

24-7 Impact Report

Term Four 2024

Team

Jake – Mondays & Thursdays, Renee - Tuesday, Simon – Thursday, Doug – Friday

Brief

This term as well as our mentoring, we have focused our youth led projects initiative, raising student awareness of our services and seeking opportunities to support EOTC.

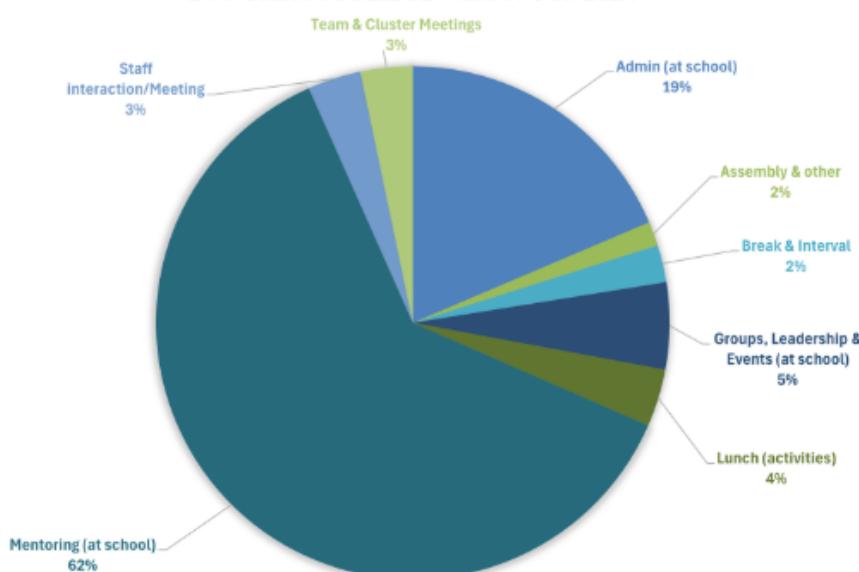
Term Four Focus

- Supporting Students
- Building Positive Relationships
- Leadership development

Term Four Outcomes

- Mentoring sessions & lunch time support - including Hapquest, plus completion of one Youth Led Project
- Building Positive Relationships - SALT hosted an onsite morning tea with SLT to encourage collaboration and youth worker support of staff and students.
- Doug & Renee supported the year 8 Beach Day.

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First name	Connections - mentoring	Connections - group	Connections - total
Jacob	15	30	45
Doug	29	35	64
Renee	44	70	114
Simon	55	424	479
Total	175	190	395

Term Four Highlights

- My highlight for term four was helping out at the year eight beach day. We were stationed on the field at The Big Challenge activity. It was such a pleasure to be able to interact with all the year eight classes and some of the teachers. Youthwork beyond one-on-one mentoring in large group settings is a brilliant way to cultivate connections with students and even just make it known to students that there are youth workers available and older trusted people to talk to should they need any extra support.
- Running the Youth Led Project (YLP) with students and seeing a project completely run and led by students come to completion and as a result see the students finish the project feeling empowered.
- Two of the students I see graduated from seeing a youth worker and mentioned how much they have appreciated/and valued it.
- One of my highlights has been talking with and connecting with staff and teachers more and have felt a real togetherness in finding ways to support students.
- This term we saw the fruit of meeting with SLT, HODs & Deans etc as we were able to ask about upcoming events and have youth workers attend and support the Year 8 Beach Day
- I've played soccer nearly every Friday with one boy who lost his dad last year. He loves it, and I'm slowly getting better at tackling, dribbling, and kicking. Now he only beats me by a small margin (he used to always double my score!)
- Another boy was pleased to tell me that he's won the Manaaki Gold award (for consistently showing respect to others, the environment, and himself).
- I've journeyed two years with one student. At start of 2024 he wasn't sure if he wanted to go on living. Now we wants to get a holiday job, he's looking forward to doing his best at a new school in 2025, and is interested in a possible apprenticeship maintaining aircraft after that.
- Near the end of the school year, I had a parent of an old student of mine reach out to me regarding his son. He told me that J was getting into trouble with the police, and the only person he wanted to talk to about it was me. This student I had seen for roughly 6-8 months in my first year of youth work after which he moved to another school. When I met up with J, without me even asking, he opened up to me about the things going on in his life, his home situation and his mental and spiritual health. We were able to talk about the crimes he had committed and what the judge was giving him as his sentencing. Even though it was a sombre conversation, J was really stoked that he could get all the "stuff off his chest". This is a key highlight in the year for me because it was 3 years in the making. We connected when J was in year 9, and then after he left, I would often see his dad and stop to ask about J and how he was doing. This led to the family wanting to reach out to me in one of J's darker times.

Term Four Student Stories

Story One

There was one student I had been seeing for a while. They would always ask to meet with me, but in our meetings, they would avoid conversation and opening up to me about what was going on for them (though they had mentioned a really disappointing and frustrating friendship situation they were in). Instead they wanted to use the mentoring sessions as time to catch up on schoolwork. However, in term four, I noticed a distinct switch in their behaviour. They would come to our meetings with a massive smile on their face and talk with such enthusiasm about what they were looking forward to over the summer. We would play card games together or take walks around the school and they would tell me all about the new friends they had made and what they like about them. We would process the tricky friendship situation together, but would always end such conversations with gratitude and positivity about the new friends they had and the other awesome stuff going on in their lives.

Story Two

On the Orewa College Beach Day I met a boy with a sore foot who was sitting out of some of the activities. We were able to invent an unusual kind of basketball game, shooting hoops through the criss-cross supports of a soccer goal-post on the sports field. After working our way back and forth along the goal post a couple of times I thought we'd probably done our dash – but the boy wanted to do more and so we figured out another angle we could add to the activity. He felt very involved, and I was the one who ended up tired!



Term Four Student Stories

Story Three

Earlier this term I randomly came across a student that I had been seeing fortnightly for most of last year who I thought had left Orewa College at the beginning of this year (as he wasn't enrolled when I checked in the first term). I almost didn't recognise him at first as he had grown in confidence and stature since seeing him last year! He seemed to be doing well but we scheduled an appointment anyway for him to see me for a check in on how he was going this year. It was awesome to hear from him how he had recognised his own growth in confidence since seeing me last year and was super cool to see him recognise how conquering things such as anxiety generally isn't something that just happens overnight but is a journey that often takes time. He could see that he was progressing along that journey which is something that filled himself and myself with hope. As he continues in his mental health journey, I look forward to seeing him grow as he seeks out support and continues to grow in confidence of who he is.

Story Four

One of my boys has loved working on pulling apart and (hopefully soon) rebuilding a lawn mower with me. I've learned as much as he has about 4-stroke engines, valves, and cylinders – and I've also learned that it's easy to accidentally order the wrong replacement parts! No matter, in 2025 we'll get the chance to try again.



Term Four Student Stories

Story Five

This year, I had a student named B start coming to me. This is what he told me on the last day we were together.

"Hey Jake, I think this should be our last session together. You see when I came to you I really struggled in school making friends and having lots of social anxiety but now it's all good. I don't think we should meet up any more. To be honest, I just want to hang out in class with my friends."

It was awesome to see B grow so much in the 6 months that we worked together. I would see him around school and check in when I could. Things for him really seemed to have turned around.

Term Four Updates

HapQuest

At our last lunchtime HapQuest meeting in November we had approx 10 students, across several years, boys and girls. We've been discussing some of Dale Carnegie's 'ways to win friends and influence people', and that Friday we discussed the difference a smile makes. We had a 'keeping-a-straight-face' competition, followed by table soccer, and table tennis - I played chess with a talented student who check-mated me just before the bell rang (:

Further thoughts

- Our youth workers are interested in supporting a wider cohort of students by attending camps and other events in 2025.
- It would be great for youth workers to have a curriculum to go through with groups.

24-7 YOUTH WORKERS FOCUS ON

Five Key Outcomes

#1 Supporting Students

To help provide a holistic support network for students which complements and enhances the role of teachers.

#2 Building Positive Relationships

To help build positive relationships for students. This includes student relationships with staff, with their peers and with significant adults such as our youth workers.

#3 Cultivating School Spirit

To enhance the spirit, vision and values of the school by working alongside students, student groups and staff in creating a safe and friendly environment; developing a sense of whanaungatanga (connection and belonging).

#4 Leadership Development

To encourage, strengthen and grow students in leadership roles.

#5 Integrating Students with Out-of-School Activities

To help connect young people with suitable out of school activities, which develop their strengths and enhance their community connections.



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