=36	CG N=38	IHAD N=36	CG N=38	IHAD N=35	CG N=35	IHAD N=35	CG N=35	IHAD N=31	CG N=27	IHAD N=31	CG N=27
Credits	**Merit**		**Excellence**		**Merit**		**Excellence**		**Merit**		**Excellence**	
50+	-	-	1	-	-	-	-	-	1	-	1	-
40-49	2	-	1	-	-	-	-	-	1	-	-	-
30-39	-	-	-	-	3	-	3	-	-	-	1	-
20-29	1	3	1	-	-	1	-	-	5	-	1	-
10-19	8	4	4	4	2	2	2	-	1	1	1	-
0-9	12	17	7	5	5	6	5	2	4	3	4	2
Total	**23**	**24**	**14**	**9**	**10**	**9**	**10**	**2**	**12**	**4**	**8**	**2**
%	**64%**	**63%**	**39%**	**23%**	**29%**	**26%**	**29%**	**6%**	**39%**	**15%**	**26%**	**7%**

While a similar number of Dreamers and CG students gained Merits at Levels 1 and 2, the Dreamers gained 24% more Merits at Level 3 and between 15% and 23% more Excellences in all three Levels. The data in the second table show that more Dreamers gained more credits, especially in the 30 to 50+ categories which no CG students achieved. Once again, the overall quality of Dreamer results is superior to those of the CG students.

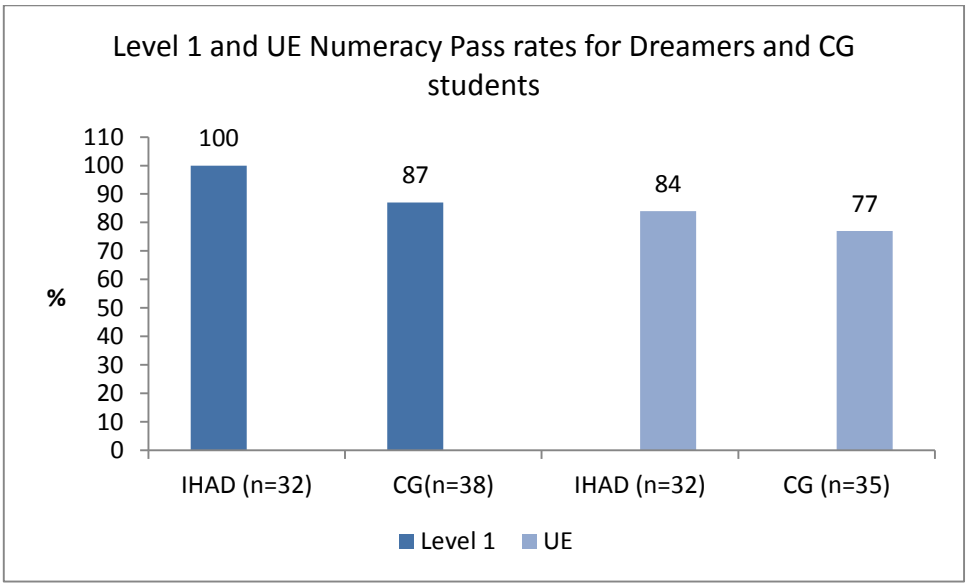
3.1.4 Literacy and Numeracy results

The next two graphs show the Literacy and Numeracy pass rates for Level 1 and UE Literacy for both IHAD and CG students.

Graph 18: Level 1 and UE Literacy pass rates for Dreamers and CG students



Graph 19: Level 1 and UE Numeracy pass rates for Dreamers and CG students



The IHAD students outperformed their CG peers in all results for Level 1 and UE Literacy and Numeracy. The biggest difference between the two cohorts is in UE Literacy where double the number of Dreamers passed.

3.1.5 Pathways

The data in Table 20 show the pathways the students have followed in 2013. Students who left for Australia are not included in either cohort. Three of the CG students and one of the NZ-based Dreamers has had a baby and all are included in the data. The three CG students are in the 'unqualified workforce' or 'unemployed' categories and the Dreamer is included in the 'certificate' data as she is enrolled in a Level 4 certificate course for 2013. The data for one of the CG students was not available.

Table 20: Dreamer and CG students post-school destinations

	IHAD		CG		IHAD	CG
	N=	%	N=	%	%	%
Degree (L7)	11	30	1	2	**80**	**30**
Diploma (L5/6)	5	14	2	5		
Certificate (L3/4)	12	33	8	22		
School Yr 14	1	3	-	-		
Gap Year	3	8	6	16	**20**	**70**
Bridging Course	1	2	4	11		
Unqualified workforce	3	8	11	30		
Unemployed	1	2	5	14		
	37	**100**	**37**	**100**	**100**	

Throughout this section, the data show higher levels of Dreamer achievement in almost every aspect of their NCEA Level 1, 2 and 3 results. These achievements are reflected in the post-school destinations with 50% more Dreamers enrolled in tertiary programmes. Conversely, 50% more CG students are represented in the non-tertiary categories and especially in 'unqualified workforce' and 'unemployed' categories. This is a significant achievement for the IHAD project. It is important to note that the data could change over the next one to three years as these data represent only the start of their post-school lives.

3.1.6 Summary

- The Dreamers out-performed the CG students at every level and by a greater percentage at each Level. The biggest difference is in the percentage of students who achieved Level 3 with 33% more Dreamers gaining Level 3 than their CG peers.

- The Dreamers gained more Certificate Endorsements than the CG students with 18 gaining Merit or Excellence compared with only two CG students. To qualify for an endorsement, a student must receive at least 50 Merit or Excellence credits, over half of the total 80 credits required to achieve a Level Certificate.

- Six Dreamers achieved Course Endorsements at Levels 1 or 2. No CG students achieved Course Endorsements. To qualify for a subject endorsement, student must receive at least 14 credits at Merit or Excellence level.

- The Dreamers outperformed their CG peers in all results for Level 1 and UE Literacy and Numeracy. 94% of the Dreamers passed Level 1 Literacy compared with 76% of their CG peers; 66% passed UE Literacy compared only 23% of the CG students; in Numeracy, 100% of the Dreamers passed Level 1 compared with 87% of the CG students; 84% passed UE Numeracy compared with 77% of the CG students. The Literacy results show the biggest difference, especially in UE pass rates.

- While a similar number of Dreamers and CG students gained Merits at Levels 1 and 2, the Dreamers gained 24% more Merits at Level 3 and between 15% and 23% more Excellences at all three Levels. More Dreamers gained more credits, especially in the 30 to 50+ categories which no CG students achieved. Once again, the overall quality of Dreamer results is superior to those of the CG students.

- More Dreamers were set up to achieve University Entrance because of the number of university approved subjects they took. Close to a third more Dreamers achieved University Entrance than their CG peers (38% compared with 7%; 12 students compared with 2). These data convey an important message about how important IHAD expectations and advocacy were to the academic outcomes of the Dreamers.

- The Dreamer data has shown higher levels of achievement in almost every aspect of their qualification programme. These achievements are reflected in the post-school destinations with 50% more Dreamers enrolled in tertiary programmes. Conversely, 50% more CG students are represented in the non-tertiary categories and especially in 'unqualified workforce' and 'unemployed' categories.

- Without exception, the Dreamers have exceeded the results and the quality of those results when compared with their CG peers:

    - Level 1, 2, and 3 pass rates
    - Literacy and Numeracy pass rates at Level 1 and UE
    - Merit and Excellence Level Certificate Endorsements
    - Merit and Excellence Course Endorsements
    - The number of credits passed with Merit or Excellence across all three Levels
    - The number of students taking university approved subjects through to Year 13
    - The number of students who have gone into tertiary study on leaving school

It is interesting to note that the differences between the two cohorts did not emerge until the students entered Year 12. Once again, this reflects the importance of supporting students to consider qualification pathways and make sound option choices from the time

they enter secondary school. Adult advocacy and academic mentoring are fundamental to this process.

3.2 Student perceptions of themselves, their relationships, decision making and attitudes to school

The following data were collected in the student questionnaires completed by both the Dreamers and the CG students. Appendix 1 contains the Dreamer questionnaire and Appendix 2, the CG questionnaire.

Data were collected on behaviour, concepts of self, attitudes to school and work, their aspirations and perceptions of opportunity. As explained in 1.0, the quantitative data were analysed using Survey Monkey and a content analysis methodology was used to analyse the qualitative data.

The following table shows a mean ranking score (MRS) for a number of items related to the students' perceptions of themselves, their relationships, decision-making and attitudes to school. The students rated their responses on a five point scale so means can range from 1.0 to 5.0. The closer the mean is to 1.0 the more positive the response, the closer it is to 5.0 the more negative the response. The mid-point of a 1 to 5 scale is 3.0.

The arrows in the column on the right indicate whether the IHAD mean is lower (more positive) or higher (more negative) than the CG mean. All arrows pointing upwards represent a more positive mean for the IHAD students when compared with their CG peers; arrows pointing downwards represent a more negative mean for the IHAD students.

Table 21: Comparison of IHAD and CG means for confidence, relationships, decision-making, attitudes to school and learning

Aspects of self-perception		2011 Yr 13 CG (N=16) MRS	2012 Yr 13 IHAD (N=30) MRS	
Attitudes to school and learning	Doing well at school is important to me	1.6	1.4	↑
	If I work hard I will succeed	1.3	1.4	↓
	I get on well with my teachers	2.0	2.0	=
	I stick at something when it gets hard	2.1	2.1	=
	I enjoy school	2.3	2.3	=
	I am good at asking for help when I need to	2.1	2.5	↓
	I am self motivated	1.9	1.9	=
	I set goals and work hard to achieve them	2.3	2.2	↑
Decision Making	I make good decisions	2.3	2.3	=
Relationships	I make friends easily	1.9	1.8	↑
	When I am feeling sad, lonely or angry, I have people I can go to for help	1.4	1.5	↓
	My parents spend time talking with me	1.9	2.0	↓
	I can work well in a group	2.0	2.0	=
	I like talking with my parents	2.2	1.9	↑
	I go out of my way to help and serve others	2.1	2.1	=
Confidence	I can stand up for myself if I am being treated unfairly	1.3	1.6	↓
	I am a confident talking to people I don't know very well, including adults	2.2	2.3	↓
	I am a confident person and believe in myself	1.8	2.0	↓
	I can make up my own mind even when I get pressured from my friends	2.0	1.7	↑
Managing Anger	When I get angry I know how to stay in control	2.2	2.0	↑

↑ = the IHAD result is more positive ↓ = the IHAD result is more negative = the result is the same

Overall, the results are positive for both groups. The means for both the IHAD and CG are all above the mid-point of 3.0. The differences between the means for the individual items are very small and for seven items, are the same.

The areas where the IHAD students rated themselves more positively than their peers are doing well at school, making up their own minds even when they get pressured by their friends and talking with their parents. The two items where the CG students had more positive means than the Dreamers were being good at asking for help and standing up for themselves when being treated unfairly.

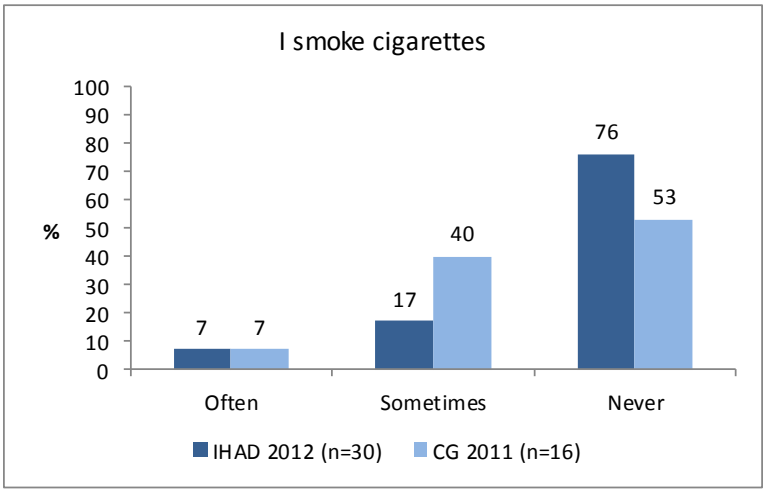
The clear differences in academic achievement of the two cohorts are not reflected in the self-perception, attitude and relationships data.

3.4 Cigarettes, alcohol and drugs

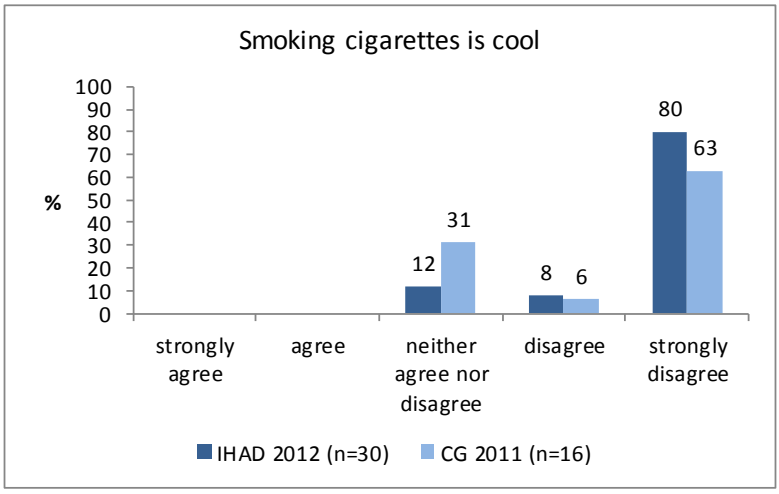
This is the fourth year that students have been asked about smoking and alcohol. Year 13 data for both groups are being compared.

The following two graphs provide comparative data about the frequency of cigarette smoking and attitudes towards smoking.

Graph 20: I smoke cigarettes



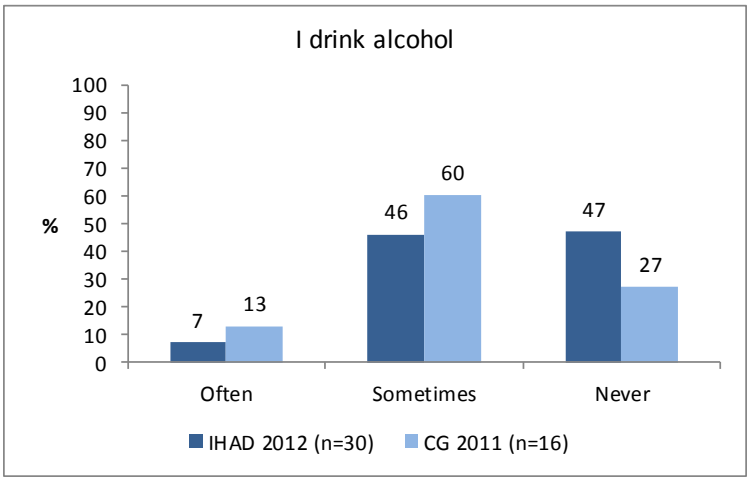
Graph 21: Smoking cigarettes is cool



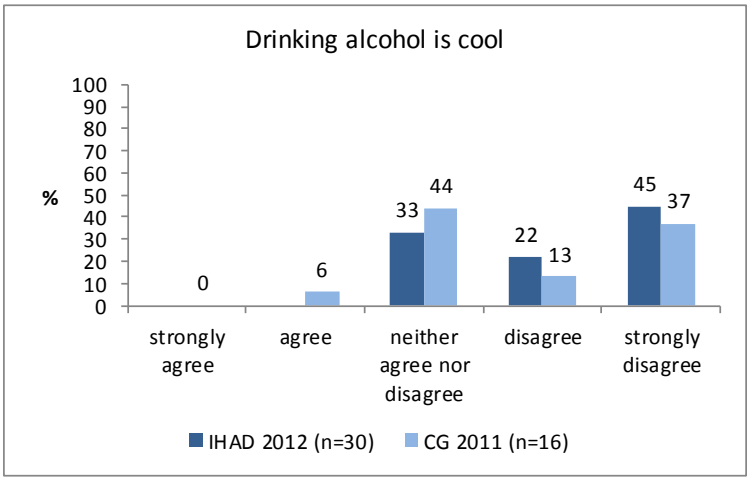
The IHAD data remain more positive than the data for the CG students. Fewer Dreamers (24%) smoke frequently or occasionally then their CG counterparts (47%). Overall, the Dreamers' have taken a much stronger anti-smoking position than the CG students. This has been the trend for the last four years. Fewer Dreamers have smoked or wanted to smoke. If the trend continues, fewer Dreamers are likely to end up as smokers.

The next two graphs show data relating to frequency of alcohol consumption and attitudes towards drinking alcohol.

Graph 22: I drink alcohol



Graph 23: Drinking alcohol is cool

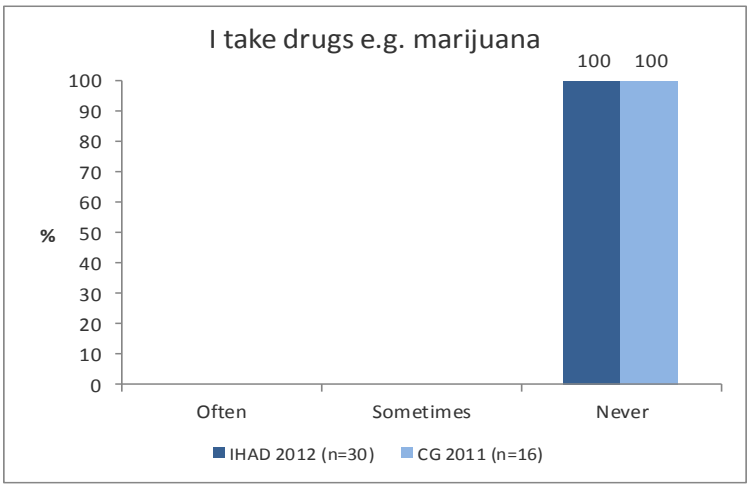


The alcohol consumption data also reflect well on the Dreamers. 20% more Dreamers say they never drink. Fewer of them are occasional or regular drinkers. As for smoking, the data is more positive for the Dreamers. More Dreamers say that drinking alcohol is not 'cool' and fewer are ambiguous in their attitudes.

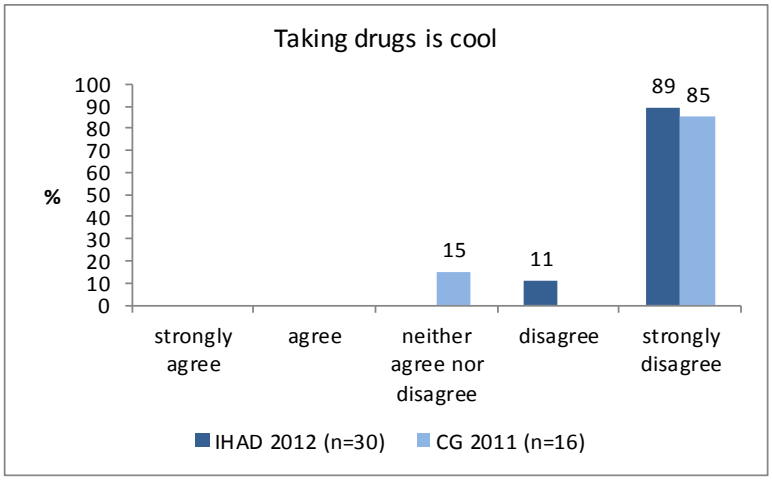
As noted in 2.3 Ant and Lynn are both non-smokers, the Dreamers' Centre was a smoke and alcohol-free zone and living a healthy and balanced life is one of the programme's constant themes. There are likely to be other influences on the students' decision not to smoke or to drink often but there are far more Dreamers than CG students in the non-smoking category (76% compared with 53%) and the non-drinking category (47% compared with 27%). This suggests that the messages the Dreamers receive about smoking and alcohol through the IHAD programme are supporting more of them to be non-smokers and to have healthy attitudes to alcohol.

The next graphs show data relating to frequency of and attitudes towards drug taking.

Graph 24: I take drugs e.g. marijuana



Graph 25: Taking drugs is cool



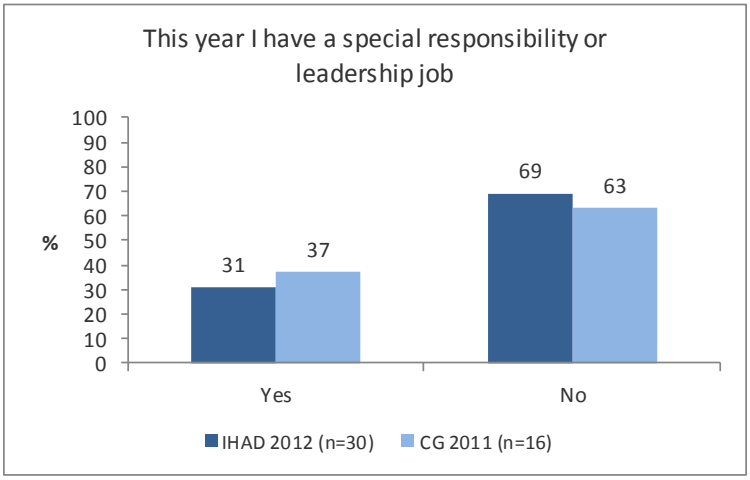
At the time of the survey, no students in either group indicated they were taking drugs. The Dreamers have taken a slightly firmer line in their attitude to drugs than their CG peers

Both the Dreamers and the CG students are less tolerant towards drugs and cigarettes than they are about alcohol consumption. Overall, the results for the Dreamers are more positive than for the CG students, especially for smoking where twice as many CG students smoke occasionally or frequently when compared with the Dreamers.

3.5 Leadership

The data below indicate leadership positions held by the Dreamers and CG students in Year 13.

Graph 26: This year I have a special responsibility or leadership job



In Year 12, more Dreamers (15%) than CG students (10%) held leadership positions. In Year 13, more students were in leadership positions with slightly higher numbers of CG students than Dreamers in these roles.

SECTION 2:

Evaluation of the IHAD Programme

4.0 Methodology

4.1 The research questions

The key questions that guided this aspect of the research were:

- What aspects of the programme are seen by the students and adults involved as being the most helpful for students?
- What aspects are seen as the least helpful or not helpful at all?
- How does the programme endeavour to meet the ongoing individual needs of the students?
- How does the programme evolve to suit the New Zealand context and meet the needs of the New Zealand students?
- What difficulties does the programme encounter? How are these resolved?
- To what extent does the programme meet the expectations of the stakeholders?
- How are the relationships between the adults and between the adults and the students impacting on the programme?
- To what extent do parents commit to or become involved in the programme?

4.2 The collection of data

The data for this report were collected in the following ways:

- Interview with the Sponsor, Scott Gilmour
- Interview with the Project Coordinator, Ant Backhouse
- Interview with the Mentor Coordinator, Lynn Su'a
- Three group discussions and an interview with Mentors; 24 Mentors participated
- A student questionnaire (see Appendix 1); some questions in the Dreamer questionnaire related to the programme e.g. aspects of the programme that helped the students, mentoring; 30 Dreamers completed the questionnaire
- A questionnaire distributed to all Tutors (see Appendix 3); 9 Tutors participated
- A group discussion with three Tutors
- Group discussions with parents involving 27 parents representing 19 Dreamers
- An analysis of documentation related to the programme:
    - newsletters
    - emails
    - student notices
    - Mentor updates

- Interviews with students, individually or in pairs, involving a total of 28 IHAD students and including:
    - Dreamers from almost all the schools attended by the students living in Auckland
    - Regular and irregular attendees of the after-school programme

Once again, a special effort was put into organising the parent feedback using last year's model. Parents were invited to dinner at Valentines in Balmoral over two nights. Reminders were given, some through the Dreamers and others by phone just prior to or on the day of the meeting. In total, 27 parents attended, representing 19 Dreamers, equaling last year's numbers. The parents socialised, had dinner, then broke into small groups for discussions guided by a set of topics with prompts and questions (see Appendix 9). Each group was led either by the researcher or a parent who had credibility with the other parents and the necessary language skills. Some groups chose to speak in their own language but all responses were recorded on large sheets of paper, in English. Both evenings were a great success, in terms of numbers and quality of the data collected.

The format of dinner, followed by parents working in small groups to discuss a set of questions has worked well for three years in a row. This method of data collection has worked many times better than questionnaires sent to homes or groups discussions at the Dreamer Centre.

The feedback from all the participants, including the students, is incorporated into the body of the report.

4.3 Reading this section of the report

All words in italics in this report are direct quotes from the research participants.

5.0 Finances

For three years in a row, as a result of the global financial situation and its impact on the value of some of the Trusts' portfolios and on interest rates, the IHAD Trust experienced an approximate drop of 30% in financial returns on investments and a subsequent $60,000 yearly loss in earnings.

In 2009, cuts were made, for example, less professional development for the Coordinators, no overseas travel, less extravagant Dreamer events, no paid secretarial support, very careful management of resources. It took a donation of $30,000 to enable the budget to be met. In 2010, and then in 2011, the Trust was able to secure three grants, one each from the Lotteries Commission, the ASB Community Trust and the Ministry of Internal Affairs. These grants added over $100,000 to the Trust's income in both years.

Indications were these organisations would have responded favourably to grant applications from the Trust in 2012 but, with efficiencies and prudent use of grants in the last two years, further applications for funds were not necessary.

This year, part of the IHAD Centre was leased to the Migrant Action Trust. The building was under-utilised during the day and it proved to be a good money-maker, earning the Trust $30,000 over the year. The Centre continued to be the hub of the programme, even for those who did not attend the After School Programme (ASP). It was more than a just a homework centre. It was used by some of the Dreamers as a drop-in centre, a place where they could 'hang out' with their friends, use the computers, play music and chat with Lynn and Ant. At the time of the interviews, the students were already well prepared by Ant and Lynn for changes to how IHAD would operate in 2013. They are aware that the Centre will no longer be a gathering place or a study centre for them in 2013 and were talking about how they would keep in touch with each other in different ways via phone, social media and email. The lease of the Centre is likely to be an ongoing revenue source for the Trust.

Scott indicates that the average budget per year for the Roskill IHAD Project has been $200,000 averaging $4000 over 53 students. However, he believes that efficiencies could be gained in any future projects (no Dreamer Centre, one Coordinator, less marketing) reducing the average cost per year to approximately $100,000 per cohort.

Putting a Roskill IHAD in every Decile 1 school and achieving similar, if not better results, is an ideal to which Scott and Ant aspire. Scott estimates the cost of such a project as follows:

> *We estimate that each Project Coordinator will cost approximately $60,000 per year, to which we need to add a 30% loading for management, recruitment, training, support, programme development, etc. If we wanted to consider this on a nationwide rollout, MoE* (Ministry of Education) *data for 2011 show that there are*

199 decile 1 Primary schools in NZ. So this would indicate a total of approximately 2,600 Project Coordinators (i.e., one for every Year group from Year 2 through to the first year of transition to tertiary studies or work). With the salary and overhead assumptions shown above, this is a total annual budget of $202M, although we wouldn't hit this number until 13 years after starting. This is approximately 2% of the total MoE budget for this 2012/13 financial year ($9.3B)."

6.0 Personnel

Scott continues to promote the programme through the newsletters and by speaking to business organisations and service providers. He follows up on possible future sponsors and organisations that could support IHAD or vice versa. He continues to network with the IHAD Foundation in the USA. He keeps in touch with the Project Coordinators via phone and email even though he spends most of his time out of Auckland. He has remained in touch with and very connected to the programme throughout the ten years and, as noted every year, his passion, positivity and commitment continue to be pivotal to the success of the programme. This year he was nominated for New Zealander of the Year and was a finalist for the Local Hero Award. It was recognition for the major role he has played in bringing IHAD to New Zealand and the significant difference he has made to the Dreamers' lives in doing so.

2012 is Ant's tenth and Lynn's sixth year with the programme. Anecdotal evidence suggests that turnover in the USA Dreamer programmes is reasonably high so the continuity of personnel is one of the very positive features of the NZ IHAD programme and an invaluable bonus for the programme and the students. Lynn continued to take responsibility for the Mentoring, shared responsibility with Ant for the running of the After School programme (ASP) and, in 2012, took on more responsibility for some administrative tasks and for students not attending MAGS or MRGS. Ant continued to focus on working one-on-one with the Dreamers in the schools, providing academic mentoring and working alongside the students causing concern or at serious risk. He has also spent more time raising the profile of IHAD and networking with agencies with similar interests. This allocation of responsibilities ensured good use of time and a manageable workload for both of them.

The jobs of both the Project and Mentor Coordinators continued to be complex and intensive. This was especially the case for Ant who did more of the one-to-one work with the Dreamers who had personal crises or who got into trouble at school. A small number of students continued to take hours of their time. These one-on-one meetings with the students continued to be a strong feature of the programme and delivered very good outcomes for many of the students involved.

Ant and Lynn have remained totally committed to IHAD and the students over the ten years. They both brought a deep empathy to the relationships they have with the students and go out of their way to support and nurture the Dreamers. Both are very highly organised and have high standards in terms of both operational and strategic planning. They continue to be reflective and make very good use of these reports and informal feedback to constantly fine tune and improve aspects the programme. There is a clear consensus that one Coordinator could not successfully manage the breadth and depth of work currently being put into the 41 Dreamers still in Auckland and still connected with the programme.

The IHAD programme does not provide any external and independent supervision for Ant or Lynn. As described above, both of them, especially Ant, are involved in sensitive, difficult and intensive situations. There are times when these situations compound and tax them physically and emotionally. It may be expedient to consider investing in such a service. It is not expensive. In subsequent programmes, with only one Coordinator, it is likely to be essential to meeting good employer obligations.

Recommendation

- **Any subsequent programmes should consider investing in external and independent supervision for the Coordinators, especially if only one Coordinator is employed. If there is no research component to the programme, appraisal of the Coordinator(s) is essential in order that good employer obligations are met.**

7.0 Helpful aspects of the Programme

The following table summarises the students' views of the three most helpful aspects of the programme in 2012. The percentages do not add up to 100 as students could nominate three aspects each. It is important to note that the Dreamers were asked to nominate the three most helpful aspects of the programme. This does not mean that aspects of the programme they did not select were not helpful but were simply not as helpful as the aspects they have named.

Table 22: The three most helpful aspects of the programme in 2012

Aspect of the Programme	2007 (N=38) %	2008 (N=34) %	2009 (N=38) %	2010 (N=37) %	2011 (N=34) %	2012 (N=30) %
After School Programme (ASP)	60	85	63	77	81	60
Mentor Programme	8	18	11	35	44	53
Academic mentoring	N/A	N/A	N/A	N/A	N/A	37
Camps/other activities	-	6	-	61	34	37
Special meetings	16	3	3	16	13	33
Tutoring	-	-	-	55	38	27
Socialising with other Dreamers	-	-	-	-	38	27
School holiday tutorials	-	-	-	-	25	20
Access to computers	18	12	3	-	-	-
Goal Setting	-	3	13	39	31	7

The After School Programme (ASP) continued to be the most highly valued aspect of the programme but was not considered quite as helpful as it has been in the recent past. Each year, the mentoring has increased in importance for the Dreamers with over half (53%) naming it as one of the most helpful aspects of the programme in 2012. Some of the Dreamers and Mentors have only been working together for two or three years, and the data suggest that is takes time for relationships to build and for the students to recognise the benefits to be gained from the mentoring relationship. The value placed on academic mentoring and special meetings with families and/or school personnel is more evident this year (see 12.0 for further detail).

Many of the Dreamers interviewed for this research told personal stories of how the programme has helped them.

I wouldn't have been so sure about what I wanted to do. I probably wouldn't be taking uni-approved subjects. I've struggled at school and it would have been easy to give up. But Ant, Lynn and my Mentor have been there for me. (Dreamer)

If it hadn't been for IHAD I would not have made it through Year 11 – the Mentor, the ASP, the help I got when I was in trouble in Year 12. Coach put in a good word - I would have got kicked out with that. Then he helped me find another school. It made all the difference. (Dreamer)

Lots of my family members have dropped out of school and I wanted to drop out of school. I would definitely not made it this far. Ant and Lynn hung in there with me. My Mentor has been there for me. My Mum sees school as my business and it's up to me to do it on my own. She has so much going on but she pays the fees and worries about me getting to school. My Mentor does more than that. She keeps in touch with my teachers, she checks that I'm getting to class and that I'm not behind. She asks the teachers questions when I am too scared to ask. She bought me a wall planner and helps with my homework even when she's tired. She's an on-tap Tutor.

For most Dreamers, it was a combination of aspects to the programme that made a difference.

8.0 Communication and Networking

The Dreamers

The social networking site, Facebook, and text messaging, in particular, continue to be standard communication tools for Ant and Lynn to keep in touch with the Dreamers. In terms of time, Ant, especially, has had to ensure he manages this well. A few of the Dreamers use email to connect with their Mentors and, from time to time, to get help from Ant and Lynn with assignments and to discuss bigger topics requiring more text than can be easily accommodated in a text message.

Ant has continued his own Facebook page and most of the Dreamers are logged in as 'friends'. As noted in previous reports, Ant has waited to be invited as a 'friend' rather than seeking connections. Checking out the Dreamers' pages continued to provide important insights into their lives and a valuable way of picking up on issues that impact on their school work. In the past, a few of the Dreamers referred to this as 'a type of stalking' especially as some of the issues 'uncovered' resulted in meetings with parents and some significant consequences. This was not an issue this year and it appears that the students who have Ant as a 'friend' see this 'friendship' as equal or mutual and not on the basis of 'Project Coordinator checking up on Dreamer'.

The Dreamers out of Auckland and overseas

With one exception, the fifteen Dreamers living overseas are living in Australia. Ant continues to be in contact with most of them, by phone or the internet. The number of contacts typically varies from between once to four or five times a year. Once again, Facebook is a very good tool for keeping in touch.

Schools

Ant continued to have a very sound working relationship with most of the schools. The relationship with one of the secondary schools deteriorated when Ant wrote a paper, 'Managing Students IN to School Rather than OUT of School'. The article attracted widespread media attention and, quite clearly, called the practices of the school into question. While this resulted in some very difficult conversations and threats by the Principal of legal action, Ant continued to work in the school with the Dreamers and the staff.

Ant's continued access to the schools' databases, either directly or through key personnel, remained essential to him working effectively with the students. These records allowed him to keep as up to date as possible with the Dreamers' academic progress, especially

monitoring the accumulation of NCEA credits, and with their behaviour and pastoral care, including attendance. He used access to school records and personnel in a number of ways:

- For one-on-one discussions with the Dreamers to set goals, work out study priorities, help with gaps in learning, resolve issues of concern
- Getting staff and in-school support if action on the part of the school was required
- Advocating on the students' behalf to get into the right course or class
- Working with families to address concerns, especially in relation to academic progress and attendance
- Intervening early enough to prevent situations escalating to a serious level
- Advocating for students when their behaviour has got them into serious trouble

Without access to these records, Ant would not have been able to easily identify or address the issues outlined above. It would have made his job much more difficult and would have compromised the Dreamers' academic outcomes. It is pivotal that Project Coordinators are able to access the students' records and know how to use the schools' Student Management System (SMS) for maximum advantage.

Technical Institutes and Universities

Communication with technical institutes and universities was a major focus for Ant and Lynn in 2012. They actively sought connections with all the organisations that offered study and career options in which the Dreamers were interested. Many of the students are opting for UNITEC, AUT and UoA and very strong relationships have been established with staff. They built positive relationships with key people who could provide careers advice or administration support. Where available, they worked with Pasifika student liaison staff so that the Dreamers are known to them. In a number of cases, it has taken hours of communication and liaison with these organisations to get the students enrolled and their courses organised. Once again, advocacy and persistence has been pivotal to getting the students into the right courses.

Community and national projects, workshops and media forums

Ant has devoted more of his time this year to extending the influence of IHAD to other similarly-focused organisations and initiatives. The forums in which he has been involved are as follows:

- Central West Youth Guarantee Network with UNITEC, other tertiary providers and four local high schools – Ant played a lead role in setting up this project
- NCEA Training for Auckland Youth Workers

- NZ-ED Show - Presented a workshop on best practices for supporting Pasifika engagement and achievement
- NZEI Education Fono panellist - What will make a difference for Pasifika students?
- University of Auckland, Faculty of Education, School of Counselling, Human Services and Social Work - a lecture on the IHAD Model
- Auckland Careers Summit - a panellist on improving economic performance through connecting education, business and industry
- Roskill Community Network - Lead speaker at a forum on Education & Employment
- Newton Central School, a Parents & Staff Forum - 'Managing Students into School Rather Than Out'
- Ara Taiohi Roadshow - Showcasing IHAD
- Discussions with Arthur Graves - MOE National Manager for Youth Guarantee networks
- Speaker at a number of other forums:
    - Migrant Action Trust
    - MOE Central Auckland Special Education Support Team
    - Careers NZ Staff, Wellington
    - Auckland Central and West RTLBs

Marketing the programme

In April, IHAD publicly released Ant's article 'Managing Students INTO School rather than OUT' and this led to several months of exposure in the media involving print, radio and TV including a full length feature on 'The Nation'[11], a TV current affairs programme and culminating in a 'Campbell Live' feature of the Graduation. Invariably these media pieces involved Ant and while all of them were an excellent opportunities to promote the programme and highlight the issues that stand in the way of academic success for the Dreamers, they were time consuming. All articles and video clips are posted on the IHAD website and are an excellent resource for the programme.

The website was updated in 2012 and it now looks current, fresh and interesting. Only one newsletter was published this year. It included the article mentioned above, 'Managing Students IN to School Rather than OUT of School' and the publicity it generated in newspapers and on the major TV networks continued for several weeks. It could be argued that it brought more attention to the project than all newsletters, the website and speaking engagements undertaken in the past.

Since then, there have been two or three expressions of interest in starting new projects and, at the time of writing, a second IHAD project in Manurewa is about to get underway with a view to starting in 2014. This is a major milestone for IHAD in New Zealand.

[11] http://www.youtube.com/watch?v=suWgRrAedSA&feature=player_embedded

9.0 Mentoring

9.1 Overview

The following table summarises the current Mentor/Dreamer figures.

Table 23: Mentor/Dreamer Figures

	2012			
	Overseas N=15	**Out of Auckland N=0**	**In Auckland N=38**	**Total N=53**
With a mentor	6	0	28	34
No mentor	9	0	10	19

Of the 53 Dreamers, 10 have never had a Mentor. Of these, seven were overseas before the mentoring programme was fully underway and the other three Dreamers, or their families, chose not to have a mentor.

Of the 43 assigned a Mentor, eight are now living overseas. Two no longer have Mentors but six still have Mentors who they connect with from time to time.

Of the remaining 35, seven are no longer active in the programme and, because they did not fully engage with the mentoring, the Mentors either 'resigned' or were taken off the programme.

The remaining 28 Dreamers are in New Zealand, have assigned Mentors and have opportunities for face to face mentoring.

The next table summarises the Mentor Coordinator's perceptions of the current status of relationship between the 28 Dreamers and their Mentors. The numbers in brackets are the actual Dreamer numbers.

Table 24: Current status of the Mentor/Dreamer relationship

Status	2010 % (N=34)	2011 % (N=33)	2012 % (N=28)
Strong, on track	65 (22)	58 (19)	57 (16)
In progress, needing support	26 (9)	33 (11)	18 (5)
A cause for concern, requiring urgent attention	9 (3)	9 (3)	25 (7)
Total	**100**	**100**	**100**

From year to year, the numbers in the 'cause for concern' category have not always represented the same Dreamers and Mentors. As Mentors' and, mainly, Dreamers' circumstances changed e.g. personal or family situations, work commitments, extra-curricular activities, so their commitment or ability to stay in touch changed.

There are one or two Dreamers who, despite the best efforts of their Mentors and the Mentor Coordinator, have never taken full advantage of the opportunity. This has been frustrating and disappointing for the Mentors, in particular. There is no doubt that mentoring these Dreamers has been particularly challenging and it is to their credit they are still willing to be available to their Dreamers.

Over the six years the mentoring programme has been in operation, there has been some turnover in Mentors. Fourteen of the 35 Dreamers assigned a Mentor have had two and, in five cases, three Mentors. Of these, the majority are still operating successfully. Two or three of the other Dreamers, who were assigned new Mentors when their original Mentors left for overseas or a different city in New Zealand, have picked up with their original Mentors on their return to Auckland and, effectively, have two Mentors. A few who are still overseas and are no longer directly involved still keep in touch and maintain a long-distance mentoring relationship with their Dreamers.

9.2 How the Mentors are helping the Dreamers

The Dreamers were asked to rate the value they see in the mentoring. The following graph summarises their responses. The actual numbers are in brackets.

Table 25: I see value in having a Mentor in my life

	2011 (N=34) %	*2012 (N=30) %*
Strongly agree	32 (11)	57 (17)
Agree	35 (12)	23 (7)
Neither agree nor disagree	15 (5)	7 (2)
Disagree	3 (1)	-
Strongly disagree	9 (3)	-
No response	6 (2)	13 (4)

80% of the Dreamers that responded to the questionnaire strongly agreed or agreed that they see value in having a Mentor. Well over half value the relationship highly.

> *Mentoring is the best thing about this year. I speak to him about everything.... He is the reason I haven't stopped studying. He's introduced me to people* (in the area in which the Dreamer will study), *taken me to work places and helped out with tutoring. I owe him so much, I will definitely keep up the relationship.* (Dreamer)

> *I'm not always good at meeting up with my Mentor but I get along really well with her. I've been to her house and met her family and they like me and I like them. She's cool and I can talk to her about anything. She encourages me. Pushes me. I don't think we'll ever stop the mentoring. I can't imagine that it will stop!* (Dreamer)

The Dreamers were asked to record the ways in which the Mentors are helping them. The percentages do not add up to 100% as the Dreamers could list or tick more than one way in which the Mentors help them.

Table 26: How the Mentors are helping the Dreamers

	2010 (N=37) %	2011 (N=34) %	2012 (N=30) %
Encourages me	59	76	90
Takes me to places I would not normally experience	54	68	87
Sets goals with me (career, school, personal)	51	56	83
Helps me with school assignments, study	32	44	77
Helps me sort out things I am concerned or worried about	24	50	63
Helps out with resources e.g. textbooks, websites, tutoring	22	26	53
No response	22	18	10

With the percentages in every category improving each year over the last three years, the data show the Dreamers becoming increasingly positive about how the mentoring has helped them. The ways in which the Mentors have helped the Dreamers have remained in the same order with encouragement, providing new experiences and setting goals continuing to be the most valued aspects of the mentoring. These data and the results outlined in Table 26, should provide an incentive for those Mentors who have struggled, for whatever reason, to maintain contact with their Dreamer. They reinforce the importance of the Mentor's role to the Dreamers and to the success of the programme.

The 'in-house' monthly meetings initiated in 2011 were continued. Last year, these meetings were always scheduled on a Friday. In 2012, to accommodate Mentors and Dreamers who could never attend on a Friday, the meetings were held on alternating Thursdays and Fridays at the Centre and were scheduled to precede a Mentor/Dreamer social activity. These sessions counted as monthly face-to-face meetings and provided timely 'professional development' for both the Mentors and Dreamers alike. Ten, one and a half hour sessions were held, focusing on five topics, the same topic repeated two months in a row. Mentors could choose which session they attended but were expected to attend five during the year. The topics covered were:

- My School Programme: The Dreamer's progress with qualifications to that point and achievement requirements for the year
- Career Pathways: Mapping out options, choices and pathways for 2013
- The Application Process: The application processes for their respective 2013 courses, including applying for the IHAD scholarship
- Reports/Study Plan: Setting up individual study plans for the final months of school
- Graduation and Beyond

For the most part, feedback from the Mentors and the Dreamers about the programme was very positive and most workshops were well attended. There was agreement that the qualifications system is very complex and for students who are at risk of not achieving, the more information significant adults have to hand, the more the students' benefit. The positive features of the workshops included:

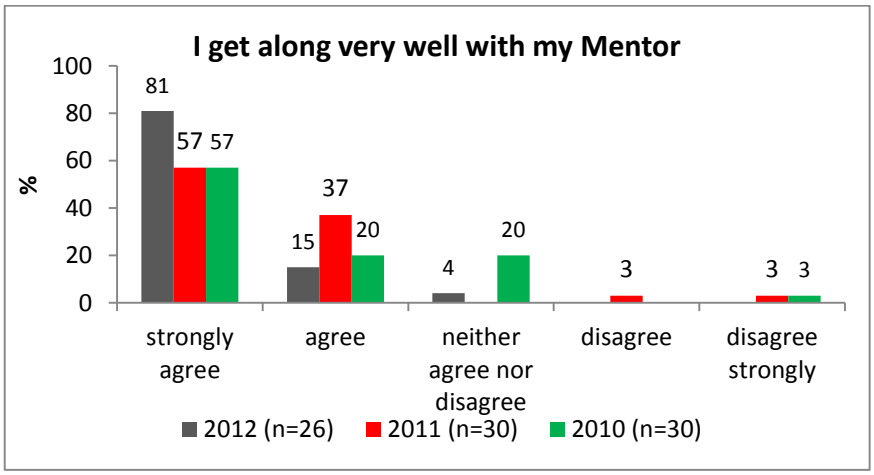
- Topics were relevant to the Dreamers' and the Mentor's needs, with the right amount of information given at the right time
- Gaining efficiencies by counting the sessions as Mentor/Dreamer meetings and by combining the PD with a social event
- Dreamers and Mentors working and learning together
- Having the dates well in advance
- Having a choice of dates
- The short time frame of an hour and half for each session made them easy to fit into a busy schedule, even when followed up with a social event

9.3 Relationships

Mentor/Dreamer relationships

The following graph highlights the Dreamers' current perceptions of the relationship they have with their Mentors.

Graph 27: Dreamers' perceptions of the relationship with their Mentor



Overall, the Dreamers' perceptions of the relationship with their Mentors are very positive. With 96% of the Dreamers very happy or happy with the relationship they have with their

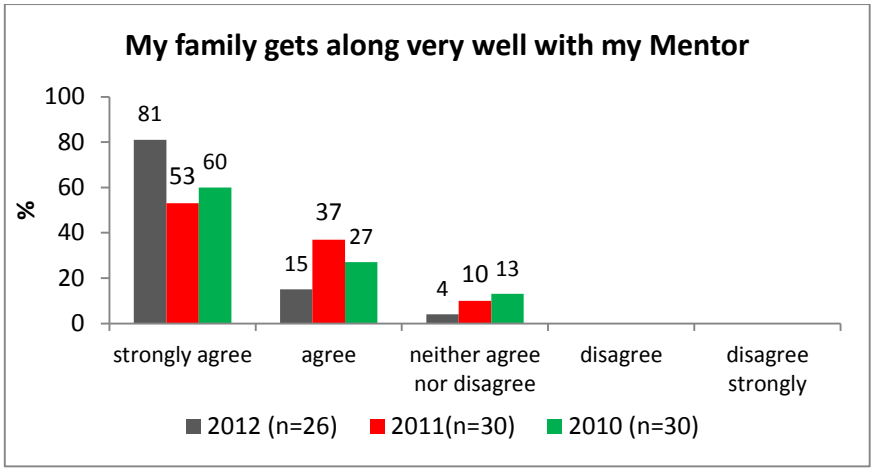
Mentor, they have a more positive view of these relationships than is suggested by the data in table above.

When students were asked to comment on what they would like their Mentors to do differently, most chose not to respond or said there was nothing they would like done differently. They were happy with the current situation.

Mentor relationships with families

The next graph shows the Dreamers' perceptions of the relationship between their families and the Mentors.

Graph 28: Dreamers' perceptions of the Mentor/family relationships



The graph shows that 96% of the Dreamers that responded to this question believe that their family has a good relationship with the Mentor, with 81% strongly agreed with the statement. This compares with 53% in the same 'strongly agree' category last year and represents a considerably more positive response.

Each relationship the Mentors have with the families is unique. Some still have little or no contact with the families, even when they go to the house to pick up their Dreamer for an outing. Some families are obviously supportive of the relationship. No obstacles are put in the way of the Mentor and the Dreamer relationship - messages are passed on, outings with the Mentors are welcomed and other commitments, usually church, are forfeited or negotiated. Some of the Mentors are able to chat comfortably with the parents over the phone, are always invited into the homes and some have had meals with the families.

He's like a king in our house. He's a gift to our family not just for me. (Dreamer)

One Mentor attended a family 21st and another Mentor is taking the Dreamer and his mother back to her island to start up a 'Computers for Families' programme. As noted in last year's report, there could be many reasons for the different responses to the Mentors and the mentoring programme. More seasoned Mentors in the focus groups warned against taking the responses personally or using the level of contact with families as a measure of the success of the relationship with their Dreamer.

The parents spoke very favourably about the mentoring, as they have done for the last three or four years. Once again, the correlation is high between what the Dreamers and these parents find helpful about the mentoring:

- Reinforcing the expectations
- Encouraging of the Dreamer - setting high expectations
- Providing opportunities the Dreamers would not normally experience
- Helping them with their homework and study
- Keeping them focused on their goals and dreams
- Giving them advice and information; being another adult they can talk things through with

The only concerns expressed or suggestions made were:

- The Mentor, the Dreamer or both not making contact or meeting often enough
- Taking too long to recognise and act on a relationship that is not working
- Taking too long to find a replacement when a Mentor moves on
- Considering group mentoring when a Dreamer does not want one on one mentoring

Some Mentors noted that the workshop concept could have been useful earlier in the programme when confidence in the process was being built and relationships were being established. Dreamers could phone or text message the invitations to get them used to initiating communication with their Mentors.

9.4 Communication with the Mentor Coordinator and other Mentors

The Mentor Coordinator continued to improve the system for tracking Dreamer/Mentor contacts, how and when these contacts were made, who met and who pulled out of an agreement to contact or meet. Monthly report templates were emailed out at the end of the month for Mentors to complete. They appreciated the reminders, not only to return the information but to get back into contact if this had lapsed. This careful tracking provided opportunities for the Coordinator to address issues more promptly and provide appropriate support, as needed. Lynn was consistent in commenting on and responding to their

feedback and a number of Mentors commented that this showed them that their work was valued.

There could be advantages in getting the Mentors together during 2013 to share post-school mentoring experiences and to support for any ongoing mentoring.

9.5 Sustainability of the mentoring programme

There is clear evidence that many of the 28 Dreamers and their Mentors will continue the relationship. From the start, the initiative for maintaining contact came from the Mentors. Even in their Year 13 year, the Dreamers would rarely be the first to get in touch and the continuity of the relationship once they leave school is highly likely to fall to the Mentors. It is hoped that coordinating times to meet could be easier without the constraints of a school timetable.

Some of the Mentors suggested that the relationship could be even more important now than in the earlier years of the project, as the Dreamers enter the more independent worlds of tertiary study and work.

> *Given the investment of time and energy, the truly great figure will be the number that complete their tertiary studies. The job isn't done, it's just the start of the next chapter. We know the students and their families and they won't always have the knowledge or have the wherewithal that's needed in this new environment* (tertiary study). *Mentors might provide more value now than at the beginning of IHAD.* (One of the original Mentors)

> *The role of the Mentor is crucial* (while they are studying at a tertiary institution). *It's so easy for them to feel like a fish out of water after a couple of months especially if they don't do well or start to fail. There's pressure on them from their families and they start to think they are not cut out for this. They need someone to support them or to make sure they access the support that is available - and to make sure they do it.* (Mentor)

There was a suggestion that putting the students in touch with people in the same industry or profession that the Dreamers are studying could be critical for some. There are plenty of incentives for the mentoring to continue next year and almost all of the 28 Dreamers and Mentors in Auckland anticipate that they will maintain contact in 2013.

Some of the Mentors commented that, for them, the real value of the programme, including the mentoring, may be more evident when the Dreamers are in their 30's - when they are working, are raising their own families and playing a role in their communities.

12.12.12 is only the end of Stage 1. We need to work out how to support these students from here on in. The retention and completion rates of PI students at university are shocking so IHAD and the Mentors have some important work to do. For me, the impact of the programme will be seen in the long term - in 10 or 15 years' time. Are they fulfilled human beings? Are they positive? Successful? What impact are they having on their families? The community? (Mentor)

Many of the active Mentors imagine that the relationships they have established with the Dreamers are for life.

Recommendations

- **Share a summary of this section of the report with the Mentors.**
- **The workshops were a great success and could have been a useful format much earlier in the project. Group activities are likely to be very useful when the mentoring programme is getting underway and relationships between Mentors and Dreamers are being established. The workshop topics were relevant and timely.**
- **Making clear statements to Mentors and Dreamers about the sustainability of the mentoring in the longer term worked well. Steps were put in place to allow a Dreamer or a Mentor to formally opt in or out of the mentoring at the end of the year.**

10.0 The After School Programme and Tutoring

10.1 Organisation

As mentioned in 6.0, Lynn and Ant shared the responsibility for running the After School Programme (ASP). The Centre operated four days a week from 4pm to 7pm and Ant and Lynn supervised two sessions each. In the past, students committed to set shorter session times between these hours. In 2012 and 2013, a new structure allowed the students to choose when they arrived and left the Centre, when they socialised and when they studied, with a minimum requirement of an hour's study. This organisation was designed to give the students more choice and greater flexibility and to build a stronger sense of responsibility and independence. It also made it easier for the students to accommodate their other commitments. The Centre was set up with separate spaces for socialising and studying. Students 'signed in' and 'signed out' and designated their socialising and study times. This system could have worked throughout the Dreamers' senior secondary years and, possibly, from the time they entered secondary school.

An edible reward was offered at the end of the week if the Dreamer spent more time studying than socialising. This proved to be a much more manageable rewards system than the one used last year of earning Dreamer dollars over the term. At the end of each term, the Dreamers and their parents received a graph showing how many hours they had spent at the Centre on socialising and studying. While this provided a degree of accountability, it was difficult to get accurate data which caused more issues than the system was worth.

There is no doubt that the Centre was a quieter and more focused environment than in the past. This was attributable, in part, to the changes in structure and to the students' increasing maturity and their growing recognition of the 'high stakes' qualifications environment in which they were operating.

Fewer students consistently participated in the ASP than in previous years. There are several reasons for this:

- Higher expectations that the students would study seriously when they were at the Centre. The students knew they had to work for at least an hour if they came to the Centre and, while they understood the reasons for this, they did not want to 'buy into' this requirement

- Some of the students studied just as much at home, at school or local libraries as they did at the Centre (see Table 27). Some said they found these other places quieter, especially at exam times

- More students are attending schools outside of the Wesley area and cannot attend or find that travel time takes up 'free' after school energy and time

- After-school commitments continue to dominate some Dreamers' time after school

- Since the opening of the Youth programme at the local community centre, a few of the more non-academic students are spending time with this programme, sometimes in leadership roles, rather than at IHAD

Despite lower rates of participation, it is important to note that the ASP continues to be rated as the most helpful aspect of the programme by 60% of the Dreamers (see Table 22).

10.2 Use of the Dreamer Centre for study

The Dreamers were asked to nominate where they do most of their study and how much time they spend studying, on average, over a week.

The first table shows where the students regularly do their study.

Table 27: Places where students do their study

	2010 N=34 %	2011 N=34 %	2012 N=30 %
Dreamer Centre	78	76	73
Home	74	76	76
Library (public and school)	77	41	40
Friends'/Relatives' homes	11	15	13
School homework centres	-	12	10
In class	17	-	
Church	-	-	3

The Dreamer Centre and home are the two places where students spend most of their study time and this follows the pattern of previous years.

Table 28: Time spent on study each week

Hours	Number of Dreamers N=30
6+	2
5	6
4	8
3	6
2	3
1	4
0	1

The data are a conservative average of the time the Dreamers spent studying each week. The interview data suggest that at key times, more time was allocated to studying. Nonetheless, many of the Dreamers did not put in the hours of study required at senior school level, either at the Centre, at home or in other study places.

Although some Dreamers did more than an hour's study when they were at the Centre, their senior school teachers would likely consider the minimum requirement of an hour's study both insufficient and a low standard to set for the Dreamers.

From the start, it has always been a struggle to get some of the students engaged in more academic work in the ASP.

> *At the Centre, when we first came here, there was a pattern of talk, computers, options, planning trips, then home. We needed a short introductory activity or social time then work, not options. They needed to be way more strict on homework - no time or less time to play.* (Dreamer)

There are some clear indications for how different attitudes could be fostered right from the start of a project:

- Set expectations from the beginning that the ASP will include specified academic learning time and that every minute counts

- Access expert tutoring relevant to the Dreamer's needs

- Liaise closely with the Dreamers' teachers; use their school progress and achievement data and reports

- Use research-based programmes that are known to improve student outcomes e.g. Pause, Prompt, Praise and which engage students e.g. Mathletics

- Use the Dreamers' parents as volunteers so that the strategies they use at the Dreamer Centre can be used with the Dreamers and their siblings at home

10.3 Tutoring

This year, no new Tutors were trained. The Tutors were either people involved in tutoring for some time, contacts of these Tutors with specialist knowledge and skills (e.g. Economics, Classics) or people interested in becoming IHAD Mentors who were happy to become Tutors in the absence of mentoring opportunities.

For the first time, the Dreamers had to apply to get access to a Tutor. This put the responsibility onto the Dreamers and, overall, the consensus of the Coordinators, the Dreamers and the Tutors is that the system worked well. The positive aspects of the system were:

- The Dreamers and Tutors, not the Coordinators, had to take responsibility for the process

- The Dreamers and Tutors set the dates and times and had to communicate any changes to each other

- This process gave the Dreamers more certainty that a specialist Tutor would be available when they needed one and the Tutors would not be wasting time waiting on the off chance that Dreamer needing their expertise would show up

- Consistently working with the same students enabled Tutors to scaffold the Dreamers' learning more appropriately

  I found it a lot easier and made more effective use of my time when I knew which students I was helping, knew what she wanted help with and knew that she was going to turn up. The structure was a whole lot better than last year (2011). (Tutor)

- This more personal and regular tutoring gave the Dreamers confidence to contact their Tutors by phone or text message when they needed help between tutoring sessions

Some of the organisation fell back onto Ant of Lynn when it just got too difficult for a Dreamer. Then there were times when Tutors would arrive for a prearranged tutoring session and the Dreamers would not show up or they would have an assignment due the

next day and would not have time for a tutoring session. Some Dreamers did not have good self-management skills and, at times, this was very frustrating and disappointing for the Tutors.

> *Sometimes I didn't think that enough was made about making good use of the tutors. When students didn't turn up, no one really minded except the Tutor. Fostering responsibility within the Dreamers is so important and I often felt the Dreamers were given too much leniency.* (Tutor)

Despite these frustrations, the perception is that this Tutor booking system would work well from the time the students started secondary school.

There is clear evidence that the ASP and the tutoring were valued by the students (Table 22). Some Dreamers said they would not have passed certain subjects without the tutorials.

> *I was failing Business Studies and now, on the re-sits, I'm getting good passes.* (Dreamer)

> *I do better when I come to the Centre. It's like being at school whereas at home there is no one to motivate you. I can make good use of the Tutors who have such good knowledge and are so helpful. The Centre helps me get the good results.* (Dreamer)

Recommendations

- **Throughout their time at secondary school, consider using the 2011 organisation with four sessions. students signing in and out, students choosing their time for socializing and studying, having short term rewards for the students for studying, graphing the time spent on study at the end of each term and sending a copy of this graph to parents**

- **Use the 2012 booking system for tutoring from early on in the Dreamers' secondary schooling to encourage them to take responsibility for the process**

- **Use networks to get access to Tutors with specialist subject expertise from Year 11 onwards**

In the Dreamers Year 13 year:

- **Continue to build a strong learning/study culture at the Centre even though the Dreamers are in Year 13 year and are calmer, more mature and more focused, overall.**

- **Include attendance at the ASP and the time each student will spend every week on homework and studying in the actions they will take to achieve their goals; these goals should be shared with Mentors and parents so they can provide the appropriate support and encouragement**

- **Continue to encourage targeted groups of students, who may share academic mentoring sessions, to meet at the Centre to study together**

11.0 Academic Mentoring and Advocacy

As noted in last year's report, the need for and importance of academic mentoring, general mentoring, family meetings and advocacy dramatically increased as the Dreamers progressed through secondary school, and the consequences of the decisions they made took on increased significance. In carrying out the roles of academic mentor, facilitator and advocate, Ant, and latterly, Lynn, more than filled the role of significant adults for the Dreamers.

11.1 Academic mentoring

Ant began academic mentoring in the middle of 2009 when the students were in Year 10. The meetings were prompted by the need to work with Dreamers on their Year 11, Level 1 NCEA subject choices.

> *I didn't realise the importance of university approved subjects until the beginning of Year 12. If you knew and understood you would have a better plan and choose different subjects. In Year 10, my PE teacher said she wouldn't accept me for PE the next year because I went through a patch when I wasn't bringing my gear. I took it seriously and didn't bother applying. At the time, I didn't think it mattered!* (Dreamer)

In subsequent programmes, Ant suggests that meetings of this nature start in Year 9, from the time the Dreamers first enter secondary school.

It is important to note, yet again, that Ant has an in-depth understanding of NCEA and how the qualifications system is organised, how it works in the different schools, in the Departments in each school and in the subjects and courses within the Departments. He knows the possible pathways and requirements for entry into the different university and other tertiary institution courses and into jobs and careers. He has built knowledge and expertise in the student management systems used in the two secondary schools attended by most of the Dreamers. Because of this invaluable knowledge and his connections with staff, he is in a very strong position to support and advocate for the students. He is in the position of being able to pass on correct information to the Dreamers, and staff members, and knows the right questions to ask. He knows how to work the system to the Dreamers' advantage. This ability is essential to his role and to the success of his work with the Dreamers.

> *Neither of my parents has been to university. They don't the expectations of school, let alone university. They don't understand about NCEA or know about subjects like Science. I know I would have taken easier subjects, just to get the credits easily.*

> *Mentoring from Ant has kept me on track with the uni-approved subjects. I would still have wanted to be a nurse but I've got higher expectations because of IHAD. I'm getting Merits and Excellents and, eventually, I'd love to be a doctor.* (Dreamer)

To begin with, most of the meetings occurred during school time but Ant became increasingly reluctant to take the Dreamers out of class and, by doing so, compromise their learning time. This resulted in the academic mentoring taking many forms - from text messaging to phone calls to informal chats to scheduled, more formal one-on-one meetings with the Dreamers. The length of the 'catch ups' and meetings varied from five minutes to an hour or more.

Ant engaged in academic mentoring in response to the students' needs and as a result of:

- Knowing the students 'inside out'
- Close monitoring of the students' progress, achievement and attendance
- Dreamers' seeking support and advice
- Key events in the students' academic calendar

As in Years 11 and 12, the topics covered in the academic mentoring sessions included:

- Setting goals
- Discussing progress with credits
- Making decisions about options and career pathways
- Helping with assignments and academic skills building
- Supporting transition to a new school
- Discussing attitudes and behaviour
- Supporting students to manage teacher attitudes and styles of teaching
- Resolving attendance issues

Academic mentoring is a growing practice in NZ secondary schools. The way in which Ant works with the Dreamers exemplifies and extends what currently qualifies as effective academic mentoring practice.

11.2 Advocacy

Ant is frequently involved in advocacy on behalf of the Dreamers. This year, his advocacy extended to working with the tertiary institutions to make sure that students had the best possible chance of getting into their courses of choice and were set up for success. In 2012, his advocacy role covered:

- Working with school personnel to secure appropriate pathways, options or class changes e.g. a student who needed to move from a class studying for Level 2 credits to one offering Level 3 credits

- Working with teachers to support students through courses in which they were struggling e.g. two students struggling with a Business Studies course they were put into rather than chose to do

- Sorting out programmes for students where they are repeating credits already achieved or would be better aiming for different credits that will help them get into the course of choice in 2013

- Ensuring the students accessed the higher level support they needed to achieve grades needed to get specialist courses e.g. closely monitoring grades and accessing Tutors and teacher support for these students

- Working with school personnel to ensure students stay in school

- Negotiating a transfer to a new school for students at risk

- Working with tertiary staff to determine entry requirements and courses available so that students can be supported to make good choices about institutions they apply to get into and/or the courses they choose

- Taking Dreamers to tertiary institutions they hope to enroll at to confirm they are making the right decision

- Supporting the students to complete tertiary institution application forms - supplying checklists of documentation required, how to access the documents they need, helping them interpret the application forms, chasing them up when documentation is incomplete; some Mentors acted as advocates in this area as well.

  I helped with the enrolment - took him to a lawyer to get papers signed and went to the university with him to enroll. There was lots of to-ing and fro-ing but you just have to do it. It doesn't matter how many taxis and how many phone calls – you just have to do it. (Mentor)

Ant's independence has been a key feature in being able to advocate for the students, especially in the schools.

The advocacy role continued to be evident in the family meetings held during the year. The focus for the majority of these meeting in 2013 (N=30) was student progress and achievement, planning career pathways and preparing for study in 2013. Both Ant and Lynn

facilitated these meetings and, on some occasions, the Mentors were involved. They were opportunities used very well by the Coordinators to:

- Put issues on the table and to stop any 'gatekeeping' on the part of the Dreamer
- Give everyone, especially the parents, an honest and current appraisal of Dreamers' progress and achievement
- Get input into and collective ownership of solutions/decisions made

It is also interesting to note that fewer family meetings were held this year in response to a concern or a crisis and involving the Dreamer, Lynn and/or Ant, the Mentor and the parents. Ant, with Lynn's support as needed, used to put many, many hours, sometimes days on end, into students causing concern, at risk or in serious trouble. The situations were often very complex and difficult to work through involving many emails, phone calls, one-one-one meetings with the Dreamer, or a group of Dreamers, visits to homes and numerous 'family' meetings with parents, sometimes Mentors, school personnel and multiple agencies. Coordination between Ant and Lynn was especially good in these instances and they made sure that important information was passed on to those who need to know. With few exceptions, the time, effort and commitment paid dividends. They included supporting a family at CYFS Family Group Conference that resulted in a student avoiding being sent to Youth Correction Facility; setting up a boarding situation for a bright student who needed to focus on her study; supporting a student and his family to change his entire course when he was struggling with his school work and getting into trouble at school.

This year, there has been more of a focus on academic mentoring - completing qualifications, sorting out career pathways and enrolling in study courses for 2013.

Without these interventions, there is no doubt that the qualification and life choices of some of the students would have been limited. A few would not have stayed at school. Some would not have the level of qualification they have achieved or are now aiming for. Several would not have taken academic subjects and be on track for a university or a diploma course. The success of the Coordinators' advocacy lies in their in-depth knowledge of the schools, a deep understanding of the qualifications and pathways systems and, more particularly, of the students - their backgrounds, attitudes, learning and aspirations.

Ant expressed some concern about building dependency in the students because *they have had so much done for them – rescuing, checking up, advocating.* All teenagers need significant adults in their lives to rescue them from time to time, to check in and advocate for them. They are still children or very young adults. There is plenty of evidence that Dreamers are not spared the consequences of their actions. They are made accountable and are expected to take responsibility. While it is important to keep the building of independence at the forefront, it is also important to acknowledge the developmental process involved in transitioning from teenager to adult.

Recommendations:

- **Make academic mentoring and advocacy a focus for project coordination from the time the Dreamers enter Year 9 and throughout their secondary school years**

- **Incorporate a range of informal and formal strategies and opportunities into the academic mentoring from text messaging to phone calls to informal chats to scheduled, more formal one-on-one meetings and group mentoring; where possible, avoid taking the students out of class and, in doing so, compromise their learning time**

- **An in-depth working knowledge of NCEA entry into tertiary study is essential to effective academic mentoring i.e. how the qualifications system is organised, how it works in the different schools, in the Departments in each school and in the subjects and courses within the Departments, the possible pathways and requirements for entry into the different university and other tertiary institution courses and into jobs and careers**

- **Access to and knowing how to work the student management systems in the secondary schools attended by the Dreamers, is essential to effective academic mentoring, as is building relationships with key senior and middle leadership personnel within the schools. It enables the Coordinator to pass on to or use accurate information with the Dreamers and staff members. It enables them to ask right questions and to work the system to the Dreamers' advantage.**

In the Dreamers' Year 13 year:

- **Start the tertiary application process as early as possible in the year; gain the Mentors' support for this exercise; ensure Dreamers, parents and Mentors know as much as possible about what is required, how to acquire it, when it is required**

- **Hold family meetings with all Dreamers, their parents and, as required, their Mentors to get understanding of and 'buy in' to the Dreamers' tertiary/job pathways, post school**

In the first post-school year:

- **Organise one or two Mentor/Dreamer events to keep the Dreamers' goals alive and to encourage the continuation of the mentoring programme**

12.0 Trips, Camps and Community Service

Trips, Events and Camps

A number of trips and camps were held this year. Many were scheduled to coincide with the Friday night Mentor/Dreamer workshops:

- INFORM 2012 (informing Dreamers, parents, Mentors and Tutors about the programme for the year)
- Parachute Festival
- A final camp at Raglan (with a focus on interview skills)
- Overnight Boys' then a Girls' Retreat at Chosen Valley
- Dinner at Genghis Khan
- Snooker and Pool Night
- Boxing Workout
- Snowplanet
- Quiz Night
- Go Karting
- Car Rally
- Waiwera Pools
- Battle of the Sexes Challenge
- Volleyball Challenge

While some events are more popular than others, most are attended by about 20 Dreamers and the same number of adults. They remain excellent opportunities for the Dreamers, Mentors and parents to connect with each other, to build relationships between the different stakeholders and the individuals within those stakeholder groups. They are always positive occasions and without them, the focus would always be on meetings in response to concerns and crises. These events are important to building the IHAD community.

The major event of the year was the Dreamer Graduation on December 12, 2012. It was a very well-planned, glamorous, moving and highly successful event to celebrate the Dreamers' achievements as well as the success of the project. The Dreamers played a big part in planning the event as well as delivering the programme on the night. It was an amazing event to end a significant chapter in the lives of everyone involved in the project[12].

Community Service

Each year, IHAD undertakes a number of community projects to encourage the Dreamers to be active in and to give back something to their community. In 2012 the projects included:

[12] http://www.youtube.com/watch?v=hm9zpLsOVK0&feature=player_embedded

- A presentation and delivery of a several workshops at Onehunga High School to all the Year 9 and 10

- Presentations at two Auckland Central primary schools as part of the Sir Peter Blake Dare to Dream Leadership Week

- Roskill Youth Zone's First Birthday where Dreamers helped plan and run children's events for the day

- A number of Dreamers supported the election of a Dreamer to the position of Puketapapa (Mt Roskill) Youth Representative on the Auckland Council Youth Advisory Panel

- A group of Dreamers participated in the Roskill Youth Leadership Summit with other local Mt Roskill Youth Agencies

- One of the Dreamers organised an indoor netball team to play in a season-long social netball competition

13.0 Parent Feedback and Their Engagement in the Programme

As noted in Section 4.0 (Methodology), the successful methodology for gathering parent feedback was repeated this year for the third year in a row. Parents were invited to dinner at Valentines in Balmoral and were given the choice of attending on one of two nights. Reminders were given, some through the Dreamers and others by phone just prior to or on the day of the meeting. In total, 27 parents attended, representing 19 Dreamers. The parents socialised, had dinner and then broke into small groups for discussions, guided by a set of topics with prompts and questions (see Appendix 9). Each group was led either by the researcher or a parent who had credibility with the other parents and the necessary language skills. Some groups chose to speak in their own language but all responses were recorded on large sheets of paper, in English. Both evenings were a great success, in terms of numbers and quality of the data collected. This strategy has been far more successful than the questionnaires or group discussions at the Centre that have been tried in the past.

The parent feedback is summarised below under the following headings:

- NCEA/School
- Mentoring
- The 2012 programme - successes and improvements
- Expectations of IHAD in 2013

13.1 NCEA/School

As in the previous two years, the understanding of NCEA amongst the participants varied. Most parents and caregivers struggled to fully understand NCEA. A few felt they had an overview but did not have the in-depth understanding that would enable them to talk confidently about it with their children. There is no doubt that almost all knew more than when their children started on the qualifications pathway and those that attended the IHAD workshops found them very helpful. Their children were there with them, the numbers at the workshops were small and there were people available to help answer their individual queries.

The times when the parents felt most up to date were when the students received their NZQA certificates at the beginning of the year, when they received a school report and attended a teacher interview evening. In between times, parents often had no idea how well their children were doing and they could not always rely on their children to give them the correct information. Many of the students needed support to understand the system and how well they were doing, let alone being able or willing to explain this information to their parents.

Some were brought up to date when they were contacted by Ant or Lynn because their children's progress was causing concern or they were in serious trouble. It was sometimes difficult for Ant to keep up to date, even though he had access to the students' records on-line, as often teachers only entered results at key check points such as at reporting times.

The information needs of the parents can be summed up as follows:

- Access to information in a visual as well as a written format
- How NCEA works from the time their children enter secondary school and getting updates and reminders every step of the way through secondary school
- A very clear idea of how their child's subject choices, at any year level in secondary school, can affect their career pathways and possibly their ability to stay on at school until Year 13
- The requirements of the different career pathways
- Where their child is positioned on the qualifications pathway at the start of each year and what he or she needs to achieve during that year
- How to interpret their child's progress and achievement reports from the school

As in the past, a number of parents and caregivers noted that they relied upon and trusted the school, the IHAD programme and the Dreamers themselves to make sure that they were 'on track' with NCEA. This should not be interpreted as abdication. They supported the Dreamers by encouraging and urging them to take their qualifications seriously - getting them to school on time, making sure they had the gear they needed, encouraging them to do their homework.

The obstacles they faced in helping their children succeed are the same for all parents of teenagers and have not changed over the three years of NCEA. They listed their greatest obstacles as follows:

- Getting them into and out of bed at an appropriate time
- Attendance at school
- Getting them to do their homework; attend the IHAD ASP
- Getting them to stay focused on their work rather than being distracted by TV or socialising
- Taking on too many commitments - the Dreamer or the family
- Gate keeping information e.g. Dreamers saying they are making good progress when they are not
- Not knowing anything about their subjects and not being able to help their children when they need it

From their perspective, IHAD has helped them deal with these obstacles in the following ways:

- Setting clear boundaries and expectations for the Dreamers
- Letting the parents know when there was a concern or serious trouble; meeting the parents/families face to face to give them an honest appraisal of the situation
- Putting in the effort and taking action to get the issues resolved
- Reinforcing the same messages as the parents
- Providing a quiet space and resources, such as computers and Tutors, to help with their homework; parents were especially appreciative of the one on one support the students received through IHAD ASP

The parents appreciated the rare opportunity of the group discussions to talk through some of these issues with each other. It reinforced the need for them to be proactive in getting help when they can see it is needed. Very often, it was the school or IHAD who initiated the action to get Dreamer issues addressed.

13.2 Mentoring

As noted in the 9.0, the parents spoke very favourably about the mentoring, as they have done for the last three or four years. Once again, the correlation is high between what the Dreamers and these parents find helpful about the mentoring:

- Reinforcing the expectations
- Encouraging of the Dreamer - setting high expectations
- Providing opportunities the Dreamers would not normally experience
- Helping them with their homework and study
- Keeping them focused on their goals and dreams
- Giving them advice and information; being another adult they can talk things through with

The only concerns expressed or suggestions made were:

- The Mentor, the Dreamer or both not making contact or meeting often enough
- Taking too long to recognise and act on a relationship that is not working
- Taking too long to find a replacement when a Mentor moves on
- Considering group mentoring when a Dreamer does not want one on one mentoring

13.3 The 2012 Programme

The parents expressed appreciation to IHAD and relief that their children had 'made it' to the end of secondary school and will now have the opportunity to take up further study. Many of them talked about the importance of the Dreamers receiving the scholarship at the end of the year. Several parents commented that they could not afford to send their children to a technical institute or university. The scholarship has given the Dreamers' options and has taken the pressure off them and the Dreamers to forgo further education, to seek a job and start earning a wage.

The academic support the Dreamers received from the Coordinators and the tutoring at the Centre continued to rate as the most valuable aspects of the programme. Two groups talked about the importance of the Dreamer 'family', the shared experiences, the sense of belonging they have and the support they give each other. This has continued in 2012 and these parents suggested that, for them, this has been a very positive outcome of the project. It has helped, and will continue to help the students to stay 'on track'.

13.4 Expectations of IHAD in 2013

The parents' greatest fears are:

- The Dreamers' ability to stay 'on track' in the more unstructured environment of a technical institute or a university
- Dreamers losing touch with Ant and, without his support, losing their way

Their hopes and expectations of IHAD in 2013 are summed up as follows:

- The Dreamers get enrolled in the course they want
- Ant is able to support their transition into a tertiary institution and is able to support them to stay 'on track'; some said that a meeting with each Dreamer twice a semester would be reassuring for the parents
- The Dreamers seek advice and support when they 'go off track'
- The Dreamers take the initiative to stay in touch with Ant
- The Dreamers bring the group together from time to time so that they maintain the sense of family and belonging
- The Dreamers continue to give back to the community by initiating or contributing to community projects or events so that the culture of 'giving back' is preserved for the next generation

Recommendations:

- **Use a Valentines-type of event from the start of the project to engage parents in the research; this does not need to occur every year but every second year and including key transition times (Year 7, Year 9, Year 11, the first year at a tertiary institution). Gathering data in the first five or six months of the transition year, while still able to reflect on the previous year, is likely to be more informative.**

SECTION 3:

Recommendations from Sections 1 and 2

Recommendations:

- **Any subsequent programmes should consider investing in external and independent supervision for the Coordinators, especially if only one Coordinator is employed. If there is no research component to the programme, appraisal of the Coordinator(s) is essential in order that good employer obligations are met.**

Mentoring

- **Share a summary of this section of the report with the Mentors**

- **The workshops were a great success and could have been a useful format much earlier in the project. Group activities are likely to be very useful when the mentoring programme is getting underway and relationships between Mentors and Dreamers are being established. The workshop topics were relevant and timely**

- **Making clear statements to Mentors and Dreamers about the sustainability of the mentoring in the longer term worked well. Steps were put in place to allow a Dreamer or a Mentor to formally opt in or out of the mentoring at the end of the year. The After School Programme and Tutoring**

- **Throughout their time at secondary school, consider using the 2011 organisation with four sessions. students signing in and out, students choosing their time for socializing and studying, having short term rewards for the students for studying, graphing the time spent on study at the end of each term and sending a copy of this graph to parents**

- **Use the 2012 booking system for tutoring from early on in the Dreamers' secondary schooling to encourage them to take responsibility for the process**

- **Use networks to get access to Tutors with specialist subject expertise from Year 11 onwards**

In the Dreamers Year 13 year:

- **Continue to build a strong learning/study culture at the Centre even though the Dreamers are in Year 13 year and are calmer, more mature and more focused, overall.**

- **Include attendance at the ASP and the time each student will spend every week on homework and studying in the actions they will take to achieve their goals; these**

goals should be shared with Mentors and parents so they can provide the appropriate support and encouragement

- **Continue to encourage targeted groups of students, who may share academic mentoring sessions, to meet at the Centre to study together**

Academic Mentoring and Advocacy

- **Make academic mentoring and advocacy a focus for project coordination from the time the Dreamers enter Year 9 and throughout their secondary school years**

- **Incorporate a range of informal and formal strategies and opportunities into the academic mentoring from text messaging to phone calls to informal chats to scheduled, more formal one-on-one meetings and group mentoring; where possible, avoid taking the students out of class and, in doing so, compromise their learning time**

- **An in-depth working knowledge of NCEA entry into tertiary study is essential to effective academic mentoring i.e. how the qualifications system is organised, how it works in the different schools, in the Departments in each school and in the subjects and courses within the Departments, the possible pathways and requirements for entry into the different university and other tertiary institution courses and into jobs and careers**

- **Access to and knowing how to work the student management systems in the secondary schools attended by the Dreamers, is essential to effective academic mentoring, as is building relationships with key senior and middle leadership personnel within the schools. It enables the Coordinator to pass on to or use accurate information with the Dreamers and staff members. It enables them to ask right questions and to work the system to the Dreamers' advantage.**

In the Dreamers' Year 13 year:

- **Start the tertiary application process as early as possible in the year; gain the Mentors' support for this exercise; ensure Dreamers, parents and Mentors know as much as possible about what is required, how to acquire it, when it is required**

- **Hold family meetings with all Dreamers, their parents and, as required, their Mentors to get understanding of and 'buy in' to the Dreamers' tertiary/job pathways, post school**

In the first post-school year:

- **Organise one or two Mentor/Dreamer events to keep the Dreamers' goals alive and to encourage the continuation of the mentoring programme**

Parent Feedback and their Engagement in the Programme

- **Use a Valentines-type of event from the start of the project to engage parents in the research; this does not need to occur every year but every second year and including key transition times (Year 7, Year 9, Year 11, the first year at a tertiary institution). Gathering data in the first five or six months of the transition year, while still able to reflect on the previous year, is likely to be more informative.**

Appendix 1

The Student Questionnaire

the education group ltd
excellence - ethics - efficacy - empathy

"I Have a Dream"®
Charitable Trust
NEW ZEALAND

IHAD STUDENT QUESTIONNAIRE: 2012

About Me ... Please put a ✓ in the correct box.

I am a: ☐ **BOY** ☐ **GIRL**

This year I am in: ☐ **YEAR 13**

My name is: **FIRST NAME** _____

LAST NAME _____

Practice Questions

I think this is true for me:	***Strongly agree***	***Agree***	***Neither agree nor disagree***	***Disagree***	***Strongly disagree***
1. I like reading magazines	☐	☐	☐	☐	☐
2. I enjoy using Facebook	☐	☐	☐	☐	☐

I think this is true for me:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. I make friends easily	☐	☐	☐	☐	☐
2. I get on well with my teachers	☐	☐	☐	☐	☐
3. I can make up my own mind even when I get pressured by my friends	☐	☐	☐	☐	☐
4. I set goals and work hard to achieve them	☐	☐	☐	☐	☐
5. I make good decisions	☐	☐	☐	☐	☐
6. I can work well in a group	☐	☐	☐	☐	☐
7. When I get angry I know how to stay in control	☐	☐	☐	☐	☐
8. If I work hard, I will succeed	☐	☐	☐	☐	☐
9. I am confident talking to people I do not know very well, including adults	☐	☐	☐	☐	☐
10. I enjoy school	☐	☐	☐	☐	☐
11. I am good at asking for help when I need it	☐	☐	☐	☐	☐
12. When I am feeling unhappy, lonely or angry, I have people I can go to for help	☐	☐	☐	☐	☐
13. I am self motivated	☐	☐	☐	☐	☐
14. I like talking with my parents	☐	☐	☐	☐	☐
15. Doing well at school is important to me	☐	☐	☐	☐	☐
16. I stick at things when they get difficult	☐	☐	☐	☐	☐
17. I adjust easily to change and new situations	☐	☐	☐	☐	☐
18. My parents spend time talking with me	☐	☐	☐	☐	☐
19. I go out of my way to serve and help others	☐	☐	☐	☐	☐
20. I am a confident person and believe in myself	☐	☐	☐	☐	☐
21. I can stand up for myself if I am being treated unfairly	☐	☐	☐	☐	☐

2. Homework/assessments

		Always do it	*Usually do it*	*Sometimes do it*	*Hardly ever do it*	*Never do it*
2a.	If I get homework/assessment from my teachers to do out c school I...	☐	☐	☐	☐	☐

		Very helpful	*Quite helpful*	*Neither helpful or not helpful*	*Not very helpful*	*Never helpful at all*
2b.	My Tutors at the Dreamer Centre are…	☐	☐	☐	☐	☐

2c. What do the Tutors do that helps me the most?

_____

_____

_____

Thinking about <u>where</u> I do my homework/assessments (at home, Dreamer Centre, other places) and how much <u>time</u> I spend on this work each week, please answer the following:

2d. **I do school work at home** (Tick <u>one</u> box)

Yes ☐

No ☐

2e. **On average, how long do I spend on school work at home, <u>each week</u>?** (Tick <u>one</u> box)

More than 2 hours ☐

Between 1 and 2 hours ☐

Between 30 minutes and 1 hour ☐

Less than 30 minutes ☐

None ☐

2f. **I do school work at the Dreamer Centre** (Tick one box)

Yes ☐

No ☐

2g. **On average, how long do I spend on my school work at the Dreamers' Centre each week?** (Tick one box)

More than 2 hours ☐

Between 1 and 2 hours ☐

Between 30 minutes and 1 hour ☐

Less than 30 minutes ☐

None ☐

2h. **I regularly do school work in a place(s) other than at home and the Dreamers' Centre. Name the place(s)**

_____

_____

2i. **On average, how long do I spend on school work at these places each week?** (Tick one box)

More than 2 hours ☐

Between 1 and 2 hours ☐

Between 30 minutes and 1 hour ☐

Less than 30 minutes ☐

None ☐

3. Smoking

		Often	*Sometimes*	*Never*
3a.	I smoke cigarettes	☐	☐	☐

If you answered **Often** or **Sometimes** please go to **3b.**

If you answered **Never** please go to question **3c.**

3b. How many cigarettes do I smoke every week? (Tick one box)

Between 1 and 5	Between 6 and 10	More than 10
☐	☐	☐

		Strongly agree	*Agree*	*Neither agree nor disagree*	*Disagree*	*Strongly disagree*
3c.	Smoking cigarettes is cool	☐	☐	☐	☐	☐

4. Drinking alcohol

		Often	*Sometimes*	*Never*
4a.	I drink alcohol	☐	☐	☐

If you answered **Often** or **Sometimes** please go to **4b**.

If you answered **Never** please go to question **4c.**

4b. Which of the following best describes your drinking? (Tick one box)

I drink sometimes but only ever have one or two drinks ☐

I drink sometimes but drink until I am drunk ☐

I drink often but only have one or two drinks ☐

I drink often and drink until I am drunk ☐

		Strongly agree	*Agree*	*Neither agree nor disagree*	*Disagree*	*Strongly disagree*
4c.	Drinking alcohol is cool	☐	☐	☐	☐	☐

5. Taking drugs

		Often	Sometimes	Never
5a.	I take drugs e.g. marijuana	☐	☐	☐

If you answered **Often** or **Sometimes** please go to **5b**.

If you answered **Never** please go to question **5c.**

5b. How many times do I take drugs each week? (Tick one box)

About once a week	2-5 a week	More than 5 a week
☐	☐	☐

		Strongly agree	*Agree*	*Neither agree nor disagree*	*Disagree*	*Strongly disagree*
5c.	Taking drugs is cool	☐	☐	☐	☐	☐

6. NCEA

6a. Thinking about NCEA, I am currently working on: (Tick one box)

- Level 1 credits only ☐
- Level 1 and 2 credits ☐
- Level 2 credits only ☐
- Level 2 and 3 credits ☐
- Level 3 credits only ☐

6b. I know how many credits I have so far, and how many I still need, to complete the level or levels I am working on (Tick one box)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
☐	☐	☐	☐	☐

6c. I have learned some good study skills this year:

Yes	No	Unsure
☐	☐	☐

6d. I have learned these study skills from: (Tick the boxes that apply to you)

My teachers at school ☐

The Tutors at the Dreamer Centre ☐

My Mentor ☐

Coach Ant or Lynn ☐

Other students ☐

Anyone else? (Please list) _____

6e. I learned the most useful study skills from: (Choose from the list in 6d)

_____

7. Thinking about school

7a. This year I have a special responsibility or leadership job at school. (Tick one box)

Yes ☐

No ☐

7b. If **yes**, please list the responsibilities or jobs:

_____

_____

7c. This year, the groups or activities I have taken part in **at school but not in the classroom** are:

_____

_____

_____

8. Thinking about my life outside of school

What groups do I belong to outside school (church, sports, culture, gang, any others)? Write the names of the groups on the lines below.

_____

_____

_____

9. Mentoring

9a. Usually you and your Mentor will contact each other twice every month by phone, text or email. (Tick one box)

- This is usual for me ☐
- I have more contact than this ☐
- I have less contact than this ☐

9b. Usually you will meet with your Mentor for an outing or activity once a month. (Tick one box)

- This is usual for me ☐
- I have more contact than this ☐
- I have less contact than this ☐

If you answered a. and b. with **'I have less contact than this',** please answer **9c. All others go to 9d.**

9c. I get less than two calls or texts a month from my Mentor and meet less than once a month because: (Tick all the boxes that apply to you)

- Our phone at home is not working ☐
- I have to do things with my family ☐
- I don't want to talk to my Mentor ☐
- I have commitments, like sports ☐
- My family doesn't want me to have contact with my Mentor ☐
- My Mentor doesn't call me ☐
- My Mentor says he/she is too busy ☐
- I want to do things with my friends ☐

Any other reasons (Please list) _____

9d. Who makes the contact? (Tick any box that applies to you)

My Mentor contacts me ☐

I contact my Mentor ☐

If you **rarely or never contact your Mentor** and it is always the Mentor that contacts you, **please answer the next question.** If this is not the case for you, please go to **9e.**

I rarely or never contact my mentor because:

_____

_____

9e.

I think this is true for me:	**Strongly agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**
a. I get along very well with my Mentor	☐	☐	☐	☐	☐
b. My family gets along very well with my Mentor	☐	☐	☐	☐	☐
c. I see the value in having a Mentor in my life	☐	☐	☐	☐	☐

9f. Below is a list of all the ways in which a Mentor can help a Dreamer. How is your Mentor helping you, if at all? (Tick the boxes that apply to you)

Helps me with my school work/study ☐

Sets goals with me ☐

Gives me resources e.g. books, websites, text books ☐

Encourages me ☐

Helps me sort out things I am concerned or worried about ☐

Takes me to places I would not normally have experienced e.g. visiting work places, eating out ☐

Anything else? (Please write here)_____

9g. Something I would like my mentor to do differently is:

_____

10. The Dreamer programme

10a. Below is a list of all the parts of the Dreamer programme. Please tick **up to three boxes** to indicate the parts of the programme that have **helped you the most** this year. (Tick up to **three** boxes)

- Going to the Dreamer Centre to do my school work/study ☐
- The tutoring ☐
- The mentoring ☐
- Academic mentoring with Ant (options/setting goals) ☐
- Overnight Camps / Tramps / Retreats ☐
- Other Trips ☐
- Special meetings with Ant or Lynn, my parents and others to help me sort out problems and concerns ☐
- Socialising with other Dreamers ☐
- School Holiday Tutorials ☐

10b. The part of the Dreamer programme that has helped me the **most** this year is:

_____ because_____

_____

10c. The part of the Dreamer programme that has helped me the **least** this year is:

_____ because_____

_____

11. Adult influences in my life

At the moment, the **two** most important adult influences in my life are:

_____

_____

12. Leaving school

12a. I currently have a part-time job ☐ Yes ☐ No

12b. Next year, I am planning to.... (Tick one box)

Return to school for another year	☐
Go to university, tech, or do a course	☐
Have a gap year and go to Tech or Uni in 2014	☐
Get a full-time, permanent job	☐
Continue with the job/course I am currently doing	☐
Go on the benefit	☐
Other, please state_____	☐

If you ticked 'Go to Uni, Tech or do a course', please go to **12c**

If you ticked 'Have a GAP year', please go to **12d**

If you ticked 'Get a full-time, permanent job' please go to **12e**

All others go to **12f**

This section is for Dreamers who are going to do a University, Tech Course next year

12c My plan is to go to Tech or Uni to: (**Tick <u>one</u> box**)

	Yes	**No**
Complete a degree	☐	☐
Complete a diploma course	☐	☐
Complete a certificate course	☐	☐
Complete a training course	☐	☐
Complete a foundation course	☐	☐
Complete an apprenticeship training course	☐	☐

Name the institution you hope to attend _____

Name the course _____

I'm planning to be _____

While I am studying I hope to work part-time ☐ Yes ☐ No

Now go to **12f**

This question is for Dreamers who are going to have a GAP year next year

12d. In my GAP year I am planning to: _____

After my GAP year I am planning to: _____

Now go to **12f**

This question is for Dreamers who want to get a full-time permanent job

12e. The type of job or industry I hope to work in is:_____

Now go to **12f**

All Dreamers to answer the next two questions

12f. How much help have you had in making decisions about your career pathway when you leave school?

A lot of help **no help at all**

☐ ☐ ☐ ☐ ☐

12g. Name the person or people who have helped you the most in making these decisions

_____

Many Thanks!

Appendix 2

CG Questionnaire

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COMPARISON GROUP QUESTIONNAIRE: 2011

About Me ... Please put a ✓ in the correct box.

I am a: ☐ **BOY** ☐ **GIRL**

This year I am in: ☐ **YEAR 12**

My name is: **FIRST NAME** _____

LAST NAME _____

Practice Questions

I think this is true for me:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. I like eating apples	☐	☐	☐	☐	☐
2. I enjoy using Facebook	☐	☐	☐	☐	☐

I think this is true for me:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. I make friends easily	☐	☐	☐	☐	☐
2. I get on well with my teachers	☐	☐	☐	☐	☐
3. I can make up my own mind even when I get pressured by my friends	☐	☐	☐	☐	☐
4. I set goals and work hard to achieve them	☐	☐	☐	☐	☐
5. I make good decisions	☐	☐	☐	☐	☐
6. I can work well in a group	☐	☐	☐	☐	☐
7. When I get angry I know how to stay in control	☐	☐	☐	☐	☐
8. If I work hard, I will succeed	☐	☐	☐	☐	☐
9. I am confident talking to people I do not know very well, including adults	☐	☐	☐	☐	☐
10. I enjoy school	☐	☐	☐	☐	☐
11. I am good at asking for help when I need it	☐	☐	☐	☐	☐
12. When I am feeling unhappy, lonely or angry, I have people I can go to for help	☐	☐	☐	☐	☐
13. I am self motivated	☐	☐	☐	☐	☐
14. I like talking with my parents	☐	☐	☐	☐	☐
15. Doing well at school is important to me	☐	☐	☐	☐	☐
16. I stick at things when they get difficult	☐	☐	☐	☐	☐
17. I adjust easily to change and new situations	☐	☐	☐	☐	☐
18. My parents spend time talking with me	☐	☐	☐	☐	☐
19. I go out of my way to serve and help others	☐	☐	☐	☐	☐
20. I am a confident person and believe in myself	☐	☐	☐	☐	☐
21. I can stand up for myself if I am being treated unfairly	☐	☐	☐	☐	☐

2. Homework/assessments

		Always do it	Usually do it	Sometimes do it	Hardly ever do it	Never do it
2a.	If I get homework/ assessments from my teachers to do out of school I…	☐	☐	☐	☐	☐

		Very easy	Quite easy	Neither easy or difficult	Quite difficult	Very difficult
2b.	Most of the homework/ assessments I do out of school are…	☐	☐	☐	☐	☐

Thinking about <u>where</u> I do my homework/assessments (at home, other places) and how much <u>time</u> I spend on this work each week, please answer the following:

2c. **I do school work at home** (Tick <u>one</u> box)

Yes ☐

No ☐

On average, how long do I spend on school work at home, <u>each week</u>? (Tick <u>one</u> box)

More than 2 hours ☐

Between 1 and 2 hours ☐

Between 30 minutes and 1 hour ☐

Less than 30 minutes ☐

None ☐

I regularly do school work in a place(s) other than at home. Name the place(s)

_____

_____

On average, how long do I spend on my school work at these other places <u>each week?</u> (Tick <u>one</u> box)

More than 2 hours ☐

Between 1 and 2 hours ☐

Between 30 minutes and 1 hour ☐

Less than 30 minutes ☐

None ☐

3. Smoking

	Often	Sometimes	Never
3a. I smoke cigarettes	☐	☐	☐

If you answered **Often** or **Sometimes** please go to **3b.**

If you answered **Never** please go to question **3c.**

3b. How many cigarettes do I smoke every week? (Tick one box)

Between 1 and 5	Between 6 and 10	More than 10
☐	☐	☐

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
3c. Smoking cigarettes is cool	☐	☐	☐	☐	☐

4. Drinking alcohol

	Often	Sometimes	Never
4a. I drink alcohol	☐	☐	☐

If you answered **Often** or **Sometimes** please go to **4b**.

If you answered **Never** please go to question **4c.**

4b. Which of the following best describes your drinking? (Tick one box)

I drink sometimes but only ever have one or two drinks	☐
I drink sometimes but drink until I am drunk	☐
I drink often but only have one or two drinks	☐
I drink often and drink until I am drunk	☐

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
4c. Drinking alcohol is cool	☐	☐	☐	☐	☐

5. Taking drugs

		Often	Sometimes	Never
5a.	I take drugs e.g. marijuana	☐	☐	☐

If you answered **Often** or **Sometimes** please go to **5b**.

If you answered **Never** please go to question **5c.**

5b. How many times do I take drugs each week? (Tick one box)

About once a week	2-5 a week	More than 5 a week
☐	☐	☐

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5c.	Taking drugs is cool	☐	☐	☐	☐	☐

6. NCEA

6a. Thinking about NCEA, I am currently working on: (Tick one box)

Level 1 credits only ☐

Level 1 and 2 credits ☐

Level 2 credits only ☐

Level 2 and 3 credits ☐

Level 3 credits only ☐

6b. I know how many credits I have so far, and how many I still need, to complete the level(s) I am working on (Tick one box)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
☐	☐	☐	☐	☐

6c. I have learned some good study skills over the last two years:

Yes	No	Unsure
☐	☐	☐

6d. I have learned these study skills from (Tick the boxes that apply to you)

My teachers at school ☐

Other students ☐

Anyone else? (Please list) _____

6e. I learned the most useful study skills from: (Choose from the list in 6d)

_____

7. Thinking about school

7a. This year I have a special responsibility or leadership job at school. (Tick one box).

Yes ☐

No ☐

7b. If **yes**, please list the responsibilities or jobs:

_____

_____

_____

7c. This year, the groups or activities I have taken part in **at school but not in the classroom** are:

_____

_____

_____

8. Mentoring

Mentoring is when you are given a mentor. This mentor is a wise person, older than you and usually someone outside your family. You meet with this person regularly, you trust them and they give you guidance and support.

8a. **I am a participant in a Mentoring programme**

Yes ☐

No ☐

If you answered 'Yes', go to 8b. If you answered 'No' please go to Question 9.

8b. The Mentoring programme is organised by (Tick one box)

My school ☐

Another organisation ☐

The name of the other organisation is: _____

I meet with my Mentor

Once a week ☐

Once a month ☐

Less than once a month ☐

8c. Below is a list of all the ways in which a Mentor can help. How is your Mentor helping you, if at all? (Tick the boxes that apply to you)

Helps me with my school work/study ☐

Sets goals with me ☐

Gives me resources e.g. books, websites, text books ☐

Encourages me ☐

Helps me sort out things I am concerned or worried about ☐

Takes me to places I would not normally have experienced e.g. visiting work places, eating out ☐

Anything else? (Please write here)_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
8d. I see value in having a Mentor in my life	☐	☐	☐	☐	☐

9. Thinking about my life outside of school

What groups do I belong to outside school (church, sports, culture, gang, any others)? Write the names of the groups on the lines below.

_____

_____

_____

10. Adult influences in my life

At the moment, the **two** most important adult influences in my life are:

_____

_____

11. Leaving school

11a. I currently have a part-time job ☐ Yes ☐ No

11b. Next year, I intend to: (Tick Yes **OR** No for each statement)

	Yes	No
Return to school	☐	☐
Complete a degree	☐	☐
Complete a diploma course	☐	☐
Complete a certificate course	☐	☐
Complete a foundation course	☐	☐
Complete an apprenticeship training course	☐	☐

If you answered **No** to all the questions above, please go to **11e**.

If you answered **Yes** to at least one of the questions above, please go to **11c**.

11c. Name the institution you hope to attend _____

Name the course _____

I'm planning to be _____

11d. While I am studying I hope to work part-time ☐ Yes ☐ No

The next three questions, 11e -11g, are for students who answered 'No' to all statements in 11b (see above)

11e. I am planning a GAP year when I leave school and will attend tech or university in 2014- ☐ Yes ☐ No

If you answered **No** please go to 11f.

If you answered **Yes**, please complete the following

In my GAP year I am planning to: _____

11f. I am <u>not</u> going to have a GAP year or complete a degree or attend a course. I hope to get a job. ☐ Yes ☐ No

The type of job I hope to get is: _____

11g. I am planning to go on the benefit ☐ Yes ☐ No

11i. How much help have you had in making decisions about leaving school

A lot of help				**no help at all**
☐	☐	☐	☐	☐

11j. Name the person or people who have helped you the most in making these decisions

_____

Many Thanks!

Appendix 3

Tutor Questionnaire

IHAD - Tutors - 2012

IHAD Tutor Questionnaire 2012

1. How long have you been a volunteer?

- ☐ new this year
- ☐ new to tutoring in 2011
- ☐ a Tutor for longer than two years

2. How did you hear about IHAD?

- ☐ from another volunteer
- ☐ through an announcement at school
- ☐ from an article or advertising

Other (please specify)

3. How often did you attend the tutoring sessions you commit to?

- ◯ always
- ◯ usually
- ◯ sometimes
- ◯ hardly ever
- ◯ never

If you ticked **'always',** please go to Question 5.
If you ticked **'usually', 'sometimes', 'hardly ever' or 'never'** please go to Question 4.

4. The reason(s) I was not able to attend or chose not to attend the sessions were:

- ☐ assignments/study
- ☐ sports/arts/cultural commitments
- ☐ transport
- ☐ family commitments
- ☐ student(s) I worked with were not showing up
- ☐ student(s) I worked with difficult to relate to/work with
- ☐ student(s) did not want my help
- ☐ not enough support from IHAD coordinators

Other (please specify)

5. Thinking about the programme e.g. use of the Tutors; ASP times; communication; Dreamer engagement, attitudes and behaviours, the most successful aspects of the after school programme in 2012 are:

6. Thinking about the programme e.g. use of the Tutors; ASP times; communication; Dreamer engagement, attitudes and behaviours, ways in which the 2012 after school programme could be further improved are:

IHAD - Tutors - 2012

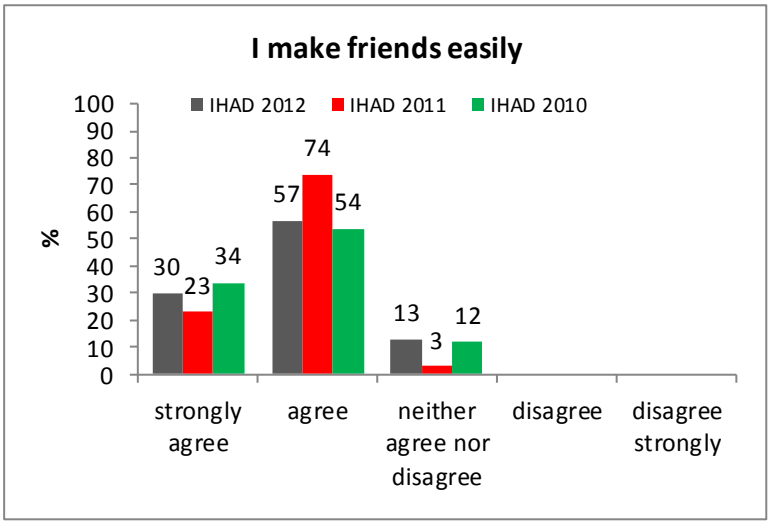
7. The most helpful aspects of the support IHAD offered the Tutors in 2012 are:

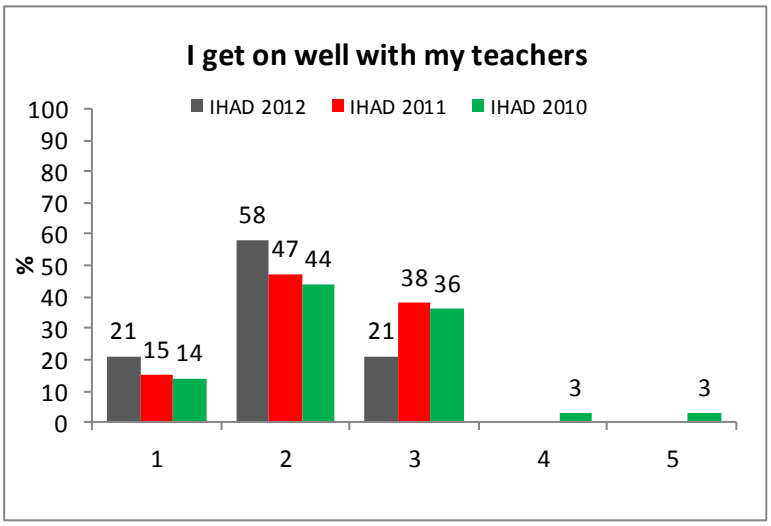
8. Ways in which IHAD could have improved the support it offered Tutors in 2012 are:

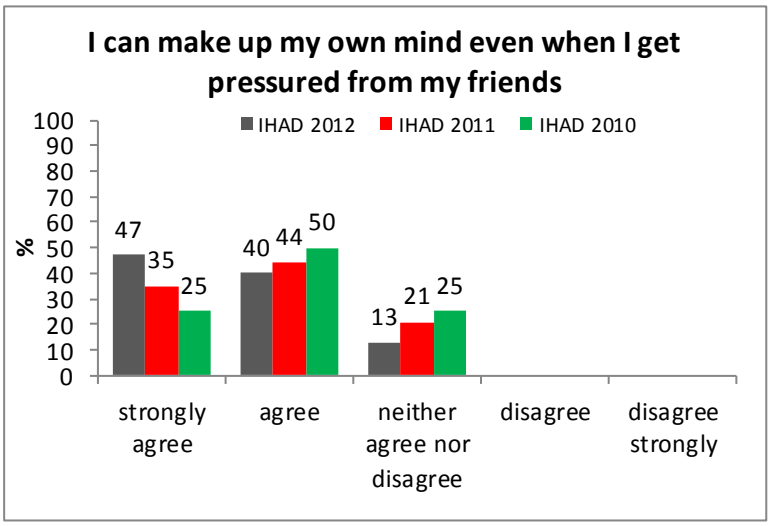
9. In my view, the Dreamers' greatest needs in terms of their study are:

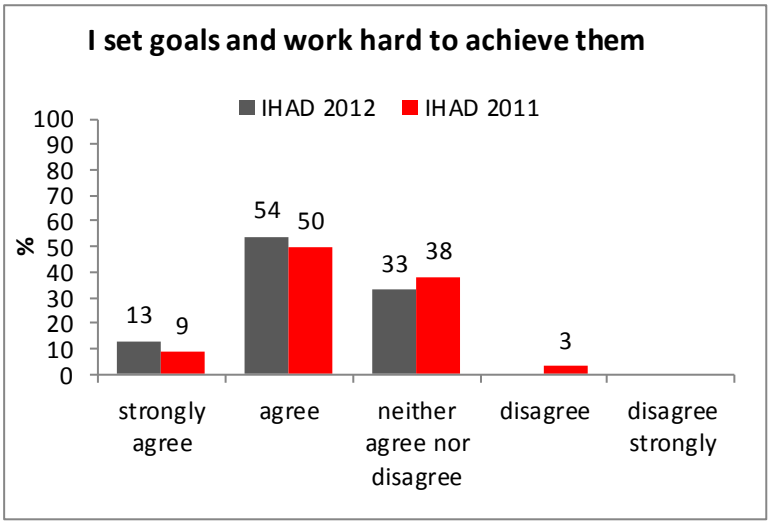
Appendix 4

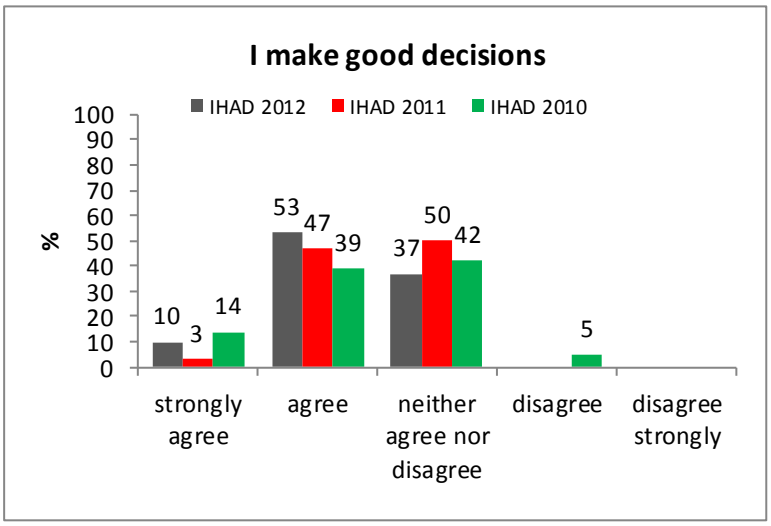
Distribution graphs for student perceptions of themselves, their relationships, decision-making, attitudes to school and learning

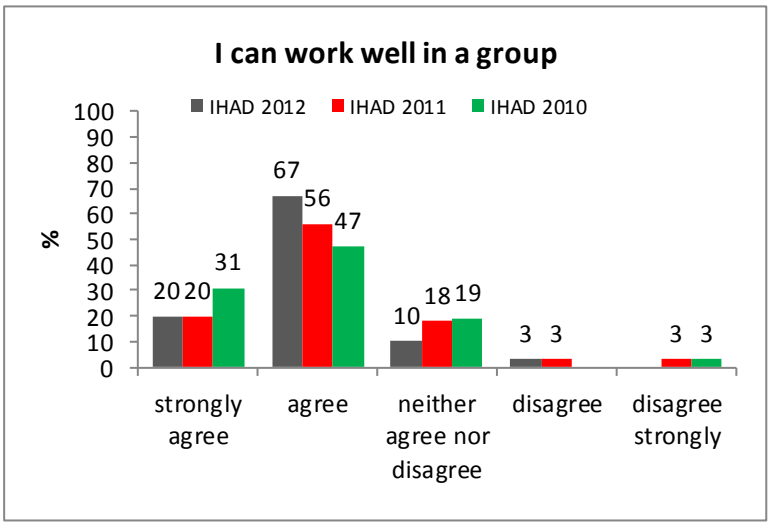

I make friends easily
IHAD 2012
IHAD 2011
IHAD 2010
%
100
90
80
70
60
50
40
30
20
10
0
30
23
34
57
74
54
13
3
12
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

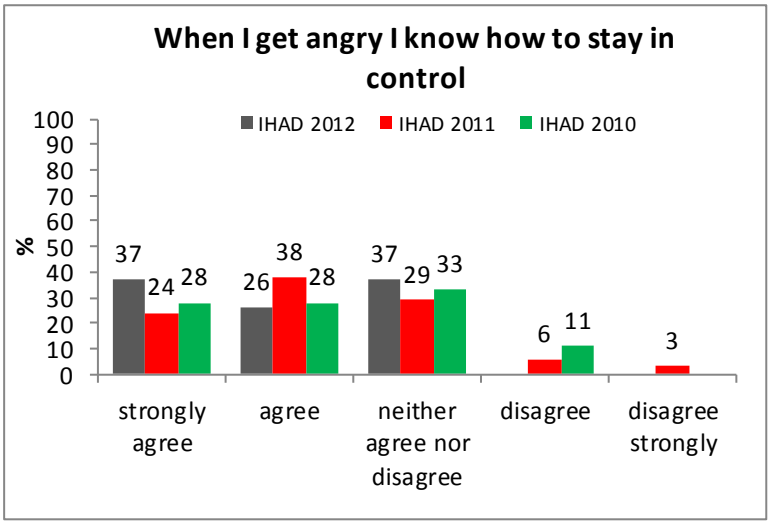

I get on well with my teachers
IHAD 2012
IHAD 2011
IHAD 2010
%
100
90
80
70
60
50
40
30
20
10
0
21
15
14
58
47
44
21
38
36
3
3
1
2
3
4
5

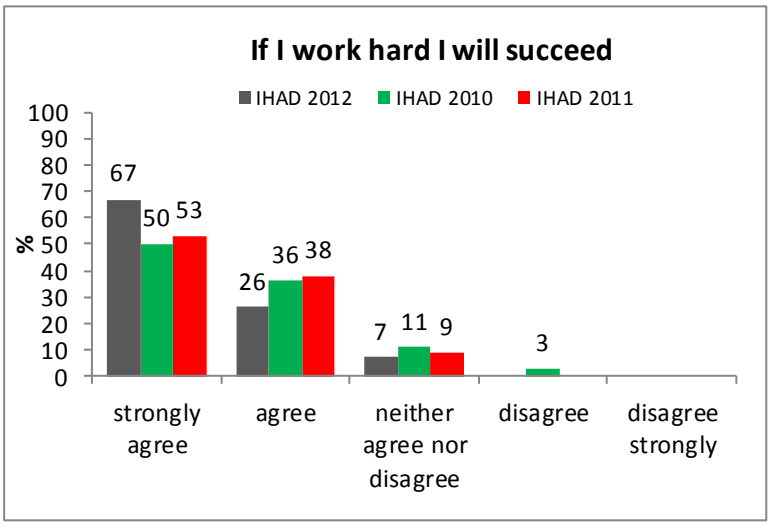

I can make up my own mind even when I get pressured from my friends
IHAD 2012
IHAD 2011
IHAD 2010
%
100
90
80
70
60
50
40
30
20
10
0
47
35
25
40
44
50
13
21
25
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

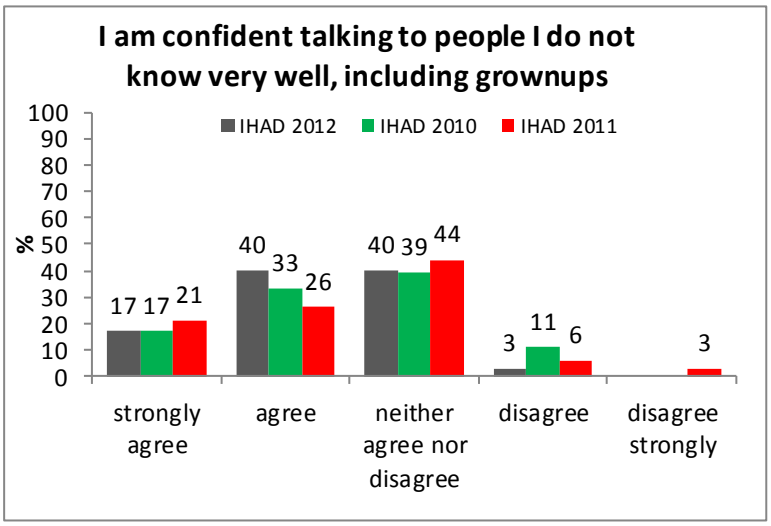

I set goals and work hard to achieve them
IHAD 2012
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
13
9
54
50
33
38
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

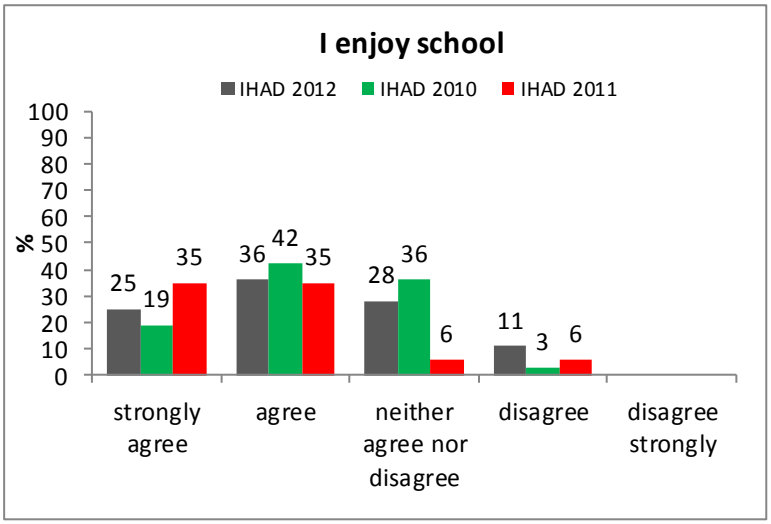

I make good decisions
IHAD 2012
IHAD 2011
IHAD 2010
%
100
90
80
70
60
50
40
30
20
10
0
10
3
14
53
47
39
37
50
42
5
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

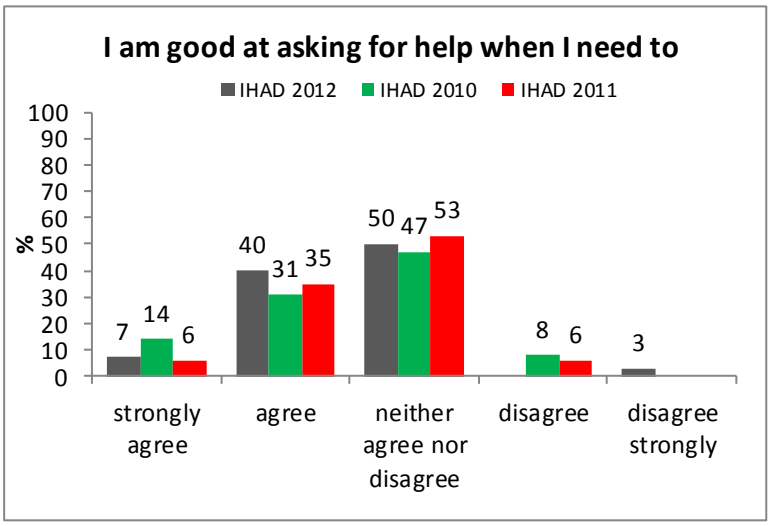

I can work well in a group
IHAD 2012
IHAD 2011
IHAD 2010
%
100
90
80
70
60
50
40
30
20
10
0
20
20
31
67
56
47
10
18
19
3
3
3
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

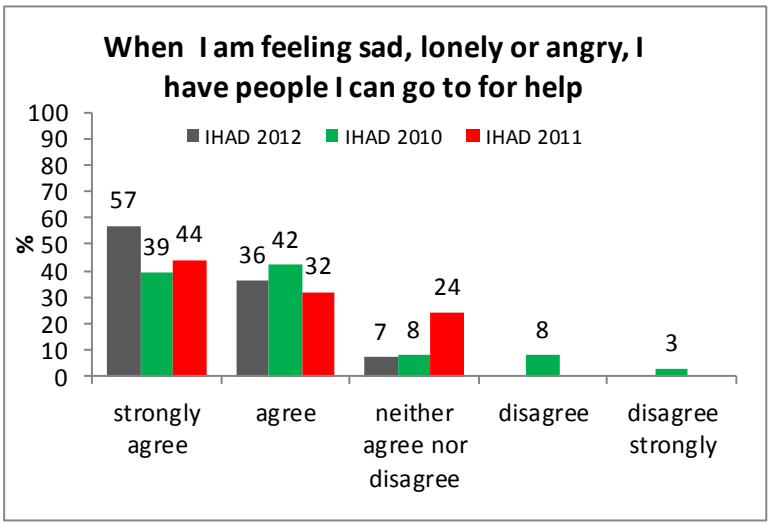

When I get angry I know how to stay in control
IHAD 2012
IHAD 2011
IHAD 2010
%
100
90
80
70
60
50
40
30
20
10
0
37
24
28
26
38
28
37
29
33
6
11
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

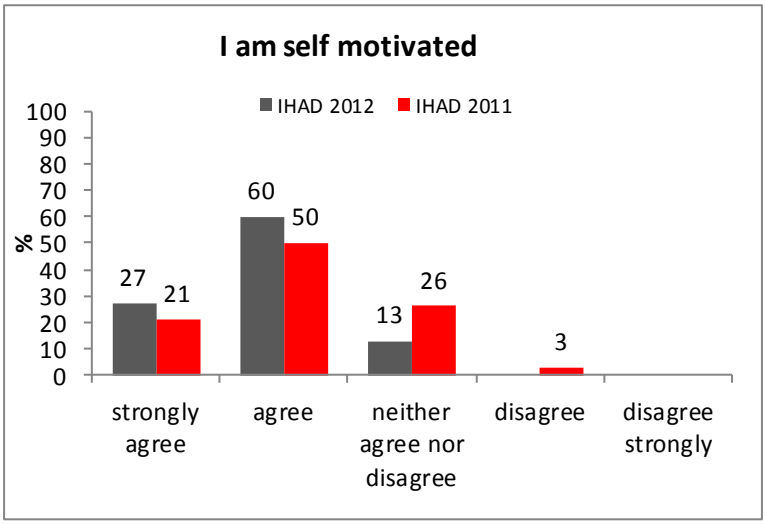

If I work hard I will succeed
IHAD 2012
IHAD 2010
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
67
50
53
26
36
38
7
11
9
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

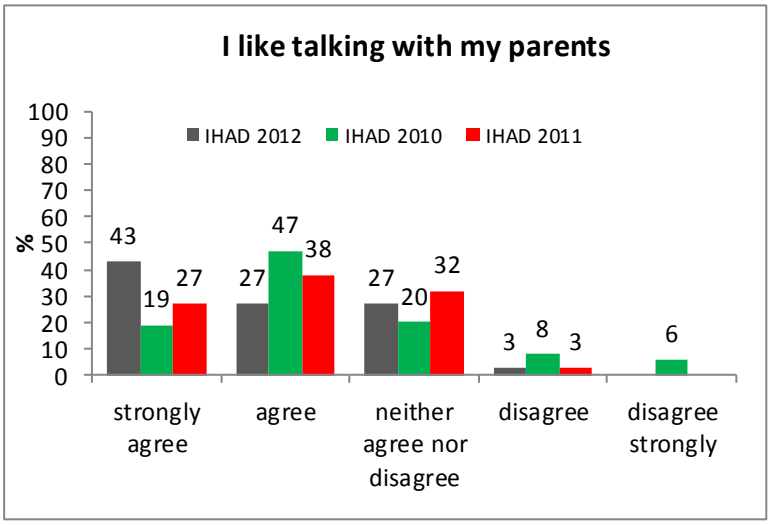

I am confident talking to people I do not know very well, including grownups
IHAD 2012
IHAD 2010
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
17
17
21
40
33
26
40
39
44
3
11
6
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

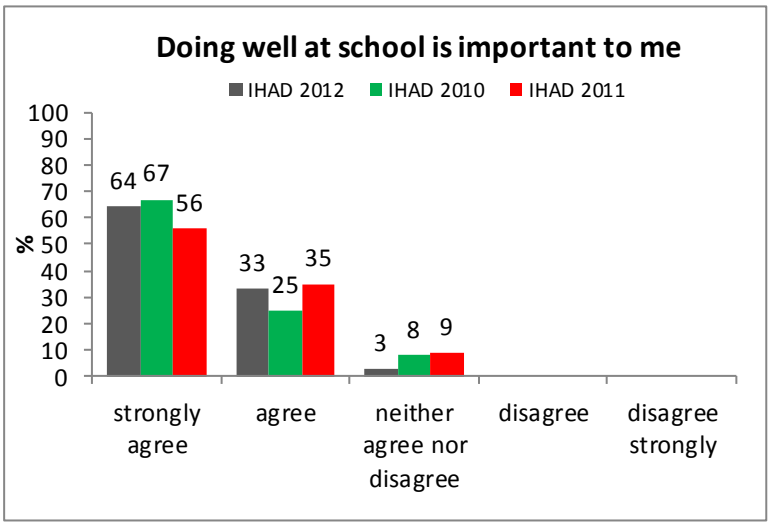

I enjoy school
IHAD 2012
IHAD 2010
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
25
19
35
36
42
35
28
36
6
11
3
6
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

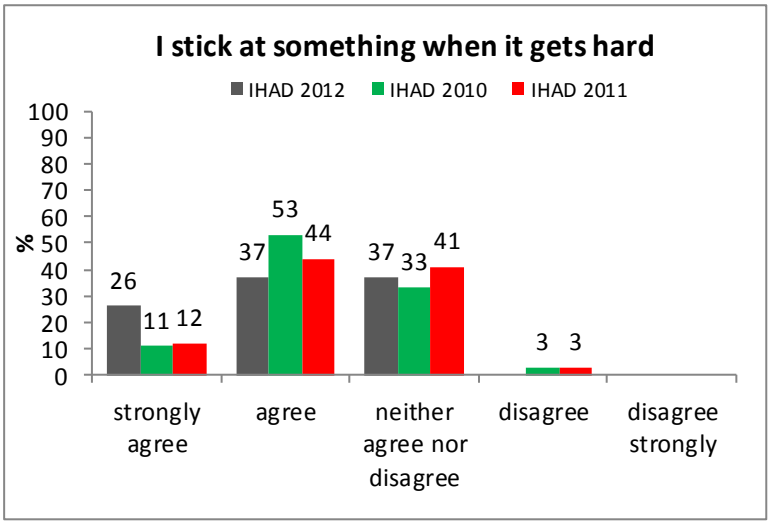

I am good at asking for help when I need to
IHAD 2012
IHAD 2010
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
7
14
6
40
31
35
50
47
53
8
6
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

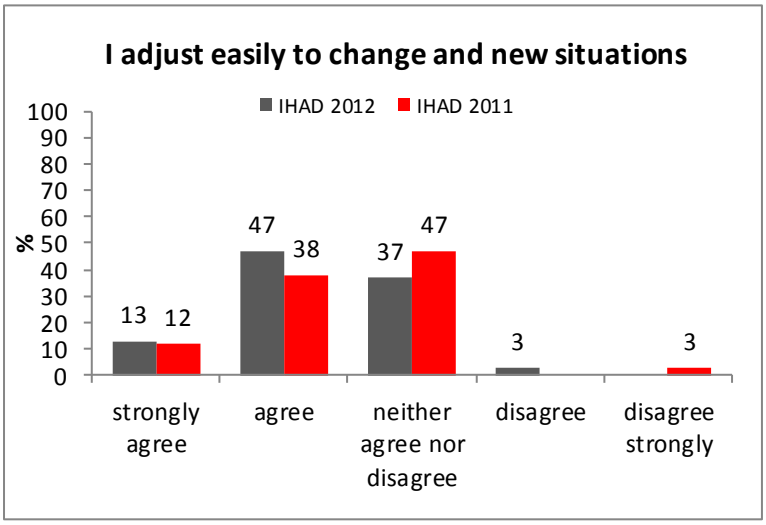

When I am feeling sad, lonely or angry, I have people I can go to for help
IHAD 2012
IHAD 2010
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
57
39
44
36
42
32
7
8
24
8
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

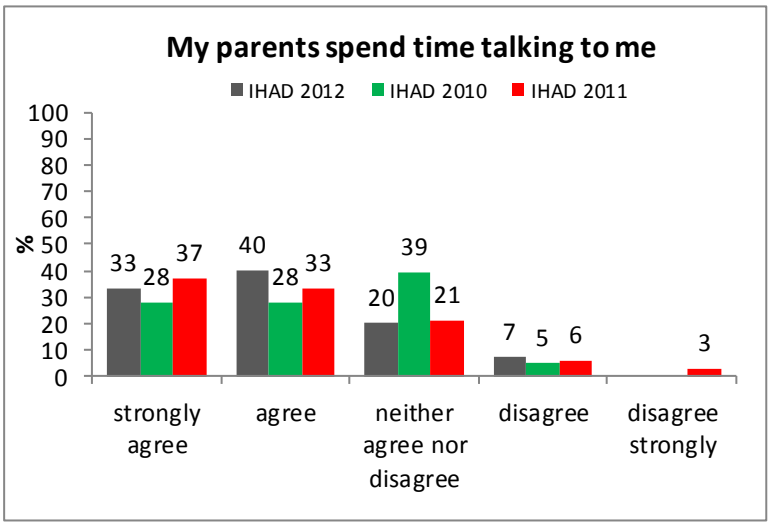

I am self motivated
IHAD 2012
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
27
21
60
50
13
26
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

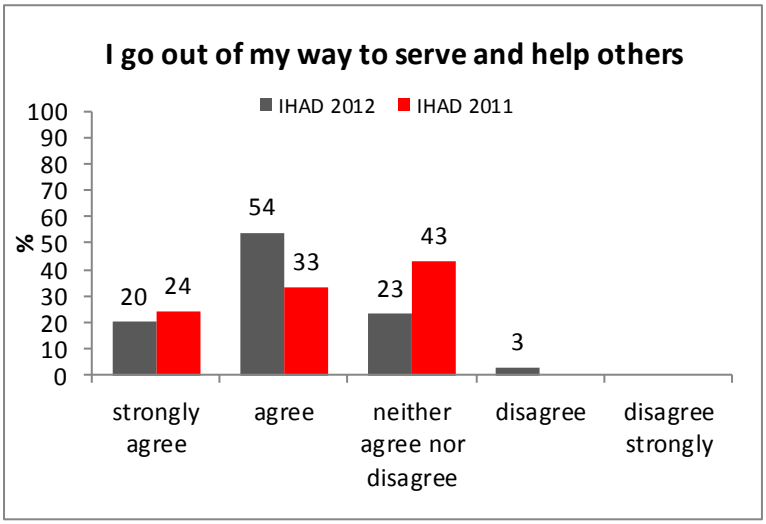

I like talking with my parents
IHAD 2012
IHAD 2010
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
43
19
27
27
47
38
27
20
32
3
8
3
6
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly


Doing well at school is important to me
IHAD 2012
IHAD 2010
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
64
67
56
33
25
35
3
8
9
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

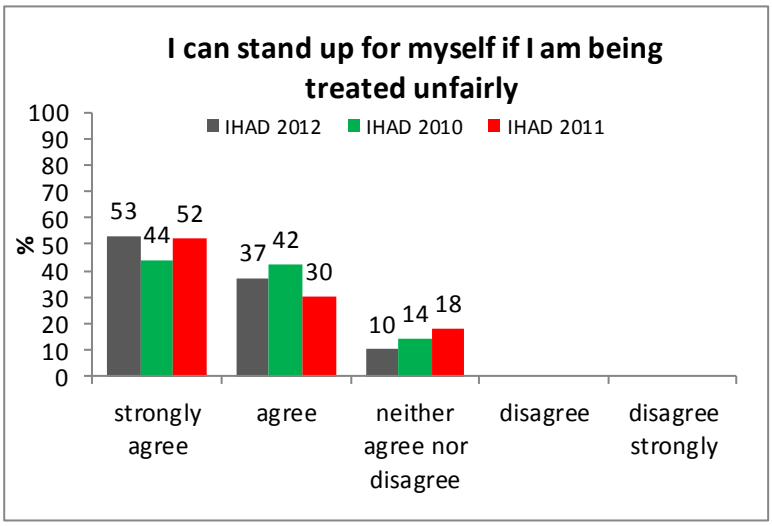

I stick at something when it gets hard
IHAD 2012
IHAD 2010
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
26
11
12
37
53
44
37
33
41
3
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly


I adjust easily to change and new situations
IHAD 2012
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
13
12
47
38
37
47
3
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly


My parents spend time talking to me
IHAD 2012
IHAD 2010
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
33
28
37
40
28
33
20
39
21
7
5
6
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly


I go out of my way to serve and help others
IHAD 2012
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
20
24
54
33
23
43
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly


I am a confident person and believe in myself
IHAD 2012
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
30
27
40
43
27
24
3
6
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly


I can stand up for myself if I am being treated unfairly
IHAD 2012
IHAD 2010
IHAD 2011
%
100
90
80
70
60
50
40
30
20
10
0
53
44
52
37
42
30
10
14
18
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

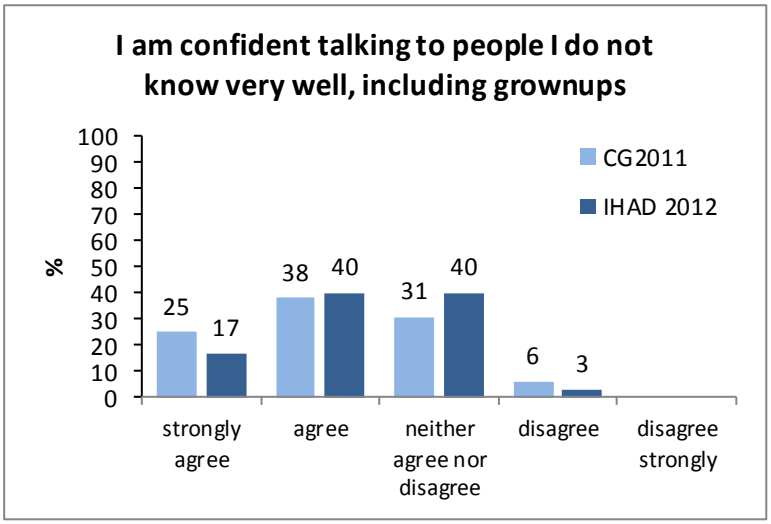
Appendix 5

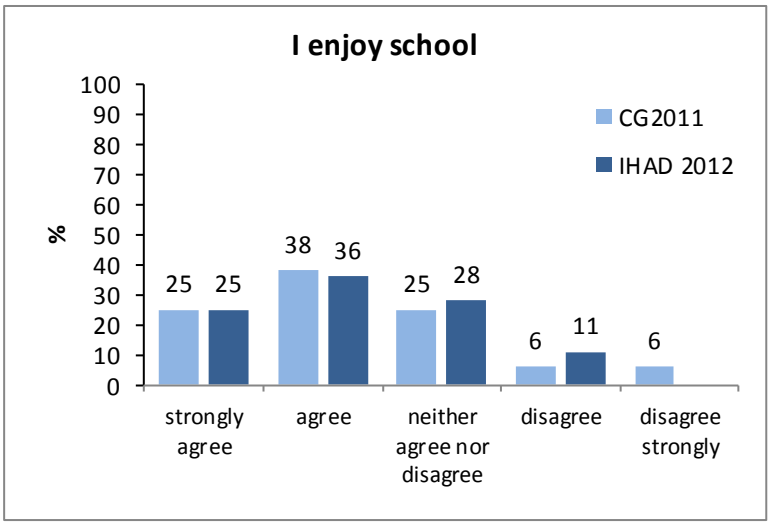
Comparison of IHAD and CG means for confidence, relationships, decision-making, attitudes to school and learning 2008-9 (Year 10 comparison), 2009-10 (Year 11 comparison)

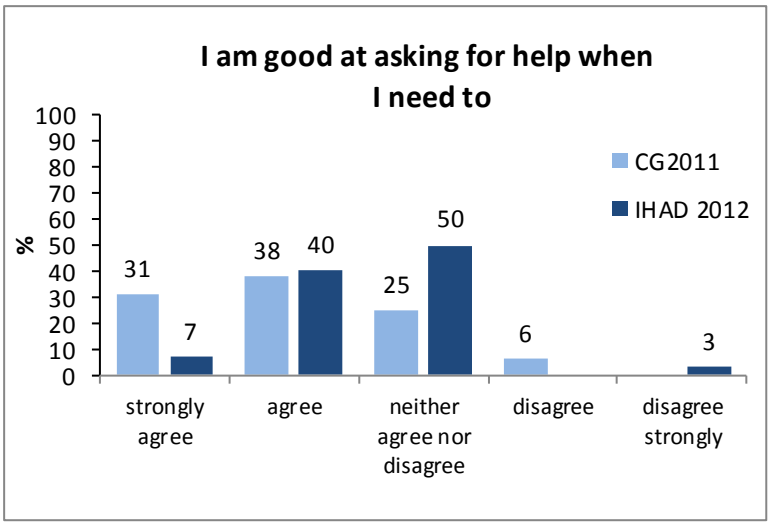
Aspects of self-perception		2009 Yr 11 CG (N=23) MRS	2010 Yr 11 IHAD (N=37) MRS	*	2010 Yr 12 CG (N=22) MRS	2011 Yr 12 IHAD (N=34) MRS		2011 Yr 13 CG (N=16) MRS	2012 Yr 13 IHAD (N=30) MRS	
Confidence	I can stand up for myself if I am being treated unfairly	1.52	1.70	↓	1.45	1.67	↓	1.27	1.57	↓
	I am a confident talking to people I don't know very well, including grown ups	2.39	2.43	↓	2.41	2.09	↓	1.81	2.03	↓
Managing Anger	When I get angry I know how to stay in control	2.74	2.22	↑	2.41	2.26	↑	2.19	2.00	↑
Relationships	I like talking with my parents	2.35	2.32	↑	2.14	2.12	↑	2.19	1.90	↑
	I make friends easily	1.83	1.75	↓	2.05	1.79	↑	1.88	1.83	↓
	My parents spend time talking with me	2.30	2.24	↑	2.27	2.06	↑	1.88	2.00	↓
	When I am feeling sad, lonely or angry, I have people I can go to for help	1.78	1.95	↑	2.05	1.79	↑	1.38	1.50	↓
	I can work well in a group	2.00	1.97	↑	2.09	2.12	↓	2.00	1.97	↑
Decision Making	I make good decisions	2.39	2.41	↓	2.64	2.47	↑	2.25	2.27	↓
Attitudes to school and learning	Doing well at school is important to me	1.70	1.38	↑	1.45	1.53	↓	1.56	1.40	↑
	I enjoy school	2.78	2.19	↑	2.45	2.47	↓	2.31	2.25	↓
	If I work hard I will succeed	1.70	1.68	↓	1.55	1.56	↓	1.25	1.40	↓
	I am good at asking for help when I need to	2.57	2.51	↑	2.55	2.59	↓	2.06	2.53	↓
	I get on well with my teacher	2.39	2.38	=	2.00	2.24	↓	2.00	2.00	=
	I will stay at high school until Year 13	1.87	1.65	↑						
	I stick at something when it gets hard	2.30	2.22	↑	2.23	2.35	↓	2.13	2.10	↑

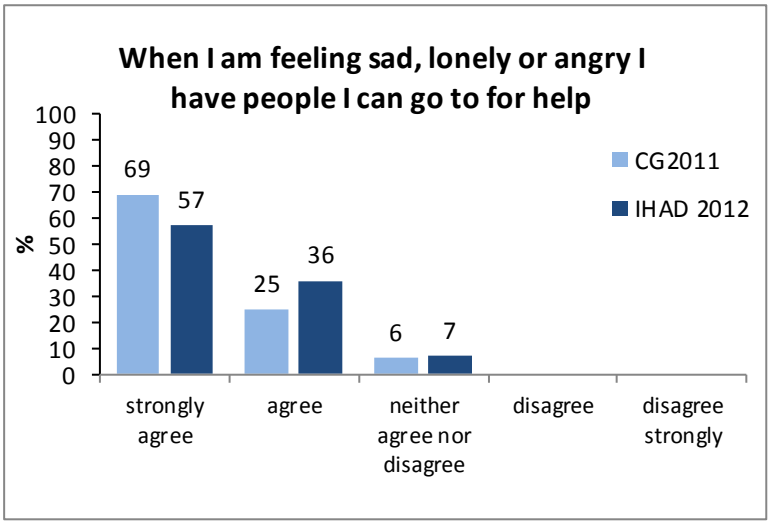
Appendix 6

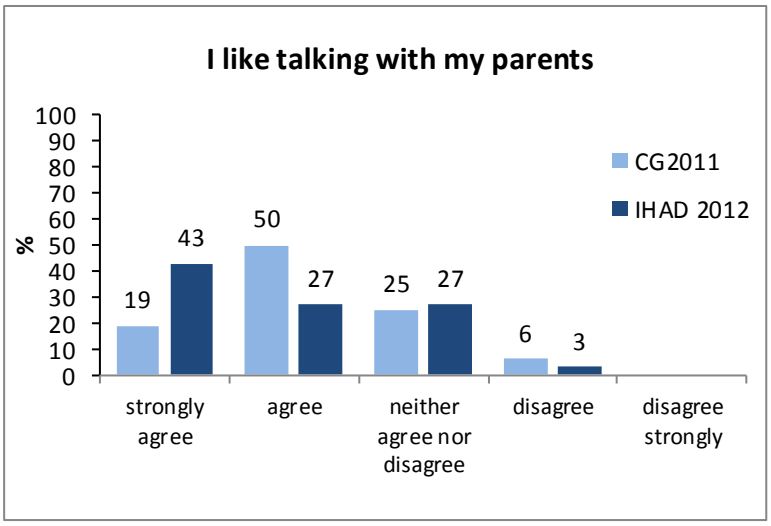
Distribution graphs for IHAD and CG students' perceptions of themselves, their relationships, decision-making, attitudes to school and learning

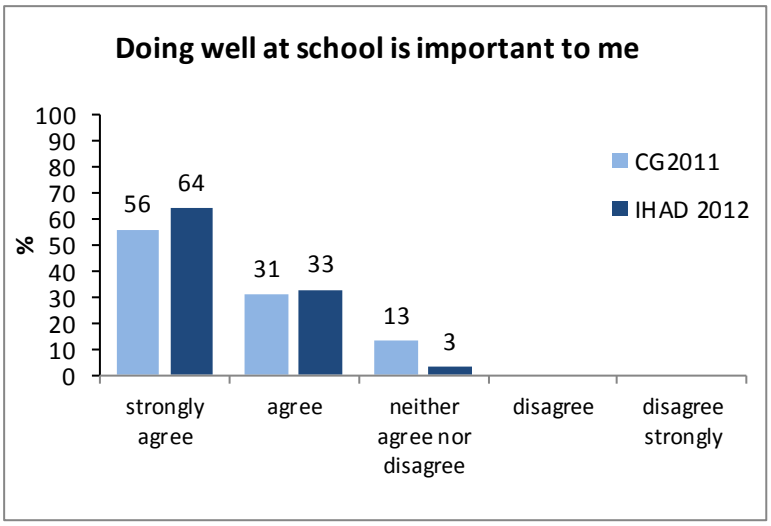

I am confident talking to people I do not know very well, including grownups
%
100
90
80
70
60
50
40
30
20
10
0
CG2011
IHAD 2012
25
17
38
40
31
40
6
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

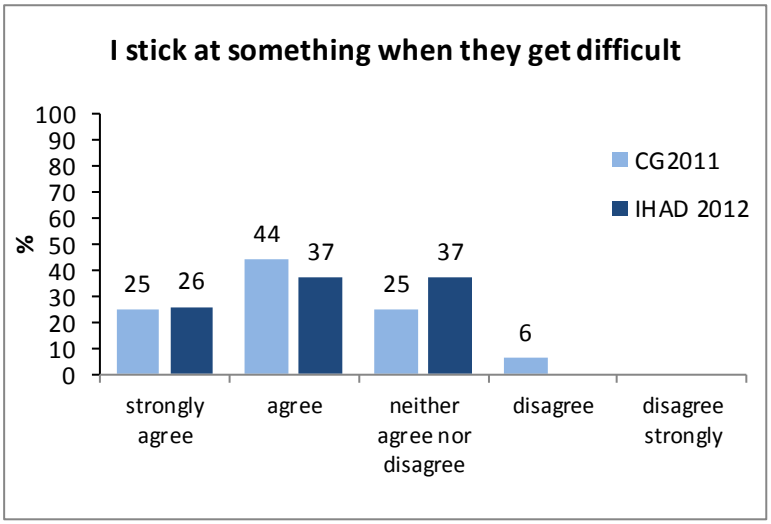

I enjoy school
%
100
90
80
70
60
50
40
30
20
10
0
CG2011
IHAD 2012
25
25
38
36
25
28
6
11
6
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

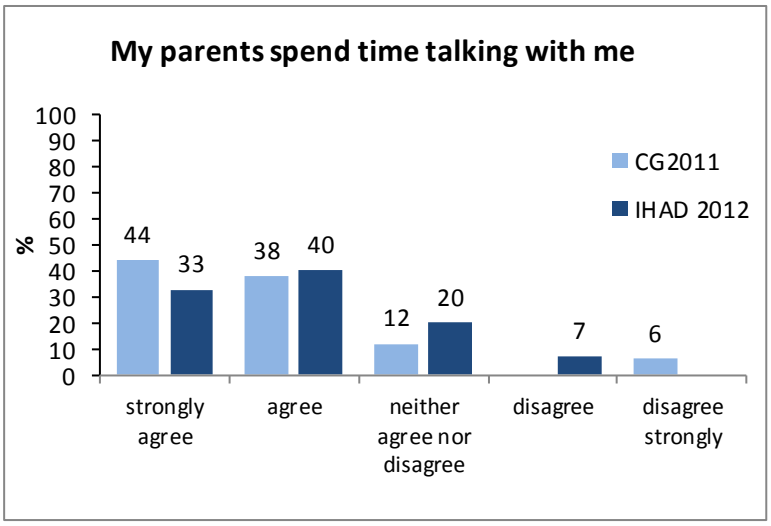

I am good at asking for help when I need to
%
100
90
80
70
60
50
40
30
20
10
0
CG2011
IHAD 2012
31
7
38
40
25
50
6
3
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly

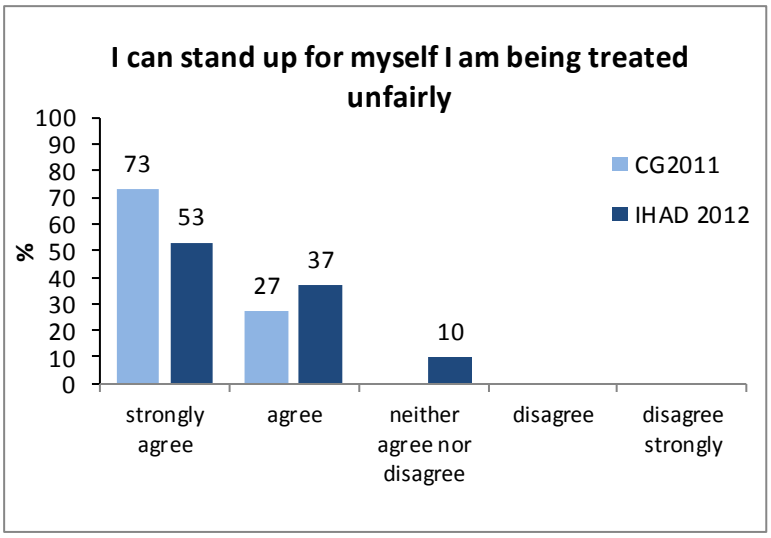

When I am feeling sad, lonely or angry I have people I can go to for help
%
100
90
80
70
60
50
40
30
20
10
0
69
57
25
36
6
7
CG2011
IHAD 2012
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly


I like talking with my parents
%
100
90
80
70
60
50
40
30
20
10
0
19
43
50
27
25
27
6
3
CG2011
IHAD 2012
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly


Doing well at school is important to me
%
100
90
80
70
60
50
40
30
20
10
0
56
64
31
33
13
3
CG2011
IHAD 2012
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly


I stick at something when they get difficult
%
100
90
80
70
60
50
40
30
20
10
0
25
26
44
37
25
37
6
CG2011
IHAD 2012
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly


My parents spend time talking with me
%
100
90
80
70
60
50
40
30
20
10
0
44
33
38
40
12
20
7
6
CG2011
IHAD 2012
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly


I can stand up for myself I am being treated unfairly
%
100
90
80
70
60
50
40
30
20
10
0
73
53
27
37
10
CG2011
IHAD 2012
strongly agree
agree
neither agree nor disagree
disagree
disagree strongly